Reenrolling Your Stopped Out Students
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After the webinar, a member of our team will be in touch to follow-up on your questions individually.
Today’s Presenter

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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

<table>
<thead>
<tr>
<th>Starting Cohort</th>
<th>Full-Time</th>
<th>Blended</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>57%</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>2009</td>
<td>58%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>2010</td>
<td>58%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>2011</td>
<td>58%</td>
<td>33%</td>
<td>19%</td>
</tr>
</tbody>
</table>

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

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

- **Full-Time**: 28%
- **Blended**: 12%
- **Part-Time**: 2%

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

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

Source: EAB interviews and analysis.
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

FIRST TERM

Excels at Intro Courses
Student earns a cumulative 3.84 GPA...

SECOND TERM

Remains in Top Quartile
Performance dips in some science classes, but averages a 3.74 GPA...

STOPS OUT

Waitlisted for Nursing
Transcript does not meet competitive 3.85 GPA average...

... Faculty inundated with struggling student early alert flags

... Embedded health care pathway advisor pleased with progress

... Withdrawal prevention system does not include stop outs

Source: EAB interviews and analysis.
## Practice #1 Competitive Major Stop-Out Campaign

### Internally Recruit Students Looking to Leave

**Suggest Related Program to Students Before They Stop Out**

#### Invite Students to New Program Before Stopping Out

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categorize each major based on student movement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Identify most common major transfer destinations of “donor majors”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Send recruitment letter from sister program month acceptance results released</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retention goal for recruitment letters</strong></td>
<td>5%</td>
</tr>
</tbody>
</table>

#### 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

Source: EAB interviews and analysis.
Sometimes Stop-Out Is Unavoidable

Part-Time Students at Greatest Risk for Stopping Out

Stop-Out Rates by Attendance Status, Cohort Year

- **2007**
  - Attended PT: 78%
  - Attended FT exclusively: 22%
- **2009**
  - Attended PT: 78%
  - Attended FT exclusively: 22%
- **2011**
  - Attended PT: 80%
  - Attended FT exclusively: 21%

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*

1) URM = underrepresented minority; calculated from population of students whose race/ethnicity was known

Source: [Completing College: A National View of Student Attainment Rates: Fall 2011 Cohort](https://student.clearinghouse.net/), National Student Clearinghouse, November 2015; Community College Survey of Student Engagement 2017, Center for Community College Student Engagement, 2017; EAB interviews and analysis.
Non-Completers Are Cautiously Optimistic About Reenrolling

**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?”*

- A lot of thought, 65%
- Some thought, 24%
- No thought at all, 9%
- I don’t know, 2%

**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*

**Source:** “With Their Whole Lives Ahead of Them,” Public Agenda, 2009; EAB interviews and analysis.
## Reach Out and Reengage

### Several Successful Models to Engage Stopped-Out Students

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

Source: EAB interviews and analysis.
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.

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.

Highest Financial Investment

Debt Forgiveness
Forgives small institutional loan debts after students have successfully completed one semester back on campus.

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

Mid-Level Financial Investment

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.

Source: EAB interviews and analysis.

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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

Source: EAB interviews and analysis.
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

Practice #2: Targeted Reenrollment Campaigns

Source: EAB interviews and analysis.
**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

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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.”

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

“College now feels like an alien environment.”

“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.”

**Practice #3: GPA Fresh Start**

**Incentivize Reenrollee Success**

### Revised Transcript Offers a One-Time Refresh Opportunity

*Sample Fresh Start Transcript*

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Recalculated GPA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1470 College Algebra</td>
<td>D</td>
<td>2.80</td>
</tr>
<tr>
<td>PSY 2205 Child Development</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>ENG 1101 English Composition 1</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>HIS 2218 History of Ohio</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

- **Qualifying Students Have:**
  - Stopped out of the college for at least 3 years
  - Reenrolled in a degree program
  - 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

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

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Source: EAB interviews and analysis.
Revised GPA Helps Overcome Psychological Barriers

Recalculated GPA Provides Motivation Without Frustrating Faculty

<table>
<thead>
<tr>
<th>Fresh Start...</th>
<th>Fresh Start...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Is a psychological boost to reenrolled students</td>
<td>✔️ Is not grade inflation</td>
</tr>
<tr>
<td>✔️ Is a motivator to increase student completion</td>
<td>✔️ Is not assigning unearned credits</td>
</tr>
<tr>
<td>✔️ Does provide a résumé boost for students seeking employment</td>
<td>✔️ Is not influencing transfer prospects</td>
</tr>
</tbody>
</table>

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

Source: EAB interviews and analysis.
Inward Program Design Appeals to Few

### 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

Source: EAB interviews and analysis.
Use Crosswalks to Accelerate Credit Momentum

Begin Crosswalk Effort with Industry Standard Competencies

- **Non-Complex, Non-Standard**
- **Complex, Non-Standard**

- **Non-Complex, Standard**
- **Complex, Standard**

- **Contract Training**
- **Apprenticeships**
- **Industry Certification**

- **Industry Standardization**
- **Custom**

- **Low**
- **Institutional Effort**
- **High**

Source: EAB interviews and analysis.
## Competency Mapping Key to PLA Crosswalk

### Instructors Align Apprenticeship Competencies to Credit Courses

<table>
<thead>
<tr>
<th>Excerpt of Apprenticeship Competencies</th>
<th>Excerpt of Course Competencies: ELT 257: Sensors and Transducers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calibration Program</strong></td>
<td>• Paddlewheel flow sensors</td>
</tr>
<tr>
<td>• Paddlewheel flow sensors</td>
<td>• Fluke calibrators</td>
</tr>
<tr>
<td>• Fluke calibrators</td>
<td></td>
</tr>
<tr>
<td><strong>Control Devices Program</strong></td>
<td>• Material analysis sensors</td>
</tr>
<tr>
<td>• Material analysis sensors</td>
<td>• Boilers and boiler controls</td>
</tr>
<tr>
<td>• Boilers and boiler controls</td>
<td></td>
</tr>
<tr>
<td><strong>Instrumentation Program</strong></td>
<td>• PID controller programs</td>
</tr>
<tr>
<td>• PID controller programs</td>
<td>• PID controller programs</td>
</tr>
<tr>
<td>• Smart transmitters</td>
<td>• Smart transmitters</td>
</tr>
</tbody>
</table>

### 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?**

Source: EAB interviews and analysis.
Pre-Defined Crosswalks Enable Seamless Recruitment and Onboarding

**Marketing For-Credit to Non-Credit Completers**

**Personalized Message Shows Path to Credential**

Thank you for training with us!

You’re on your way to a certificate in Industry Technology Maintenance!

We saw that you learned about:
- Instrumentation
- Control Devices
- Calibration

That is the same as taking our four-month course titled “Sensors and Transducers!”

As a result of your training, you are 20% of your way to a certificate in Industry Technology Maintenance, and have saved $450 toward the cost of a certificate. Contact us to learn more.

- Learning goals pre-approved for PLA credit
- Equivalence to for-credit work stated
- Progress to credential shown with savings

**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

Source: EAB interviews and analysis.
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.

Source: EAB interviews and analysis.
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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