



Serving the Students of the Pandemic

Rethinking Radical Accessibility

We'll begin the webinar at 2:02PM ET

Community College Executive Forum

Today's Presenters



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Connect with EAB



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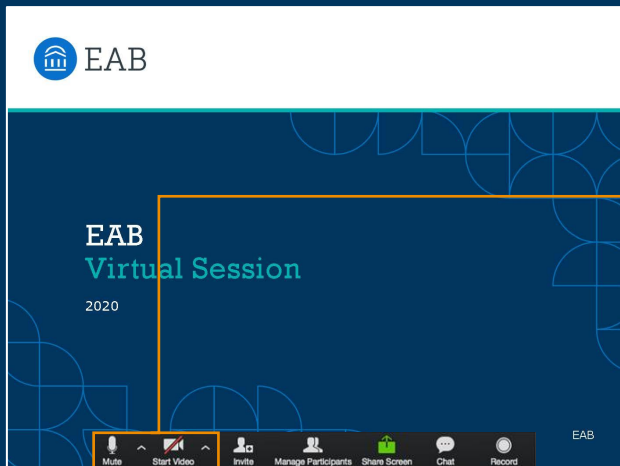
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Zoom Features and Settings

Audio Mute/Unmute & Video Stop/Start



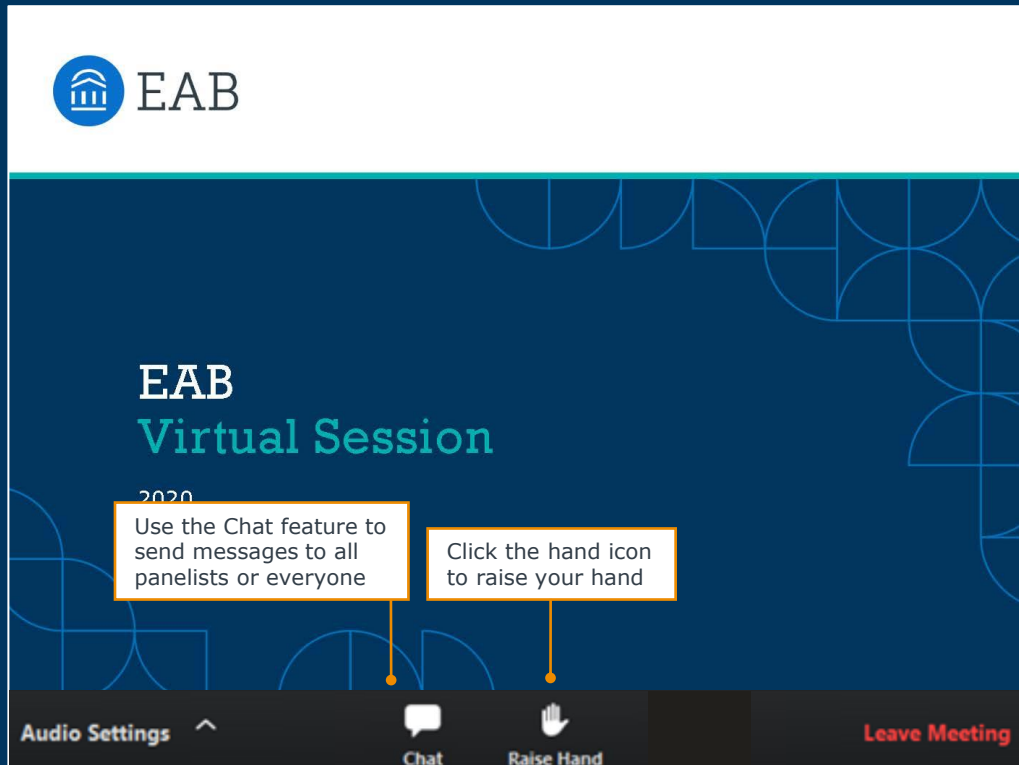
You are live.
Everyone can hear you.
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Your video is turned off.

Clicking the Up arrow next to the Mic and Camera icon at any time during the meeting will provide you with audio and video options.

