



# Reenrolling Your Stopped Out Students

Community College Executive Forum

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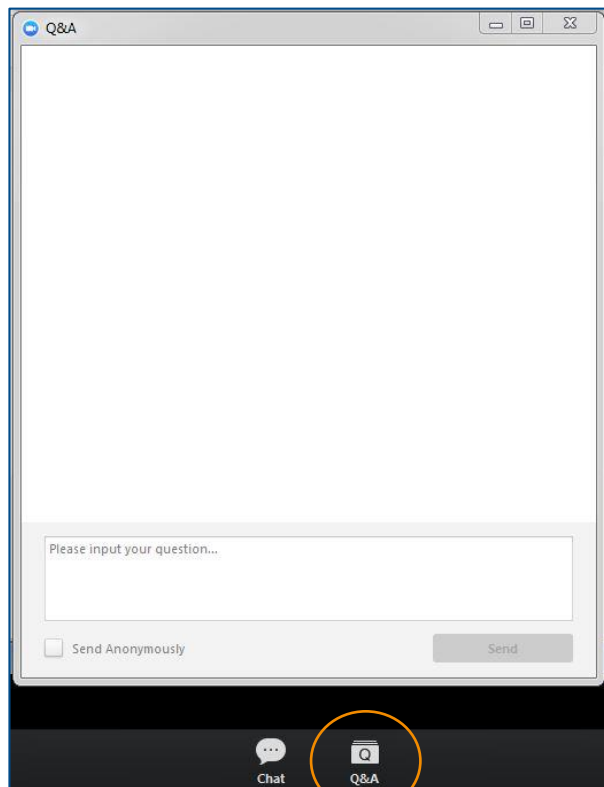


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After the webinar, a member of our team will be in touch to follow-up on your questions individually.

*Type your question here*



# Community College Executive Forum Team



4

## Today's Presenter

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**Magda Rolfes**

*Practice Manager,  
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## Member Services Team

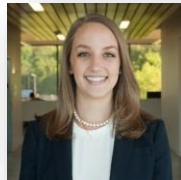
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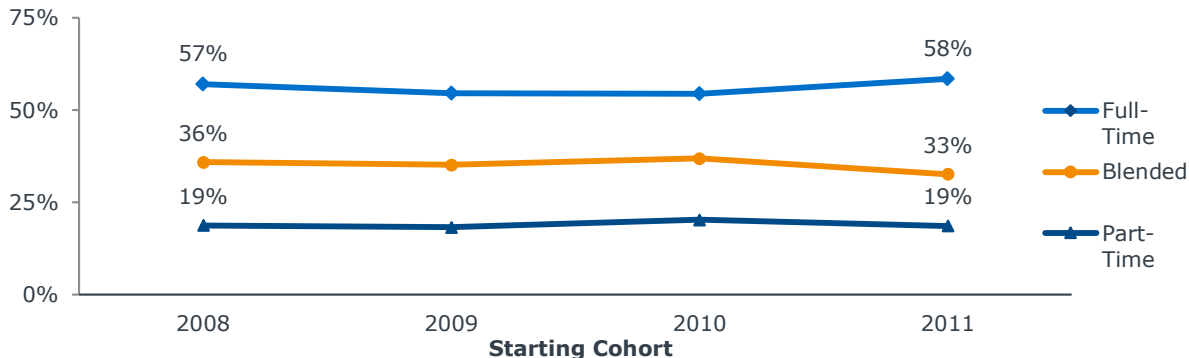
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# Part-Time Students the Least Likely to Complete

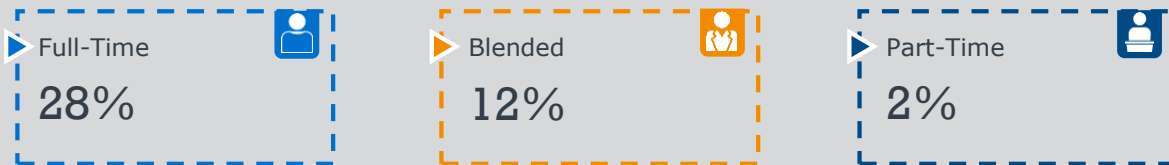
## Six-Year Completion Rates Stagnant by Attendance Status

