



Moving From Open Access to Equal Access

February 14, 2019

Community College Executive Forum

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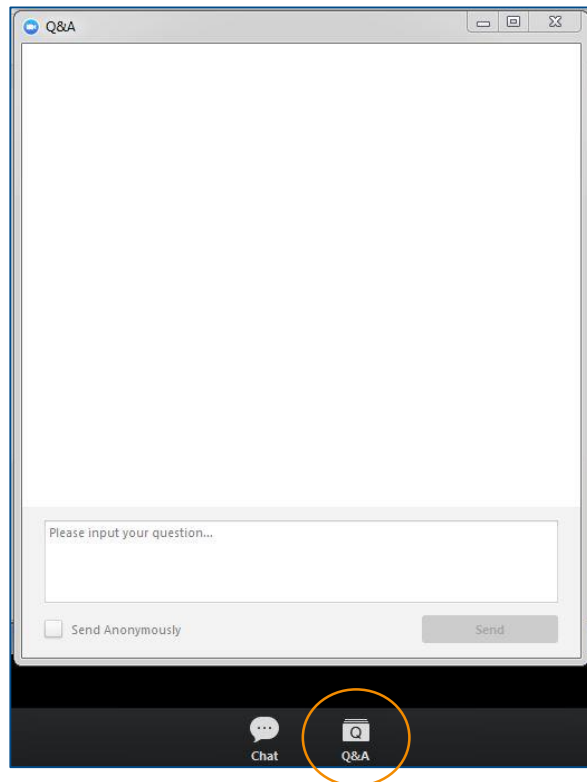


Asking a Question

To ask the presenter a question, navigate to the Q&A button at the bottom of your screen and type it into the Q&A Panel.

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



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Today's Presenter



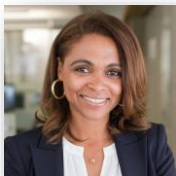
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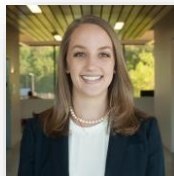


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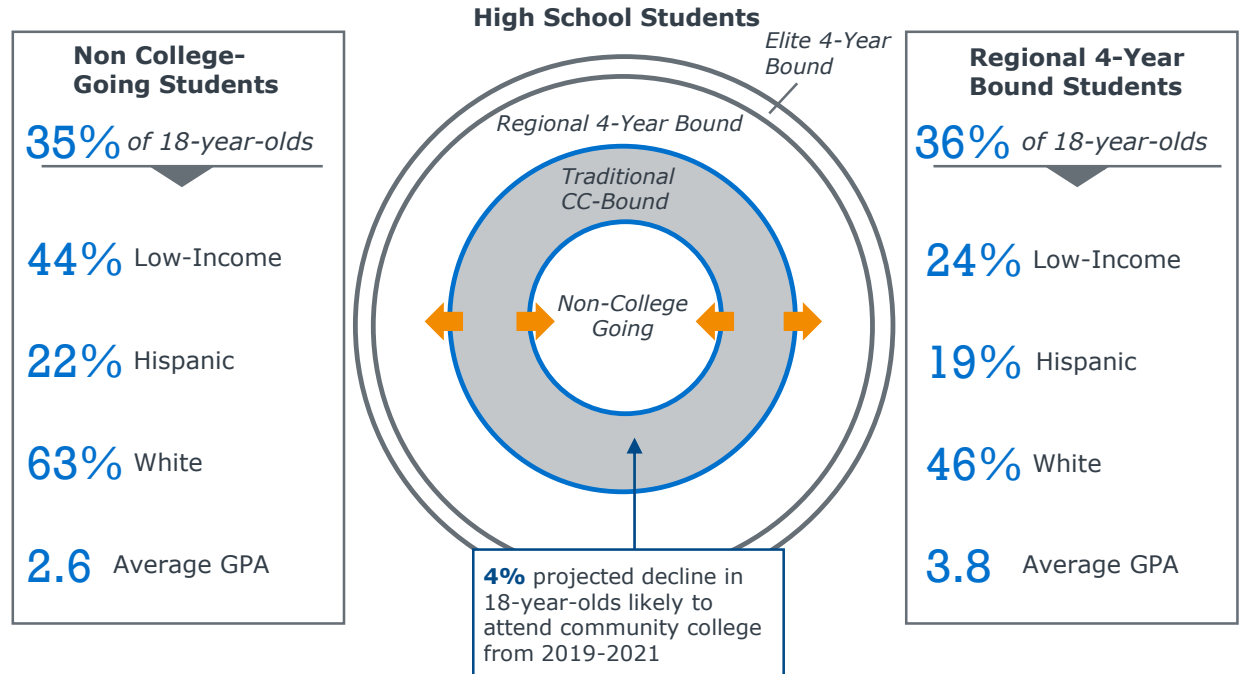
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Breaking Through the Core to Return to Growth