Zoom Webinar Features



- 1 The Misperception of Student Success During COVID
- 2 Invest in Sustainable Online Instruction
- 3 Re-imagine On- and Off-Ramps
- 4 Prioritize the Part-Time Experience



The Misperception of Student Success During COVID

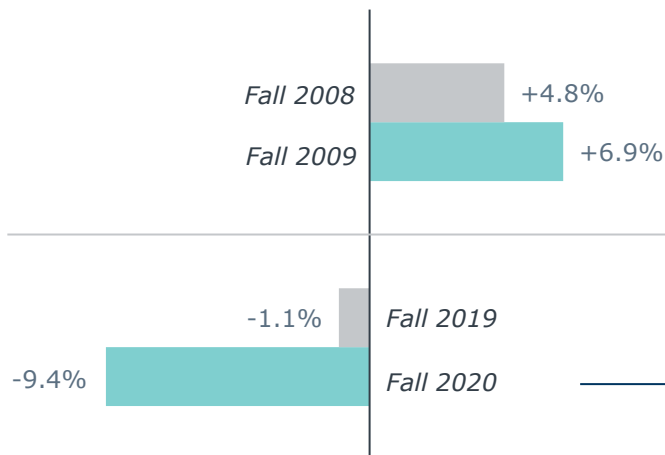


History is Not Repeating Itself...