Students Completing a Postsecondary Degree Within Six Years



## Part-Time Students Least Likely to Earn a 4-Year Degree

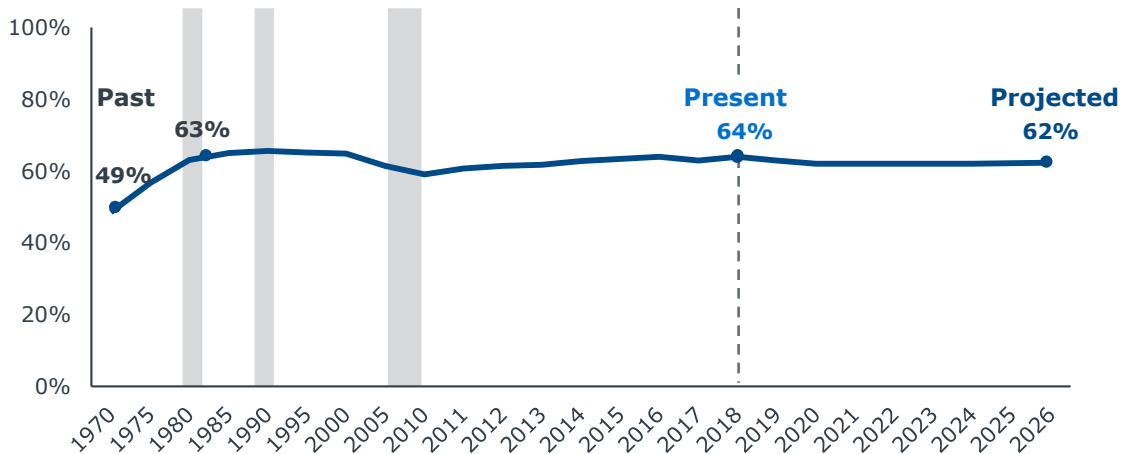
Share of Community College Graduates Who Complete Bachelor's Degree, 2011 Cohort



# Part-Time Attendance Remains Constant

## Part-Time Status Remains Stable Through Boom and Bust Times

Percentage of Students Enrolling Part-Time in the Fall



### Vast Majority of Students Enroll Part-Time at Least Once



83%

Of community college students enroll part-time at some point during their community college experience

Source: [Digest of Education Statistics](#), National Center for Education Statistics; "[Current Term Enrollment Estimate Spring 2018](#)," National Student Clearinghouse Research Center, May 2018; "Even One Semester," Center for Community College Student Engagement, 2017; EAB interviews and analysis.