Marketing Outside of Typical (and Shrinking) Student Market

Capitalize on High School Relationship to Expand Gen Z Enrollments



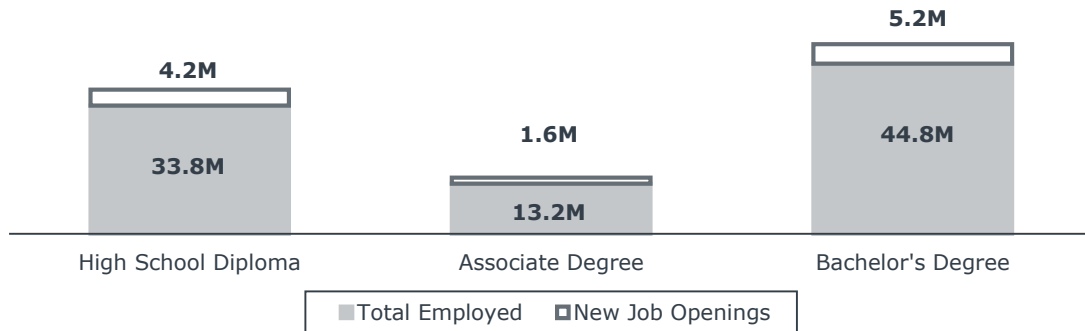
Source: "Educational Longitudinal Study of 2002," National Center for Education Statistics; Nathan D. Grawe, *Demographics and the Demand for Higher Education*, (Baltimore: Johns Hopkins University Press, 2018); EAB interviews and analysis.

Prospective Adults Drawn to Booming Economy



Disproportionate Job Growth Makes Community College a Tough Sell

Total Number of Jobs and Vacancies by Education Requirement¹, 2017



Industry Incentives to Remain in Workforce

26

States increased their minimum wage between 2013-2017

\$25K

Signing bonus offered to hourly BNSF railway employees

87%

Of corporations say that employee retention is a top priority

¹) An additional 10.5M new job postings do not specify a minimum education requirement.

Changing Demographics, New Opportunities



	Non-College Bound HS	Four-Year Bound HS	Working Adults
Current Market Win Rate	23% of 2017 HS graduates enrolled in community college after graduation		10.4% of 25–34-year-olds in the labor force have an A.A.
Size of Opportunity Market	1.5 million 2018 HS graduates predicted to not enroll in college	1.4 million 2018 HS graduates predicted to enroll in a regional four-year	18.9 million 25–34-year-olds don't have a college degree
Opportunity Win Rate	5–7%	0.5–2%	1–3%
Size of Winnable Opportunity	106,000–152,000	7,200–29,000	189,000–568,000

Identifying the Opportunity in Your Backyard

New Enrollment Potential

Traditional-Aged Enrollment
Adult Enrollment

% of Traditional-Aged Increase
% of Adult Increase

[Traditional-Aged Not Enrolled](#)
[Adults Not Enrolled](#)

Traditional-Aged Opportunity Win Rate
Adult Opportunity Win Rate

New Traditional-Aged Enrollments
New Adult Enrollments

Sizing Your Potential Market



Meet with campus stakeholders to determine marketing capacity, likely enrollment increase