Community College Enrollment Changes At Recession Onset

Year-on-year change in total public two-year enrollments



Eroding Core Student Populations

-19.1% First-time students, 18-20

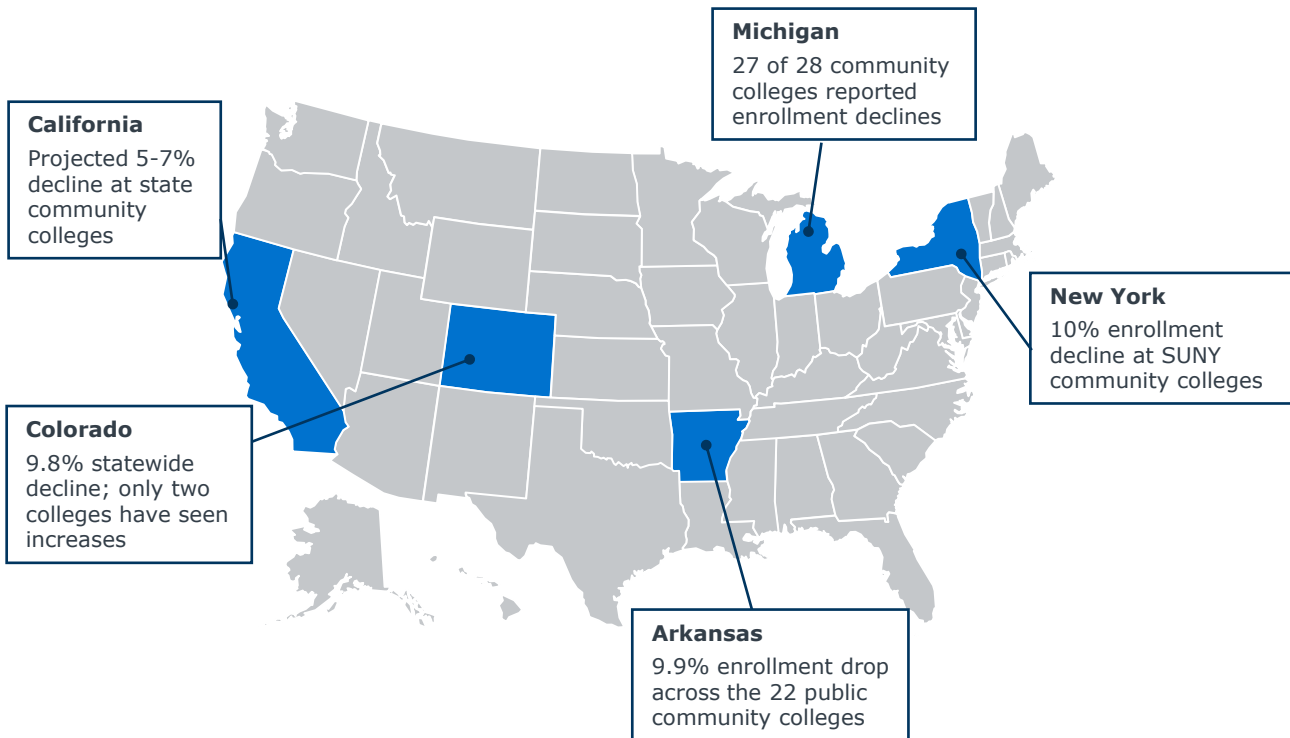
-14.2% Black students

-10.1% Part-time students

-12.7% Hispanic students

...And the Impact is Being Felt Nationwide

Community Colleges Across the Country Experience Dramatic Declines



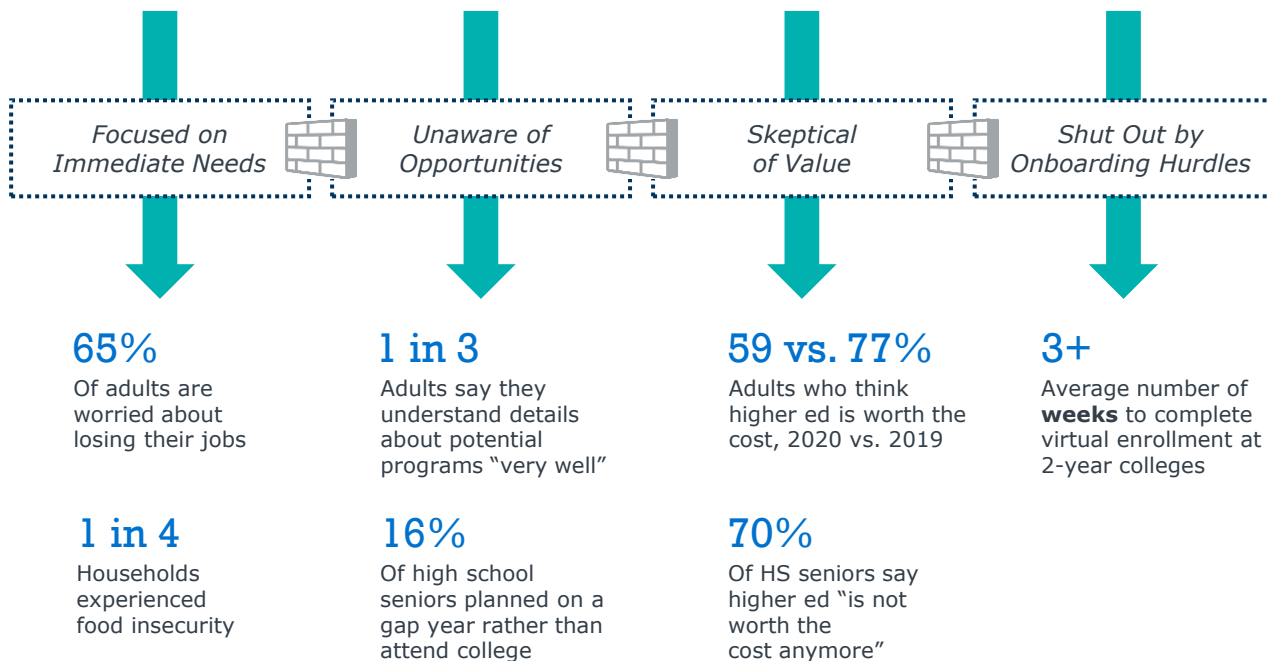
Source: [CBS San Francisco](#); [Coloradopolitics.com](#); [Arkansas Democrat Gazette](#); [Buffalo News](#); [Upper Michigan Source](#); [National Student Clearinghouse](#); EAB research and analysis.

Many Obstacles to Getting Students in the Door...