# Adapt the College to Promote Part-Time Success



Support Part-Time Students Through Responsive Institutional Practices

1

**Condense Credit Accumulation**



2

**Align Delivery to Part-Time Lifestyle**



3

**Expand Access to Support Services**



4

**Incent Stop-Out Reenrollment**



## **I. Proactively Intervene**

Competitive Major Stop-Out Campaign

## **II. Eliminate Obstacles**

Targeted Reenrollment Campaign

GPA Fresh Start

## **III. Address Student Goals**

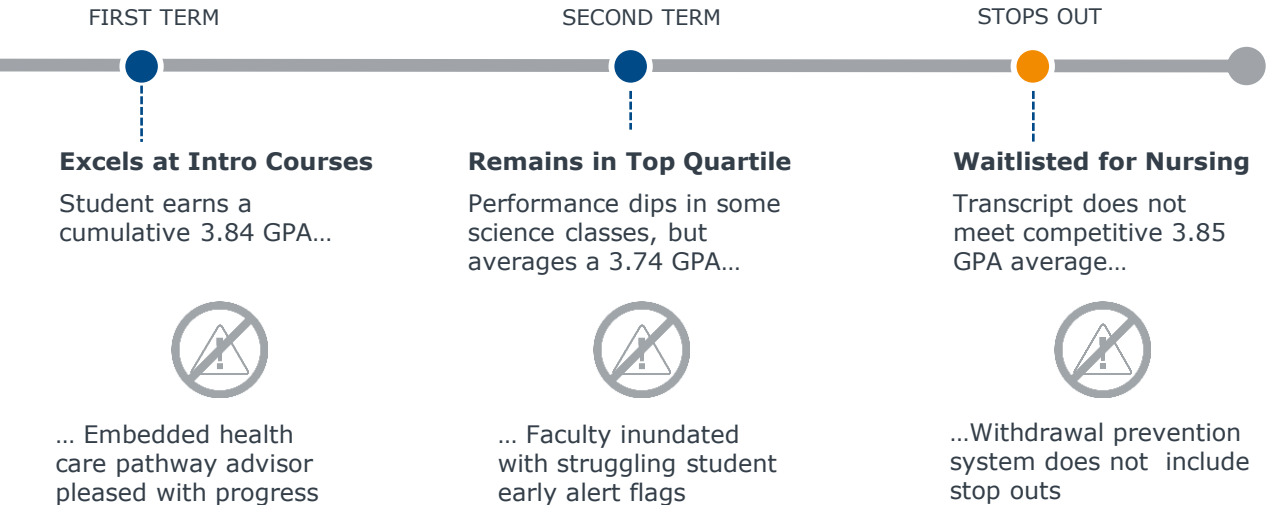
Competency-Based Cross-Walk

# Letting Bright Ships Pass In The Night

Persistence Interventions Fail to Capture Discouraged High Flyers

## No Reason to Intervene Until It's Too Late

*Prospective Nursing Student Stops Out Despite Guardrails*







# Internally Recruit Students Looking to Leave

Suggest Related Program to Students Before They Stop Out



## Invite Students to New Program Before Stopping Out



Categorize each major based on student movement



Identify most common major transfer destinations of "donor majors"



Send recruitment letter from sister program month acceptance results released



**5%** Retention goal for recruitment letters

## Letters Highlight New Program Acceptance

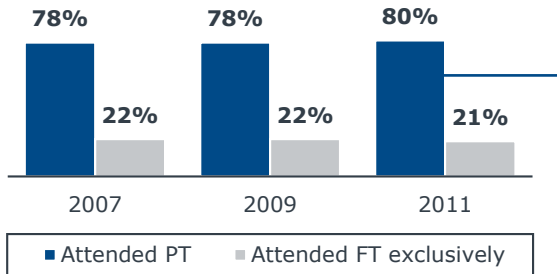
### *Program RE Letter (Structure)*

- Congratulate student for "acceptance" into new program
- Explain why the student would be a good fit for the program
- Highlight different degree and certificate options
- Invite student to an open house to learn more about the new program
- Provide student with advisor contact information

# Sometimes Stop-Out Is Unavoidable

## Part-Time Students at Greatest Risk for Stopping Out

Stop-Out Rates by Attendance Status, Cohort Year



## Part-Time Students More Likely Than Full-Time Peers to Anticipate Stop-Out Due to Common Barriers



Working full-time



Caring for dependents



Academic under-preparedness



Lack of finances



“We need to help students find a balance between work, personal responsibilities, and school. **When pressure increases elsewhere, the first thing to go is school.**”

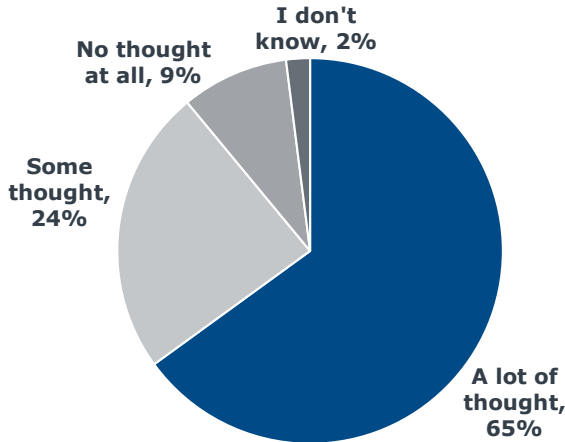
*President, Community College  
Texas*

# Stopped-Out Students Are Not a Lost Cause

Non-Completers Are Cautiously Optimistic About Reenrolling

**Most Stopped-Out Students Have Given "A Lot of Thought" to Returning**

*"How much thought have you given to going back to school?"*



**But Are Concerned About Making College Work if They Returned**



Can I afford to go back to school?