Use publicly available Census data to identify size of target population

Calculating Opportunity Win Rate

Target
Population
Enrollment



% Increase
Expected

Target Population Not Enrolled



% Opportunity
Win Rate



Bring It to Campus

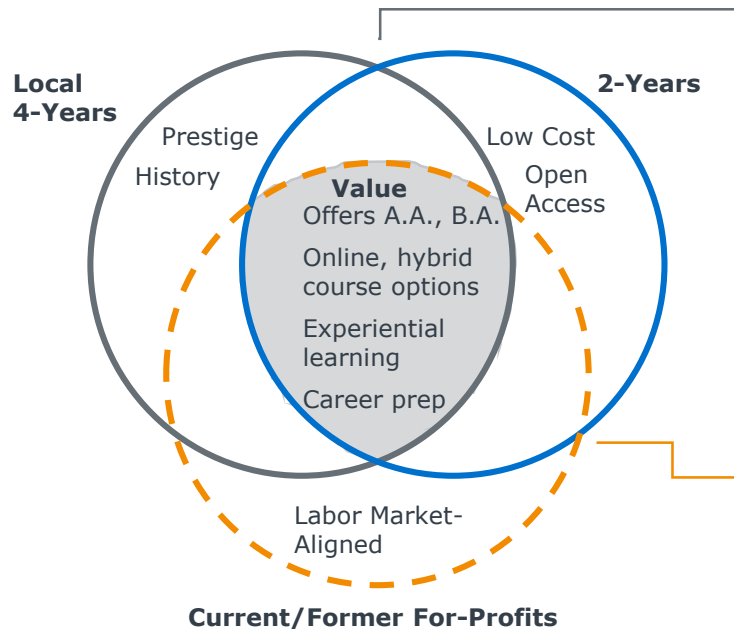
Use the Enrollment Calculator in the Appendix to determine marketing opportunity in your service area

Differentiation Difficult in a Crowded Market

Old Value Story No Longer Unique in Higher Education

Heightened Competition Due To Messaging...

Marketing Messages of Higher Ed Competitors



...And Service Overlap

System-Wide Consolidations



4-Years Offering Associates



For-Profits Become Non-Profits



Getting to Know—and Recruit—Gen Z

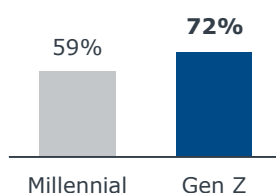


Meet Gen Z

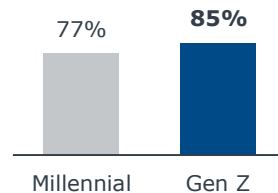
Generally recognized as the generation **born after 1996**

- Largest segment of the population (26%)
- 46% non-White
- Digital natives
- 40% of incoming college pipeline
- **Winnable Opportunity:**
113,00-181,000

They're Not Millennials...



Agree that community colleges **put students first...**



...and **prepare them to be successful**

...And They Know What They Want



"I'm **tired of fake marketing pitches**. I want to go somewhere where they know *me*."



"My parents don't want to just throw money around now, and I **don't want a lot of debt**."



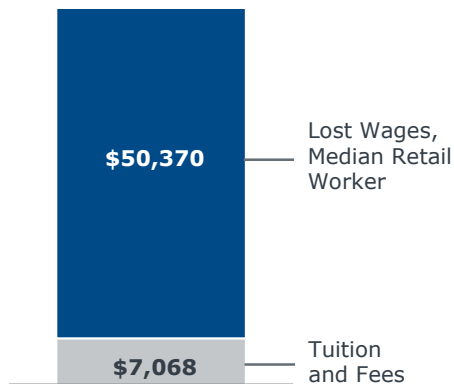
"A lot of people think **if you don't go to a big 'hot shot' university, your education is garbage**. It's not."

Adults Choosing College Balance Wages, Goals



List Price Only a Fraction of Burden

Cost of Full-Time Attendance, Assuming No Work

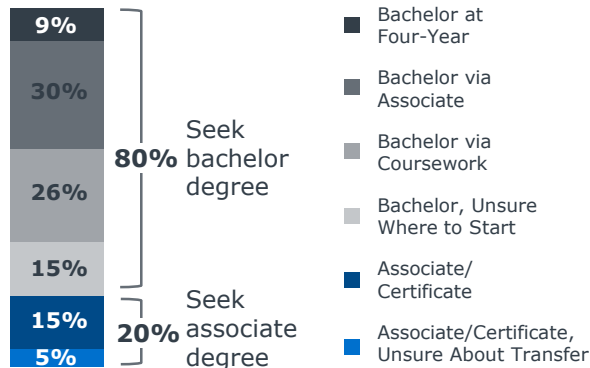


\$57,438

Total financial burden of associate degree

Adults Vary in Degree Goals...

