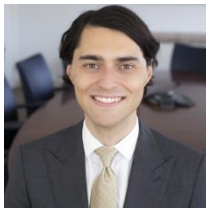


Re-Designing Financial Aid to Set Up Students for Success



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Managing Your Audio

Audio

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Dial: +1 800 555 1212

Access Code: 141-607-114

(and [additional numbers](#) ..)


You are connected to audio

If you select the “use telephone” option, please dial in with the phone number and access code provided


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Managing Your Questions



To ask the presenter a question, please type into the question panel and press send



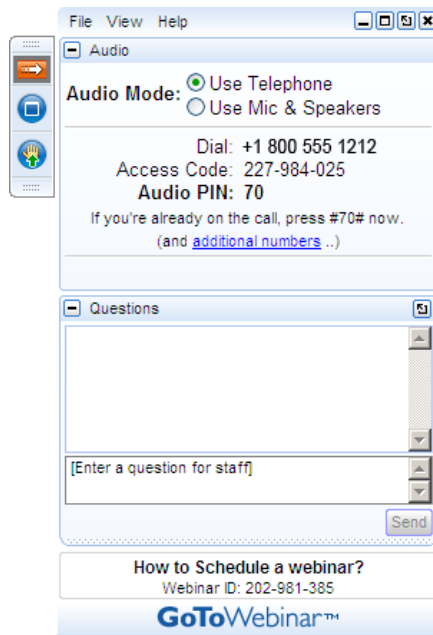
The screenshot shows the GoToWebinar application window. On the left is a vertical toolbar with icons for chat, audio, and help. The main window has two tabs: 'Audio' and 'Questions'. The 'Audio' tab is active and displays the following information: 'Audio Mode:' with radio buttons for 'Use Telephone' (selected) and 'Use Mic & Speakers'; 'Dial: +1 800 555 1212'; 'Access Code: 227-984-025'; 'Audio PIN: 70'; and a note: 'If you're already on the call, press #70# now. (and [additional numbers](#) ..)'. The 'Questions' tab is also visible and contains a large text area for typing a question, a smaller input field with the placeholder '[Enter a question for staff]', and a 'Send' button. At the bottom of the window, a banner displays 'How to Schedule a webinar?' with 'Webinar ID: 202-981-385' and the 'GoToWebinar™' logo.

Managing Your Screen



Use the **orange and white arrow** to minimize and maximize the GoTo panel

Use the **blue and white square** to maximize the presentation area



1 The Financial Aid Innovation Opportunity

- ## 2 Setting Students Up for Success
- Practice #1: On-Pace Academic Grant
 - Practice #2: Year-Round Enrollment Incentive
 - Practice #3: Career-linked Paid Internships

Reporting for Duty

EMs Called Upon to Advance Success, Searching for Practical Role

For Some, a Prominent Seat at the Table...



"I spend as much time with the CBO as the provost, and increasingly work with advancement... **EM is moving towards ownership of the entire student lifecycle.**"

*Chief Enrollment Officer
Public Research University (Midwest)*

... For Others, More Responsibility Than Resources



"I don't control either the registrar or financial aid, **but I'm still formally tasked with improving retention.**"

*Chief Enrollment Officer
Public Master's University (Midwest)*



"I'm directly responsible for retention **because it has a number attached to it.**"

*Chief Enrollment Officer
Private Master's University (East)*

Not Just About Dollars and Cents

Redesigning Aid to Promote Persistence

“In the last 15 years, there has been a dramatic increase in research on the effects of financial aid on student persistence... [One] collective limitation of research in this area is that **too little attention has been given to how various design elements of financial aid programs contribute to student persistence.**”

Hossler et al.