Will there be anyone to help me readjust to college?



Is my prior academic record going to be a barrier?



## A Will, but Not Always a Way






"All of these students left because something happened. **I have yet to talk to someone who left the college because they didn't like it.**"

*Renrollment Campaign Director  
Community College, Mountain West*

# Reach Out and Reengage

## Several Successful Models to Engage Stopped-Out Students

### Targeted Reenrollment Campaign Components

College or University	Student Qualifications	Financial Incentive	Personal Outreach	Annual Institutional Costs
 <b>University of New Mexico</b>	 <i>Seniors who stopped out at least one semester ago with a GPA of 2.0 or better</i>	 <i>Up to \$750 in aid per semester</i>	 <i>Paper outreach</i>	 <b>\$120K</b> <i>Annual allocation from the UNM Board of Regents</i>
<b>Pueblo Community College</b>	<i>Students who completed at least 30 credits and owe college &lt;\$1,000</i>	<i>One-time loan forgiveness up to \$1,000</i>	<i>Email outreach</i>	<b>\$79K</b> <i>Spent in student loan repayments</i>
<b>Bossier Parish Community College</b>	<i>Students who have been unenrolled for at least 1 academic year and who can reenroll full-time</i>	<i>Tuition waiver for one free course</i>	<i>Paper, email, and text messaging outreach</i>	<b>\$30K</b> <i>Annual costs of reenrollment campaign</i>

# Incentivize Stopped-Out Students to Reenroll

## Pueblo Community College Finds the 'Goldilocks' Reenrollment Incentive

### Three Successful Reenrollment Campaigns by Incentive and Investment



#### Grant-Funded Aid

Reengages stop-outs by offering up to \$750 to reenrolled students **each semester they remain enrolled**

#### Highest Financial Investment



*Semesterly financial assistance meant to reduce students' need to work but is funded by a \$120,000 annual allocation from the UNM Board of Regents*



#### Debt Forgiveness

Forgives small institutional loan debts **after students have successfully completed one semester** back on campus

#### Mid-Level Financial Investment



***Semester-based success stipulation reduces financial risk for the college and increases incentive for student completion***



#### Course Fee Waiver

Waives the price of tuition for one course for reenrolled full-time students **prior to course registration**

#### Lowest Financial Investment



*One-time tuition waiver for single course requires the lowest financial investment from the college and offers small incentive for return*

# Engagement Critical to Reenrollment

## Essential Components of Pueblo's 'Return to Earn' Campaign



### Four-Step Reenrollment Process

1

#### Identify Stopped-Out Students

- *Include all recent stop-outs*
- *Ensure past due debt has not yet gone to collections*

2

#### Ensure Eligibility Criteria Are Met

- *Identify students who successfully earned at least 30 credits*
- *Ensure they owed the college \$1,000 or less when they stopped out*

3

#### Reach Out to Qualifying Students

- *Notify students of program eligibility*
- *Request they complete the online inquiry form*

4

#### Schedule a One-on-One Appointment

- *Ascertain students' long-term educational and career goals*
- *Assist students with admissions and FAFSA application (when needed)*

### Ongoing, Low-Touch Services



#### Weekly Financial Reviews

Program staff proactively reach out to students selected for verification or who have financial aid holds



#### Periodic Outreach

Semimonthly informal check-ins between students and director to determine progress, and refer students to relevant resources



#### Academic Progress Reports

Faculty provide incremental updates on students' class performance and any potential concerns



#### Student Reflection

Students write letters describing their experiences and the impact of college completion on their long-term goals



# Help Students Return and Succeed

## Pueblo's Reenrollment Structure Benefits Both Students and College

### Providing Students a Second Chance

#### *Student Participant Testimonials*

“

Just 5 credits short of my degree I became gravely ill and my goals in life were changed. Without the Return to Earn scholarship program **it would have been very difficult for me to find the funds needed to reenroll** in college and to assist me in getting my degree.”