Prospective Adult Enrollment Preferences



...And Reasons to Return to College

"I need a new career"

"I need a promotion"



"I need to be retrained"

"I need to get back to work"

Source: Silliman, R and Schleifer, D, "A Major Step: What Adults Without Degrees Say About Going (Back) to College," Public Agenda, May 2018; Bureau of Labor Statistics; National Center for Education Statistics; EAB interviews and analysis.

Market to Students Against Your Competition



Align Messages to Prospects' Needs to Win Enrollments



College vs. Workforce *Gen Z*

Grow the pool of prospective students by expanding access to academically qualified students

Size of Winnable Opportunity

106,000–152,000



College vs. University *Gen Z*

Create a new value narrative through targeting Gen Z college bound with signals of quality

Size of Winnable Opportunity

7,200–29,000



College vs. Current Job *Adult Students*

Reform programming to meet the needs of working adults

Size of Winnable Opportunity

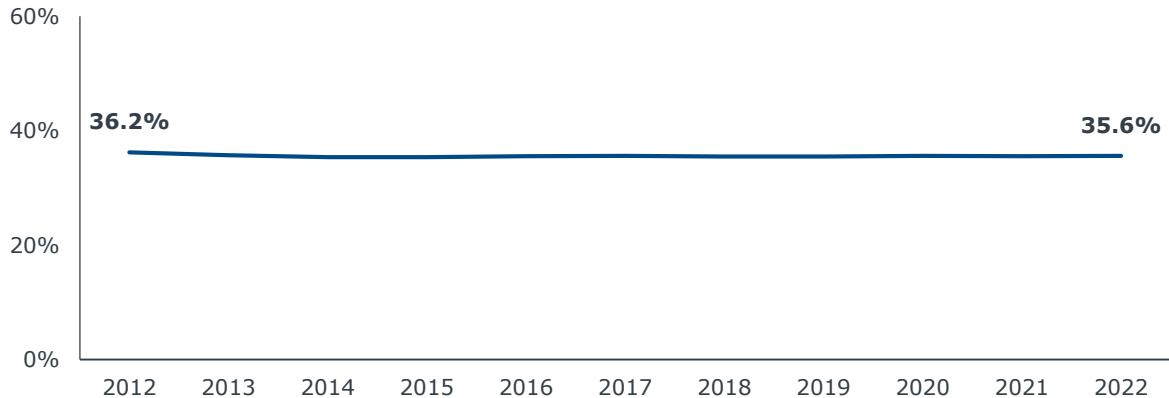
189,000–568,000

“Open Access” Not Serving All

Despite Open Door Policy, Non-College-Going Rates Remain Flat

Over One-Third of 18-Year-Olds Have “Non-College-Going” Profile

Percent of 18-Year-Olds Not Likely to Enroll in Postsecondary Education Based on Demographics



Saying “We’re Open Access” Does Not Overcome Enrollment Barriers

“A sizeable portion of our high school students want to go to college, and we’re a good option for them. But we know that the admission process can be opaque and frightening. When we identify these students we can help, but most students assume we can’t.”

Marketing Manager, Community College in the Midwest

By Some Measures, College Access Improving

College-Going Rates Improving for Traditionally Underserved

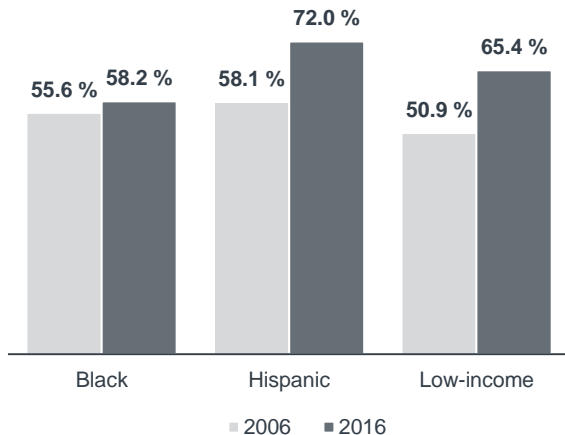
“College for All” a Major Movement Since Passage of NCLB¹

“*[NCLB will]* instill the expectation among staff and faculty that **college preparation will be a goal for every student. In turn, students will work harder**, internalize the expectation and consequently work toward college enrollment as a personal goal.”