"Student Aid and Its Role in Encouraging Persistence" (2009)



Neglecting the Full Scope of Attrition Risk

Most Success Investments Address Academic, Engagement Concerns

Our New Bread-and-Butter Success Interventions



Academic Risk

- Poor academic preparation
- No academic plan
- Bad major fit



Engagement Risk

- No activities
- Unresponsive to contact
- Missing assignments or paperwork



Early Alert



First-Year Experience



Summer Bridge



Degree Planning



Intrusive Advising



Persistent Problem, Fewer Solutions

Financial Risk

- Failure to complete aid process
- Persistent unmet need
- Unpaid balances in later years

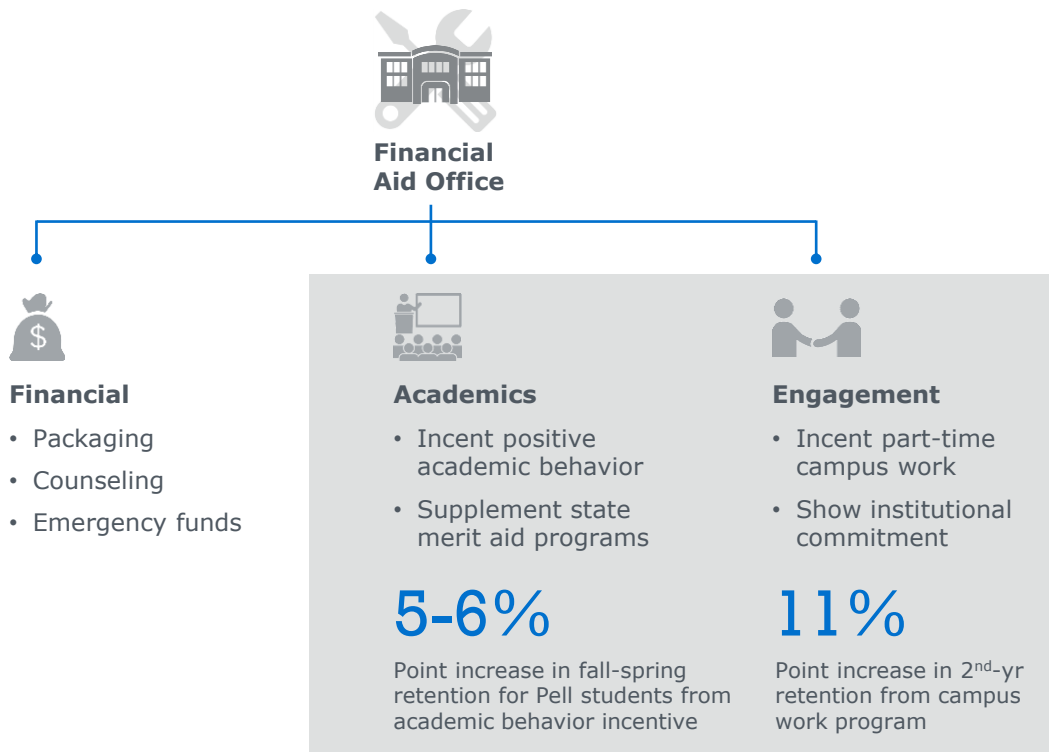


... larger aid budgets?



From Blunt Instrument to Swiss Army Knife

Aid Offers Additional Leverage for Academic, Engagement Interventions



1

The Financial Aid Innovation Opportunity

2

Setting Students Up for Success

- Practice #1: On-Pace Academic Grant
- Practice #2: Year-Round Enrollment Incentive
- Practice #3: Career-linked Paid Internships

The EM's Role in Promoting Academic Progress

EM Can Improve Academic Progress through Financial Incentives

Not Using All Our Levers....



Marketing Campaigns

"15 to Finish" initiatives increasingly common, effective



Intrusive Advising

Prescriptive advising, CRM-driven outreach increasingly successful



Financial Incentives

Surprisingly rare but potentially high ROI

... to Promote Good Academic Behaviors



High Credit Velocity



Meeting Regularly with Advisors



Early Major Declaration



Early Milestone Course Completion

Our Blunt Tools for Incenting Success

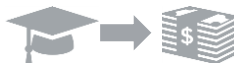
Current Aid Incentives Have Limited Effect on Academic Behavior

Our Current Toolbox



Traditional Merit Scholarship

Scholarship tied to GPA requirement and SAP



Graduation Rebates or Guarantees

Students receive cash, free courses for being ready to graduate in four years



Performance-based Scholarships

\$2-4K state grants tied to behavior, e.g., taking 6+ credits per term



Typical Limitations

- Fails to incent behaviors
- Rewards existing high performers
- Four-year time horizon too long to change behavior
- Rewards existing high-performers
- Effective, but performance criteria not stringent
- Only one or two behaviors incented
- May not address all financial need