“

In 2014 I needed to withdraw from my classes. My mother had been sick with Alzheimer's for a while and I was taking care of her as a single mother while trying to go to school. The PCC Return to Earn scholarship program has been **the motivation needed to restart and complete my education.**”

### Since the Program's Launch in 2016...

1 Full-time college staff director oversees the program

184 Students have reenrolled

97% Of reenrolled students satisfactorily passed their first semester courses

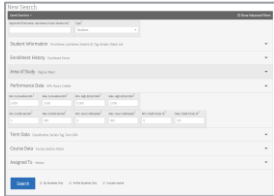
116 Reenrolled students have completed their degrees

\$343K Amount of net revenue earned in 2017-18 alone after loan repayments

# Spotlight: Targeted Campaigns in Navigate

## Launching Campaigns is Simple in EAB's Navigate Platform

### 1 Identify

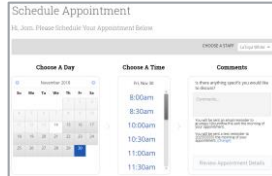


Create lists of students with target attributes to define your target population

#### Platform Tools:

- Filtering and Work Lists

### 2 Contact

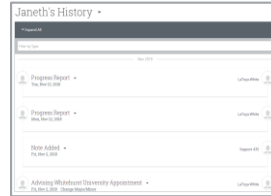


Send proactive outreach to students to establish contact

#### Platform Tools:

- Appointment campaigns, with in-browser scheduling
- Mobile appointment scheduling
- Mass email or text messaging

### 3 Intervene

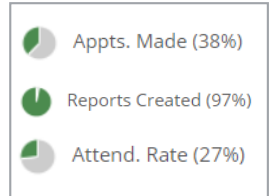


Meet with students and provide tailored advising support to this population's needs

#### Platform Tools:

- Student Profiles
- Saved notes and appointment summaries
- History feed

### 4 Follow-Up



Follow up on student progress and track campaign outcomes

#### Platform Tools:

- Saved notes and appointment summaries
- Appointment campaign tracking





# More Than Just Money

## Students Face Numerous Psychological Barriers to Reenrollment

### Student Voices Reveal the Personal Reasons Preventing Their Return to College

“The thought of going back again **after all this time makes me tense up.**”

“College now **feels like an alien environment.**”

“Going back would take me **at least a year to catch up again.**”

“

“On paper, I am a failure as a college student.”

”

“I feel like an **impostor.**”

“If I went back, **I’d have to retake Introduction to Biology and other core classes**, which I have absolutely no desire or concentration to do.”

“**I’m not prepared** after spending 20 years in the military and taking classes here and there.”

# Incentivize Reenrollee Success

## Revised Transcript Offers a One-Time Refresh Opportunity

*Sample Fresh Start Transcript*

Student: J. Smith		Recalculated GPA* 2.80	Recalculated GPA includes only grades higher than D
<b>Course</b>	<b>Grade</b>		
<i>MAT 1470</i> <i>College Algebra</i>	D		Students do not receive credit for D/F/W grades and must retake required courses
<i>PSY 2205</i> <i>Child Development</i>	B+		
<i>ENG 1101</i> <i>English Composition 1</i>	C+		All courses remain on the transcript
<i>HIS 2218</i> <i>History of Ohio</i>	F		Transferability of credits remains unchanged

\* The Fresh Start Policy has been applied for academic work taken at Sinclair prior to Fall 2014

### Qualifying Students Have:



Stopped out of the college for at least 3 years



Reenrolled in a degree program

# A+

Successfully completed at least 6 college-level credits upon reenrollment



Met with an advisor to discuss the details of the program, including effects on SAP and financial aid



# Revised GPA Helps Overcome Psychological Barriers

## Recalculated GPA Provides Motivation Without Frustrating Faculty



### Fresh Start...

- Is a psychological boost to reenrolled students
- Is a motivator to increase student completion
- Does provide a résumé boost for students seeking employment

### Fresh Start...

- Is **not** grade inflation
- Is **not** assigning unearned credits
- Is **not** influencing transfer prospects

## GPA Recalculation Promotes Course Success

# 627

Reenrolled students have taken advantage of the Fresh Start program since its launch in 2013

# 91%

Average course success rate for Fresh Start students, compared to an average institutional course success rate of 74%