Pathways to College Network, 2004

In Many Ways, the Policy Has Worked

Percentage of Recent High School Completers Enrolled in 2-Year and 4-Year Colleges



1) No Child Left Behind (2002).

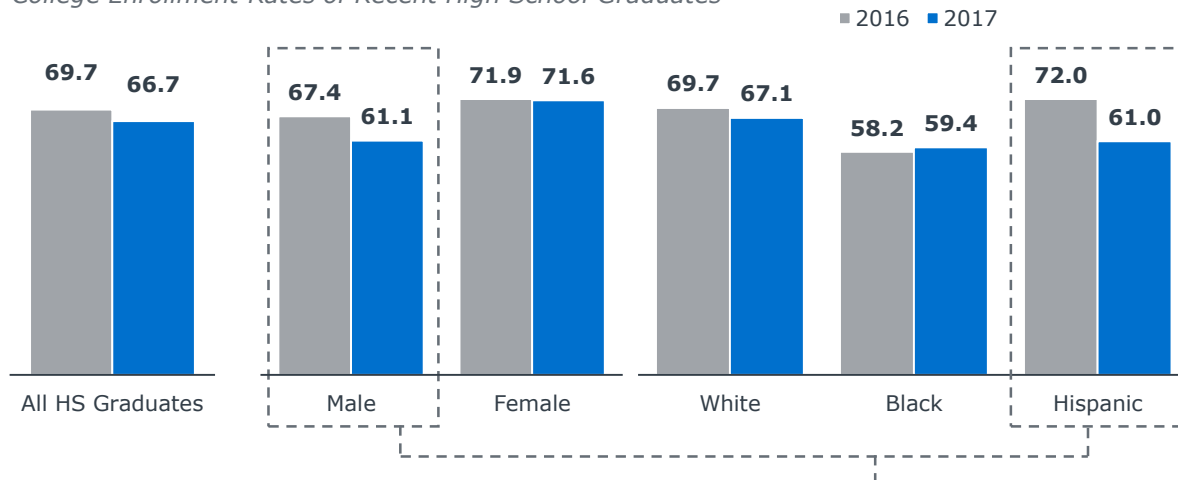
Source: “College Readiness for All and the No Child Left Behind Act: Mutually Supportive Visions and Complimentary Goals,” Prepared by Educational Policy Institute for the Pathways to College Network, 2004, <http://www.educationalpolicy.org/pdf/pathways.pdf>; Current Population Survey, U.S. Census Bureau; EAB interviews and analysis.

Access Efforts Losing Ground to the Economy

Labor Market Improvement Impacts College-Going Behavior

Hispanic and Male College-Going on the Decline

College Enrollment Rates of Recent High School Graduates



Boom in Low-Skill Labor Market Demand

“It’s the manly-man jobs that are finally coming back...Men who otherwise would likely attend community colleges are now finding employment opportunities in areas like manufacturing.”

The Wall Street Journal

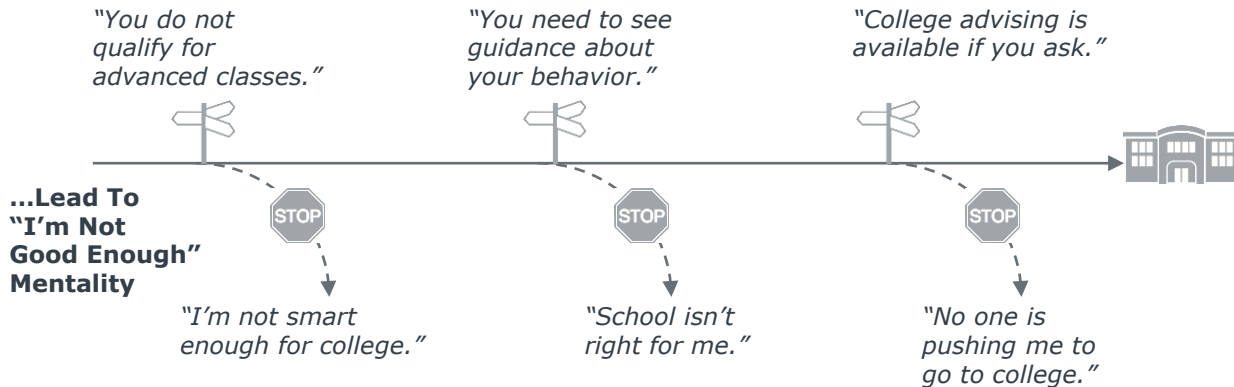
Source: Melissa Korn, “Fewer High-School Grads Enrolled in College Last Year,” *Wall Street Journal*, <https://blogs.wsj.com/economics/2018/04/26/fewer-high-school-grads-enrolled-in-college-last-year/>, April 2018; Bureau of Labor Statistics; EAB interviews and analysis.