9

Barriers On and Off Campus Preventing Traditional Countercyclical Boom

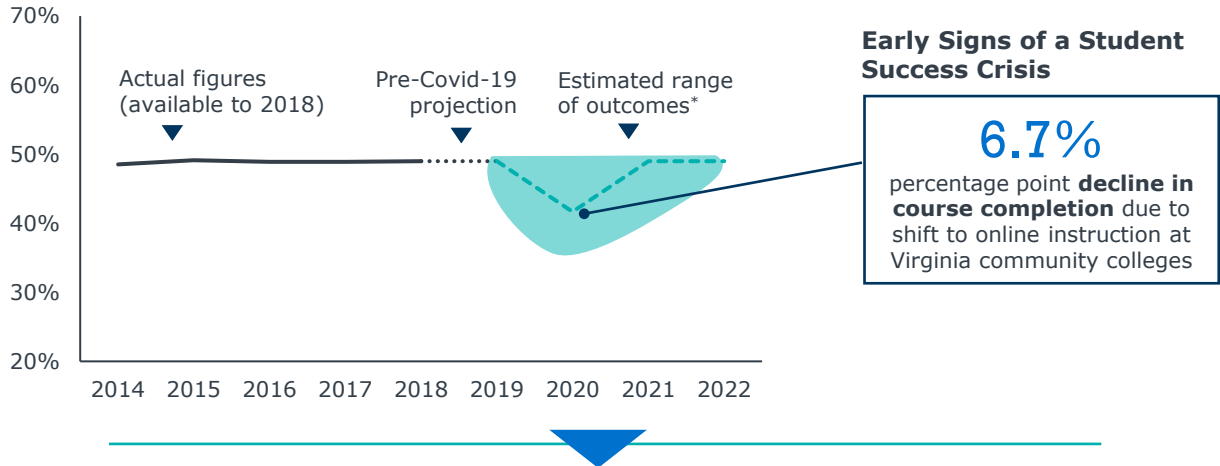


Source: [NPR](#); Strada Education, [Covid-19 Work and Education Survey](#), Sept 2020; Global Strategy Group, [New America Higher Ed Survey](#), Aug 2020; Art & Science Group, LLC, [How Covid-19 Continues to Influence the Choices of College-Going Students](#), Apr 2020; EAB interviews and analysis.

...But Just as Many Once They've Enrolled

10

First year retention rate¹, all two-year institutions, 2014-22, actual and projected



A Rejection of Virtual Learning?

"Students don't like online. Neither do their parents. And neither do their professors."

Bloomberg Businessweek

"Unimpressed by online classes, college students seek refunds."

abc NEWS

1) Measured as the percentage of first-time students returning to the same institution from the previous year.

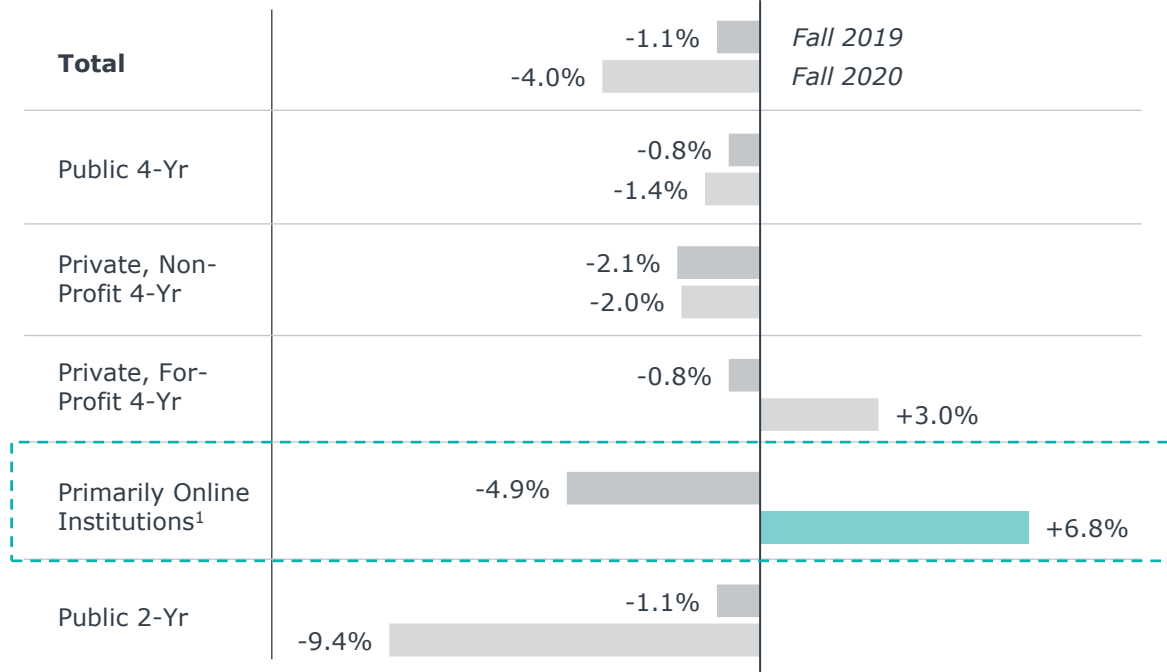
It's Not [Just] About Online



For-Profits and Primarily Online Institutions See Enrollment Growth

Undergraduate Enrollment Changes by Sector

Year-on-year change in total undergraduate enrollments by sector



1) Institutions where more than 90% of students enrolled exclusively online prior to the pandemic