“We’ve seen very positive results, especially with adult learners and veterans. It gives these returning students a big psychological lift and promotes successful academic progress. **The fresh start is a must-have for community colleges looking to engage those who haven’t completed.**”

*Administrator  
Sinclair Community College*

## Status Quo Program Design...



### Faculty-Led Program Innovation

✘ Program launch decisions based on faculty interest, ability, and opinions

✘ Modalities and schedule determined by personal preference



### Outdated College Policies

✘ Silos between for-credit and non-credit programming

✘ Financial model and historical norms dictate awarding of credit through CPL/PLA

## ...Results in Under-Enrolled Programs



New launches misaligned to shifting labor market needs



Curricula don't match the actual career goals of working adults

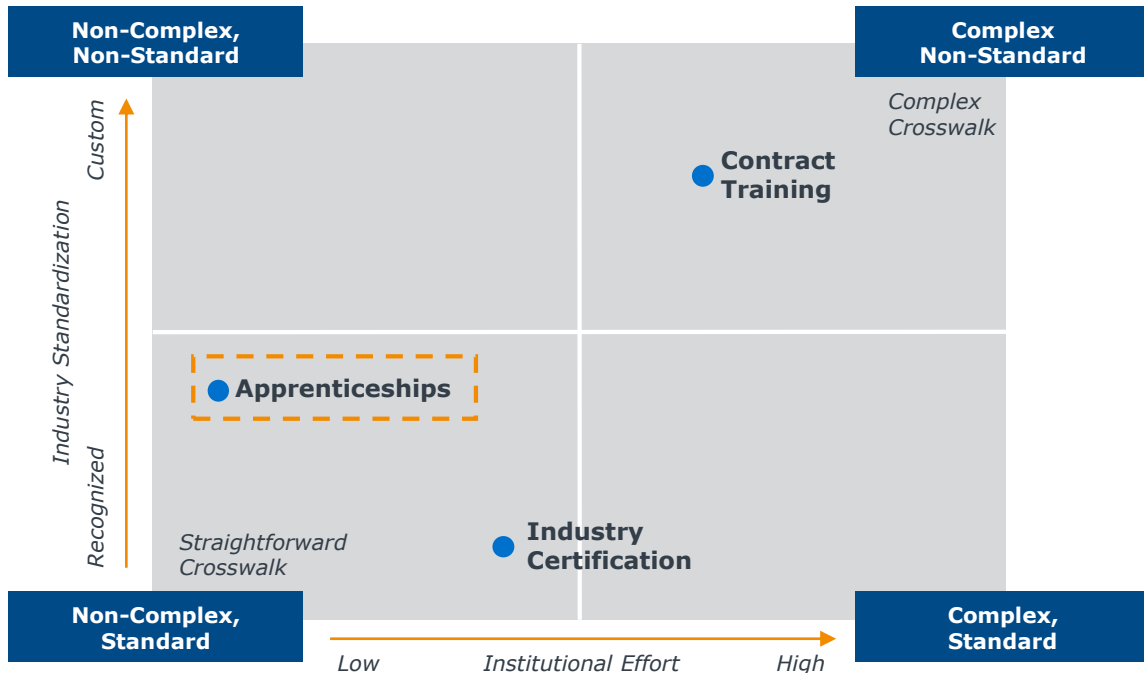


Modalities not optimized to fit part-time lifestyles

# Use Crosswalks to Accelerate Credit Momentum



## Begin Crosswalk Effort with Industry Standard Competencies



# Competency Mapping Key to PLA Crosswalk



## Instructors Align Apprenticeship Competencies to Credit Courses

### Excerpt of Apprenticeship Competencies

#### Calibration Program

- Paddlewheel flow sensors
- Fluke calibrators

#### Control Devices Program

- Material analysis sensors
- Boilers and boiler controls

#### Instrumentation Program

- PID controller programs
- Smart transmitters

### Excerpt of Course Competencies: ELT 257: Sensors and Transducers

- Paddlewheel flow sensors
- Fluke calibrators
- Material analysis sensors
- Boilers and boiler controls
- PID controller programs
- Smart transmitters