Low HS Expectations Yield Disengagement

Signals from K-12 Sort Students Away From College

Common Barriers for Students Who Fall on the Bubble of College Identity

School Policies and Actions...



Low Expectations at K-12 Level Have Lasting Implications

"When schools keep average and underperforming students in a cycle of low expectations, they aren't preparing them for life. They're pigeonholing them as incapable of success."

Communication Department Chair, Community College, West Coast

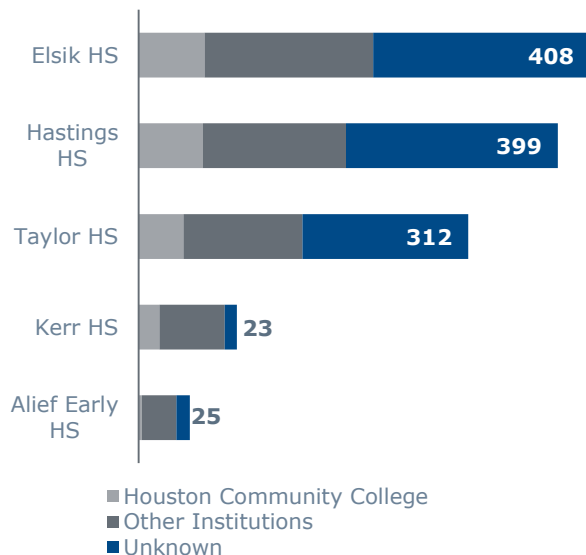
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Where Have the High School Graduates Gone?

Colleges Lack Data on Those with Unclear Intentions

What Happens to Area High Schoolers After Graduation?

2016 Alief Independent School District Graduate Destinations



For Sizeable Portion of Alief HS Graduates, Answer is Unknown

46% Alief ISD high school seniors whose post-graduation destinations are unknown

“

At one particular high school, over half of their graduating class was unaccounted for in higher education. **These are kids who are on the bubble.** They **don't necessarily view college as accessible** to them.

Shantay Grays
Assoc. Vice Chancellor, Enrollment Mgmt.

HOUSTON COMMUNITY COLLEGE

”

Move from Open Access to Equitable Access



How do we expand the population of students who see college as a viable option?

Students who face barriers to college-going activities begin to see themselves as not good enough.



How do we reach students who receive inadequate college counseling?

Students who "fall in the bubble" are often overlooked by college counselors.



How do we ease the burden imposed on students by the application process?

Students new to higher education become easily overwhelmed when facing a daunting application process.



- 1 Use dual enrollment to create college-going identity**
- 2 Identify under-advised students to fill knowledge gap created by lack of counseling**
- 3 Establish high school data transfer to offer automatic admission**

Dual Enrollment Protocol Perpetuates Status Quo

Perceived Equalizer Furthers Divide Between College-Going and Not

While Advanced Coursework Benefits Extend Beyond High School...

85%

Dual-enrolled students who go to college (compared to 80% of non-dual-enrolled students)¹

8 in 11

First-year students felt confident in their ability to complete that term's course work **due to prior AP, IB, or dual enrollment coursework**

...Too Often Dual Enrollment Is Limited...

Dual Enrollment Screening Criteria

- High GPA
- "College Readiness"
- Academically Rigorous Schedule
- Teacher Recommendation
- Minimum Attendance



...Furthering a Culture of "College for Some"

Profile of a Typical Dual Enrollment Student

- White
- Female
- Middle/Upper Class
- Academically Top Quartile
- Few Absences

1) Study controlled for variables such as high school achievement and race

Expand Access Through Default Dual Enrollment

Teach College-Level Communication to All High Schoolers

Available Dual Enrollment Courses



Interpersonal
Communication
(3 Credits)

Intercultural
Communication
(3 Credits)

Criteria for Dual Enrollment Programming

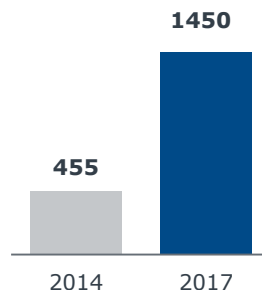
Relevant for Future: Dual enrollment teaches skills needed regardless of student destination.