Students Recognize Online Benefits

In a survey of college students in
Spring 2020

68%

Said they want their courses to include
some degree of online learning post-COVID

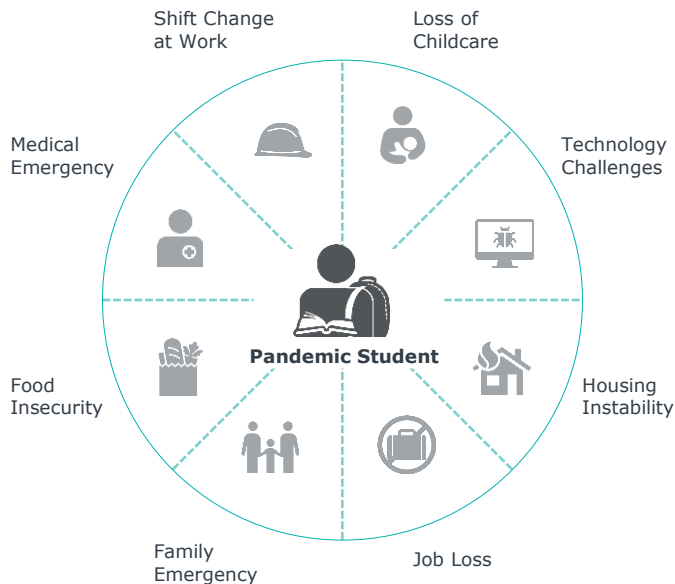
And **two-thirds** of students cited added
flexibility as a benefit of online instruction

Student Success Challenges Abound

13

Virtual Learning Just One Hurdle Students Need to Clear

Students of the Pandemic Susceptible to the Wheel of Misfortune



We Need to Re-think “Accessibility”

Three Imperatives for Student Success, Pandemic and Beyond



Invest in Sustainable Online Instruction

- Prioritize online-specific pedagogical and curricular development
- Ensure students are equipped to succeed



Reimagine On- and Off-Ramps

- Treat students as “lifelong learners”
- Streamline and destigmatize reenrollment processes



Prioritize the Part-Time Experience

- Break the mold of the traditional calendar
- Sustain and expand the early-pandemic culture of adaptability



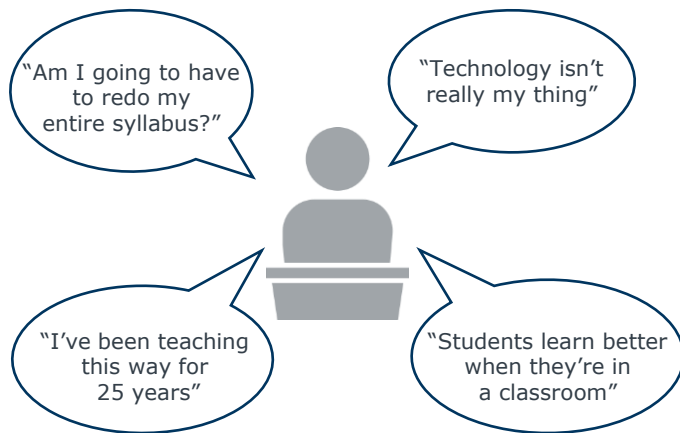
Invest in Sustainable Online Instruction



Online Success is Not Just a Student Issue

Faculty Concerns Waylay Technological Advances in Course Delivery

Faculty Acceptance of Online, Blended Learning Is Inconsistent at Best



Administrators Left Feeling Stonewalled

Instructional Teaching Council Survey of eLearning at Community Colleges

What challenges do you face regarding eLearning faculty?

#1 "Engaging faculty in developing online pedagogy"

Empower Faculty to Embrace Online Learning

With Adequate Support, Faculty Can Be Champions of Alternative Modalities

Essential Concepts to Engage Faculty in Online Learning



Online Modality Does Not Compromise Quality

Action:

- Faculty are trained to maximize advantages of teaching in an online environment (e.g., discussion boards, virtual projects, videos)

Result:

- Faculty report online modality allows for deep exploration and student research opportunities



Faculty Should Lead Online Initiatives

Action:

- Experienced online faculty members lead implementation efforts and encourage innovation

Result:

- Conversations center more on proven pedagogical practices than on technology tools