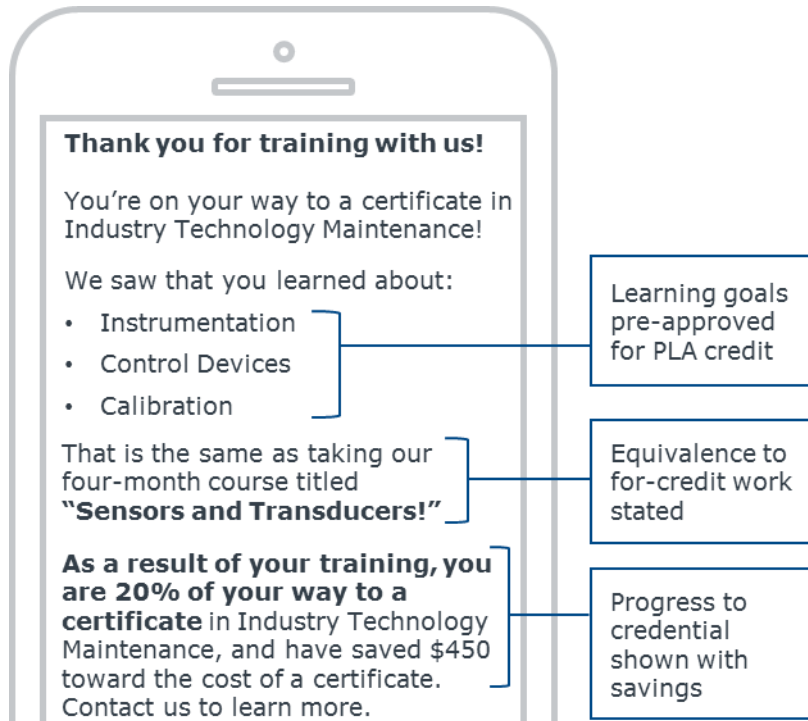
### Criteria to Ensure Matching Competencies

- Do non-credit and for-credit faculty use similar teaching methods?*
- Are non-credit assessments as rigorous as for-credit assessments?*
- Do apprenticeship programs teach 100% of for-credit course competencies?*

# Marketing For-Credit to Non-Credit Completers

Pre-Defined Crosswalks Enable Seamless Recruitment and Onboarding

**Personalized Message Shows Path to Credential**



## Long- and Short-Term Enrollment Boost

**38%**

More students awarded PLA credit per year since crosswalk implementation

**94%**

Increase in completion rate of PLA recipients over non-PLA recipients

**50+**

Courses with non-credit to credit crosswalks

## We Want to Hear From You

Q: What is the greatest challenge in re-enrolling your stopped out students?



## Related and Upcoming Offerings

*Advancing Equity and Part-Time Student Success*

### 1 Four Ways to Strengthen Support for Basic Needs Insecure Students



[Click Here to Access](#)

Identifies strategies to reduce institutional barriers and increase connections between students and critical basic needs support.

### 2 Redesigning Support Services for Part-Time Students



[Click Here to Access](#)

Describes how to expand the scope and reach of advising, financial aid, and tutoring services to meet the needs of part-time students.

### 3 Results from EAB's Guided Pathways Diagnostic



*December 13, 2018  
2-3 pm ET*

Presents the results of our Guided Pathways diagnostic, including insights from over 1,000 faculty, industry trends, and surprising findings.

## Resources for Your Greatest Challenges



### Marketing and Recruiting

*\*NEW\** [How to Keep Community College Students in Your Pipeline](#) Infographic

*\*NEW\** [Enrolling the Next Generation of Students](#) Onsite Presentation

*\*NEW\** [Why Gen Z Students Start at Community Colleges and What Happens Next](#) White Paper



### Strategic Planning

[Strategic Planning Resource Center](#)

[Take the Pain Out of Strategic Planning](#) Webconference

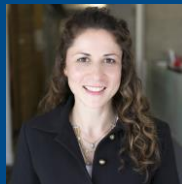


### Student Success

*\*NEW\** [Closing the Part-Time Student Success Gap](#) Onsite Presentation

[Guided Pathways](#) Diagnostic

## Expert Support from EAB



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