Relevant for All Students: Students finds learning goals applicable to daily life.

Appropriate for All: Courses have no high school equivalent, so courses are a new experience for all students.

Dual Enrollment Spikes After First HS Adopts Courses

Dual Enrollment Students at Merritt College



38%

Student persistence rate after taking dual enrollment course

Profiled Institution:

Merritt College
Oakland, CA



Feeder high schools:
average **82%**
socioeconomically
disadvantaged students¹

Median Household
Income: **\$43K**

Source: Merritt College Concurrent and Dual Enrollment Trends, Merritt College; Leadership Public Schools; California School Dashboard, California Board of Education; EAB interviews and analysis.

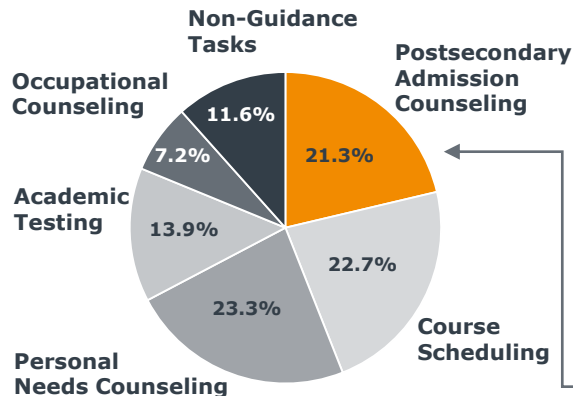
1) Students where both parents have not received a high school diploma, or students eligible for free or reduced lunch, or students who are migrant, homeless, or foster care.
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HS Advising Deficit Harms Students “In the Gap”



Over-Worked Counselors Unable to Advise or Offer Useful Referrals to All

Breakdown of HS Counselor Time, 2016



Scarce College Advising Time

281:1

Public school student to counselor ratio

56

College advising minutes per public school student per year¹

Low Income Schools Have Even Less

17%

Time spent on postsecondary counseling in public schools with 76 - 100% free and reduced-price lunch eligibility

Colleges Can't Recruit Students They Can't See

“Because counselors are transactional with most students, they assume students have little interest in college. The reality is that counselors never took time to ask. To have a chance, my team has to find a way to contact kids in this advising gap, but guidance counselors rarely refer those students on to us.”

Dean—Community College in the Midwest

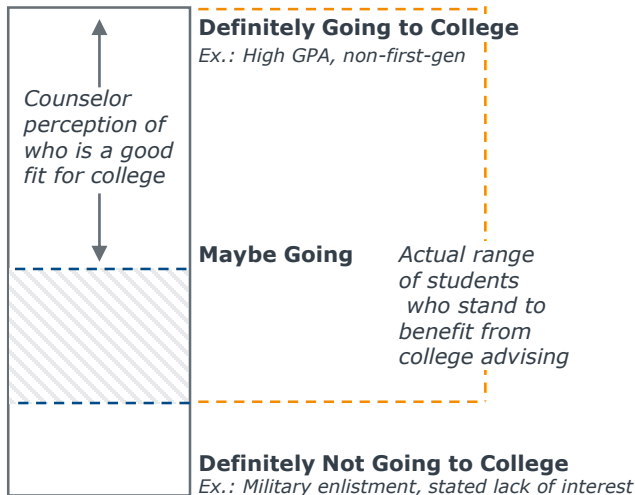
Source: Melissa Clinedinst and Anna-Maria Koranteng, “2017 State of College Admission,” National Association of College Admission Counselors, <https://www.nacacnet.org/news-publications/publications/state-of-college-admission/>, 2017; EAB interviews and analysis.

¹ Calculation assumes 180 days per school year, 7 hours per school day

Find “Gap” Students with Data-Based Inquiries

Not All Students Receive Adequate College Advice

Counselor Perceptions Don't Meet Reality of Student Potential



Identify Students Who Potentially Miss Out On College Advising

Potential Criteria for Identifying Students Who Are Overlooked



Contact Students Who...