Something for Everyone

Temple Intervention Triage Aid to Highest-Need Students

Overview of Temple University's Fly in 4 Program



TEMPLE
UNIVERSITY



83% of freshmen class (~3,700 students) pledges to follow academic success behaviors before arriving



Pledge + Grant

Target: Highest-Need Students

- **500 students (max Pell, minimal EFC) receive \$4K annual grant** to cover some remaining unmet need
- Provides tangible incentives to follow behaviors, limits need to work



Pledge Only

Target: Low-Moderate Risk Students

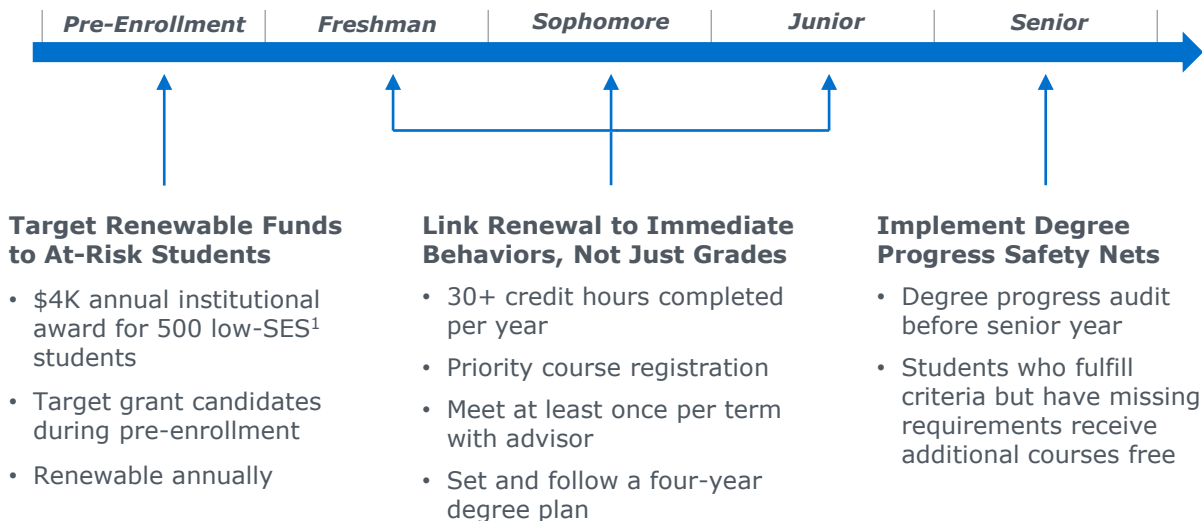
- **Functions as marketing program advertising success behaviors** to general student population
- Conserves aid for larger grants to neediest students

More Directly Linking Money to Behavior

Behavior-based Grant Tracks Student Progress Closely Through Lifecycle



Grant Keeps Students On Pace Throughout Lifecycle



1) Avg. EFC for scholarship recipients in 2014-15 was \$657.

Tailoring Interventions to Student Needs

Two-Pronged Approach Benefits Low- and Higher-Income Students

Higher Risk Students



Success Behavior Grant

Focus: Incentive, Reducing Need

- Reduces attrition risk for neediest students
- Limits need to work for pay
- Incentivizes academic behaviors for students most likely to struggle



"Fly in 4" Early Results, Fall 2014

5-6%

Fall-spring retention advantage for grant students over non-participants with similar need

82%

Share of grant students **on track to finish 30 credits** in first year

2.9

Avg. first-term GPA for grant students vs. 2.52 for non-participants with similar need

Lower Risk Students



Success Behavior Pledge

Focus: Marketing, Peer Support

- Non-grant students pledge to fulfill *same behavioral criteria*
- 88% of Temple freshmen took the pledge in fall 2014 (including grant students)