- Have not taken dual enrollment/AP but are not in remedial education
- Have not taken the SAT/ACT but score “proficient” and above in state exams
- Miss more than 10% of school days but have not had any behavioral issues
- Have not applied to college by the spring semester of senior year

We Found Them! Now How Do We Fill the Advising Gap?



Bus students to campus during school day for college admission workshop¹



Clovis Community College

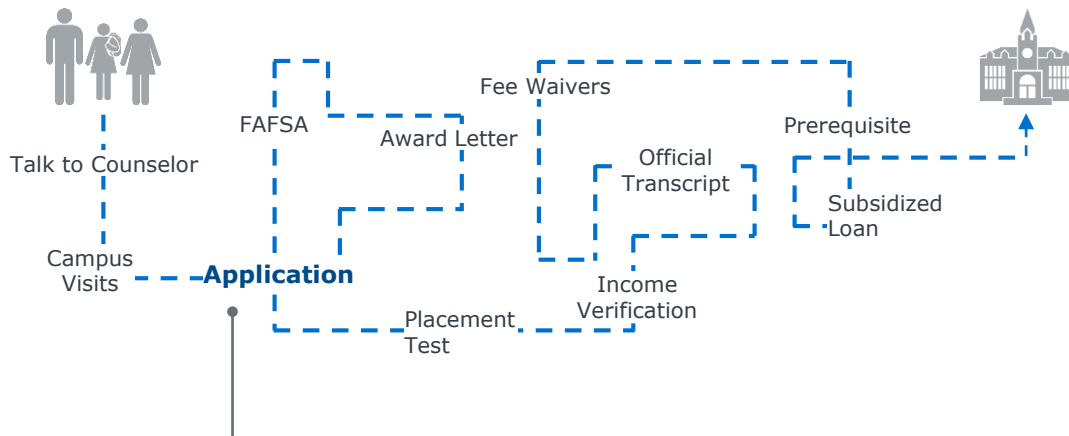
Host after school parent and senior financial aid nights

1) Anonymous community college in the Midwest

Applications the First Hurdle in College Maze



A Complex Process in a Seemingly Foreign Language



Applications Present A Significant Barrier



Time-consuming process



Filled with higher-ed jargon



Incumbent on student initiative



Require knowledge of critical personal information

Automatic Admission Solves “Opt-In” Problem

Default Admission Enables Broader, Deeper High School Recruitment



School District Data Transfer Automates Admission



Parent signs consent form to allow transfer of FERPA-protected data



High school sends student academic and college interest data to HCC



College sends admission letter if parent consents, follows up for onboarding

Consent Form Evaluates Student Interest in HCC

Parent Selects All That Apply

- ☐ Student enrolled in HCC dual enrollment
- ☐ Student plans to attend another institution
- ☐ Student already completed application
- ☐ Student needs help determining career or educational pathway
- ☐ Student plans to attend HCC

Admission Data Transfer Initiates Recruitment

- Admission letter welcomes student to HCC
- Students receive information on HCC programs identified in consent form and through HCC career assessment
- Students who attend another institution receive marketing for summer, winter courses

3

Weeks to implement transfer at Alief ISD

6

Houston school districts adopting data transfer

306

New HCC enrollments from Alief ISD since data-sharing launch

89%

Fall-to-Spring persistence rate of P-SOAR students, 2017-2018

Upcoming Spring 2019 Webconferences

CCEF's Marketing and Enrollment Series



[Moving from Open Access to Equal Access](#)

Guidance on how colleges can provide an equitable enrollment experience to all students, regardless of their educational preparedness or socioeconomic background.

Thursday, February 14

*1:00 p.m. – 2:00 p.m.
Eastern Time*



[Proving Return on Education to Generation Z](#)

Exploring practices on how the 2-year space can differentiate itself and market return-on-education to Generation Z.

Tuesday, March 19

*1:00 p.m. – 2:00 p.m.
Eastern Time*



[Redesign College Programming to Meet the Needs of Adult Students](#)

Innovative strategies that colleges have used to reduce enrollment opportunity cost, including PLA, compressed terms, and dual modality.

Tuesday, April 16

*1:00 p.m. – 2:00 p.m.
Eastern Time*



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