UNIVERSITY
of HAWAII
SYSTEM

"15 to Finish" Marketing Program Results, 2011-13

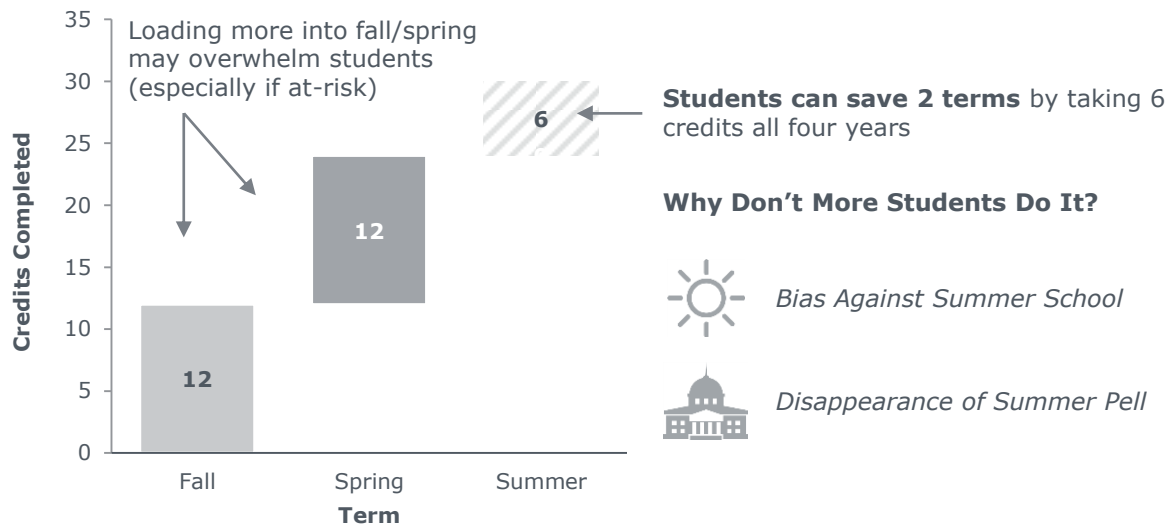
21% → 25%

Share of freshmen taking 15+ credits system-wide

Working Smarter (Not Harder) to Progress

Summer Terms Under-Exploited Means to Meet “30 Credit” Benchmark

A Practical Path to 30 Credits



Nudging Students Over the Bar

Small Grant Targets Students Most in Need of Help to Reach 30 Credits

Overview of Indiana State's Year-Round Enrollment Incentive



Pre-Scholarship *Fall-Spring*



- Student on track to complete 24 credits by end of spring
- Less likely to graduate on time than those completing 30+ credits
- Potentially risks losing 30-credit grant

Scholarship Allocated *Late Spring*



- Registrar identifies students on track to complete 24 credits
- Financial aid offers grant (6 free credits, \$300 for textbooks)
- Grant applies to in-person or online courses

Scholarship Period *Summer*



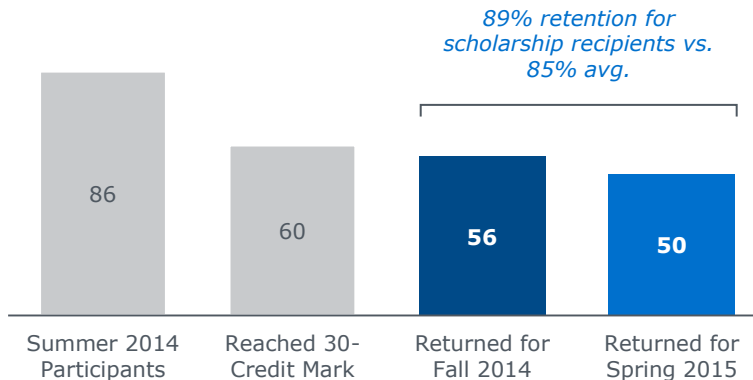
- Scholarship students typically at-risk, require support
- 2-day summer term orientation planned
- Additional on-campus and online tutors hired to maintain student/staff ratios

Making 30 Credits Attainable

Incentive for Part-time Summer Enrollment Improves Time-to-Degree

Substantial Increase in Retention for Grant Recipients

ISU's Summer Scholarship Pays Students to Reach Full-Time Status



Advice from the Front Lines:



Expect increased demand for summer courses



Expand size of summer tutoring network



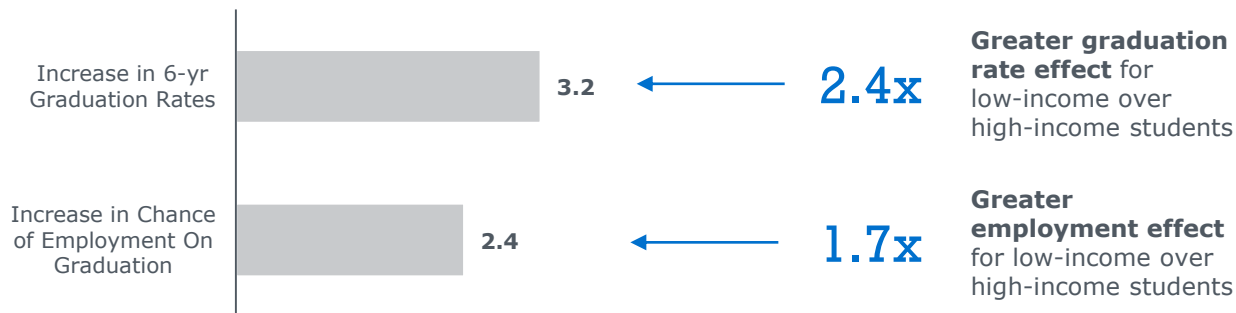
Consider summer orientation for new online students

More Than Just a Grant

Part-time Work On Campus Promotes Retention for Low-Income Students

The Benefits of Part-Time Work Study

*Percentage Point Increase in Select Student Outcomes,
Full-Time Dependent Students (n=14,064)¹*



1) For additional detail, see Scott-Clayton & Minaya (2014)

2) Includes students at or below the median income level for FWS students, or about \$49,000.

Source: Judith Scott-Clayton & Veronica Minaya, "Should Student Employment Be Subsidized? Conditional Counterfactuals and the Outcomes of Work-Study Participation," CAPSEE Working Paper, September 2014; O'Sullivan & Setzer, "A Federal Work Study Reform Agenda to Better Serve Low-Income Students," September 2014; EAB interviews and analysis.

Filling in Federal Work-Study's Gaps

Can Institutions Improve on Common Limitations of Federal Work-Study?

Key Problems with Federal Work-Study (FWS)



Not Enough Jobs:

Many institutions can't finance enough FWS jobs for still-vulnerable middle-income students



Missed Opportunity for Career Training

FWS effective at building engagement, but jobs often unrelated to disciplinary, career interests



Disciplinary Training

Major-relevant jobs could prepare students for later internships or research



Career Advancement

FWS jobs often don't lead to greater responsibility or management training

Melding Campus Jobs with Practical Training

Institutionally-funded Jobs Reduce Need Issues, Increase Engagement



Learn and Earn Advantage Program (LEAP)



Proactive Targeting of Freshmen

- **Targets Low-Middle Freshmen:** Many needy students too “high income” for federal work-study
- **Proactive Invitation:** Packaging algorithm identifies candidates; no student opt-in



Discipline-specific Part-Time Jobs

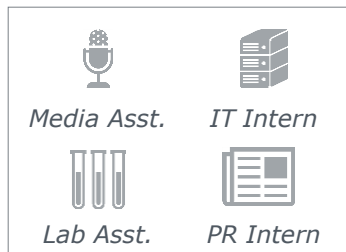
- Program works with units to create \$8/hr part-time jobs (up to \$2.4K/yr)



Professional Development

- **Sophomore LEAP:** ~45% of students move on to LEAP II
 - Higher-level jobs prepare students for internships
- **Peer Mentors:** Sophomores mentor LEAP I freshman
- **Curriculum:** Workplace readiness and financial literacy courses

Sample Jobs



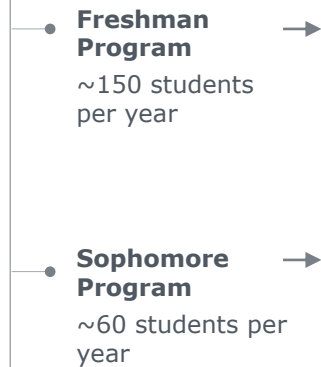
Targeting (Often Neglected) Sophomores

Inst. Work-Study Promotes Particular Gains in Neglected 2nd-yr Retention



Investment

- \$400K for LEAP wages
- \$33K in staff/administrative costs



Substantial Student Success Results...

.16

Advantage in 1st-yr GPA over freshman average

3%

Point advantage in 1st-yr retention over cohort average (80% vs. 83%)

.30

Advantage in 2nd-yr GPA over sophomore average

11%

Point advantage in 2nd-yr retention over cohort average (82% vs. 93%)

... That Help Defray Their Own Costs

\$142K

Expected net tuition increase from LEAP cohort

Key Takeaways from Our Discussion

Re-Designing Financial Aid to Set Up Students for Success

1 Triage Aid Incentives to Neediest Students, Not Existing High-Performers

- Merit aid, graduation rebates, etc., mostly flow to affluent students already likely to perform well; “ROI” in terms of behavior change is limited
- Programs should target specific at-risk groups, such as Pell students, who are needier and more likely to benefit from an incentive

2 “Nudge” Behaviors, Not Outcomes

- Wealth of research now available into what makes students successful: taking 30 credits per year, meeting regularly with advisors, etc.
- At-risk students have less cultural capital and are less likely to practice success behaviors without prescriptive guidance

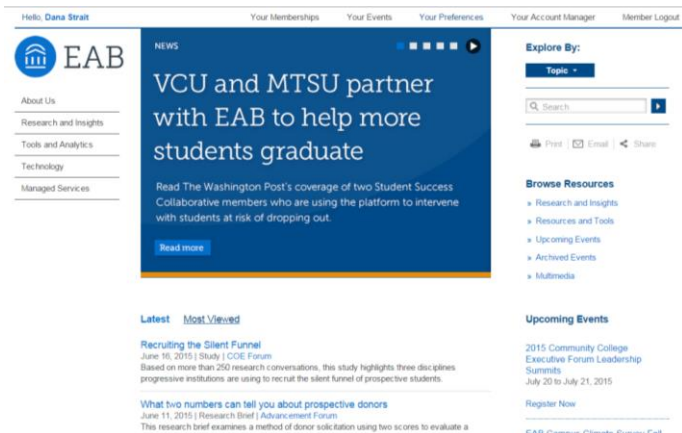
3 Tailor Lower-Cost Interventions to Less Needy Students

- Incentives for higher-risk students should be large to maximize likelihood of behavior change
- Lower-risk students more likely to practice success behaviors on their own, but can benefit from low-touch approach such as a marketing campaign

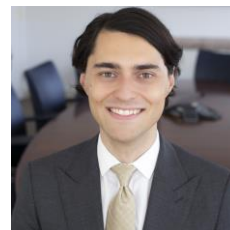
Thank You for Your Time

Please Contact Us with Questions

Access More Resources at <http://www.EAB.com>



The screenshot shows the EAB website interface. At the top, there's a navigation bar with links: Hello, Dana Strait, Your Memberships, Your Events, Your Preferences, Your Account Manager, and Member Logout. Below this is a sidebar with links: About Us, Research and Insights, Tools and Analytics, Technology, and Managed Services. The main content area features a large blue banner for a news article titled "VCU and MTSU partner with EAB to help more students graduate". The article text reads: "Read The Washington Post's coverage of two Student Success Collaborative members who are using the platform to intervene with students at risk of dropping out." Below the banner, there's a "Read more" button. To the right of the banner, there's a section titled "Explore By:" with a "Topic" dropdown and a search bar. Below that, there's a "Browse Resources" section with links: Research and Insights, Resources and Tools, Upcoming Events, Archived Events, and Multimedia. At the bottom, there's an "Upcoming Events" section listing the "2015 Community College Executive Forum Leadership Summits" from July 20 to July 21, 2015, with a "Register Now" link. Below that, there's a link to the "FAR Campus Climate Survey Fall".



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