Institutional Standards Create Oversight

Action:

- Online learning receives the same administrative oversight and resources as face-to-face

Result:

- Faculty development and evaluation emphasize online course design, instructor presence, and content accessibility

>70% Of online courses at Chemeketa are taught by full-time faculty

Leading on Program, Instruction Innovation

Community Colleges Continue to Push the Boundaries of Virtual Learning

Three Ways Institutions Deliver Value in Remote “Hands-On” Courses

Culinary Courses

1



North Idaho College

- Instructors returned lab fees so students can purchase supplies
- Faculty provide students with recipes, virtual instruction
- Faculty and students use their cell phones to record and present their cooking

Nursing

2



- Offering clinical simulations with [Kaplan](#) and [Swift River](#)
- Meet the 50% simulation course limit set by state board of nursing
- Students practice real life scenarios through patient care simulations

STEM Lab

3



- Uses crowdsourced resources to teach [vertebrate morphology course](#)
- Students examine specimens in online Zoom sessions
- Students virtually share bones found in nature and the class works to identify the animal

EAB Can Help Sustain Momentum

Provide Faculty with Pedagogical, Engagement, Technological Support

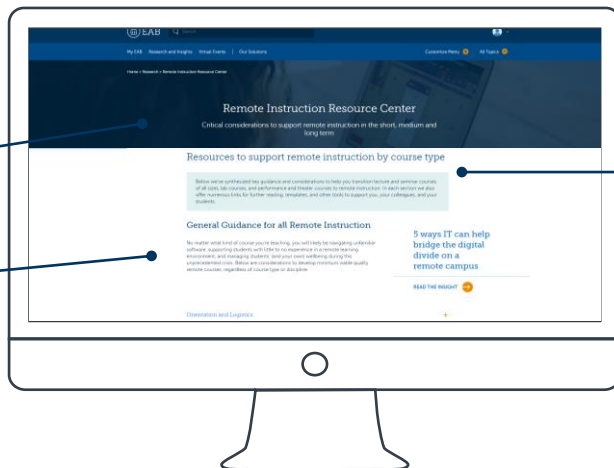
EAB's Suite of Online Instruction Resources

Remote Instruction Resource Center

Accessibility and equity considerations

Engaging Faculty in Online Education

Remote lab course recommendations and best practices



Success Primer Prepares Students to Learn Online

Online Orientation Uses Experiential Assessments to Increase Success

Four-Module Online Success Primer



Module 1 Getting Acclimated with the Learning Management System

Module 2 Adopting Successful Learning Strategies

Module 3 Accessing Student Resources

Module 4 Seeking Technical Support

Hands-On Assessments Ensure Adequate Student Preparation

Corresponding Assessment for Orientation Modules

1

Submit a sample assignment to Dropbox to practice crucial functions on the LMS

2

Self-evaluate online learning preparedness with a quiz and discuss successful learning strategies in the class forum

3

Participate in an online scavenger hunt by visiting campus service links

4

Complete survey assessing technology preparedness and browser accuracy

LTC Online Primer Is Designed with Student Utilization in Mind



Faculty require completion of success primer as graded introductory assignment



Students must utilize college-issued email to request certificate of completion and submit it

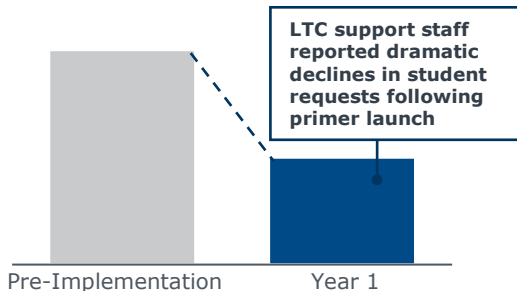


Primer Maximizes Effectiveness of Online Learning

Online Modules Alleviate Need for Intrusive Advising



Primer Reduces Need for Online Learners' Logistical Support...



...And Improves Student Confidence

After LTC introduced the primer in a majority of online classes, students said:

“I feel **better prepared to succeed in my online course**. I had some concerns about submitting assignments before, but now I know I will be fine.”

“This is my first online course, so I found it extremely helpful to go through this tutorial—**navigating the website and understanding the available resources**.”

► Faculty Adoption Tip

- Create comprehensive primer that can be used by all online faculty
- Use LMS to systematically track student completion of primer, eliminating need for faculty grading

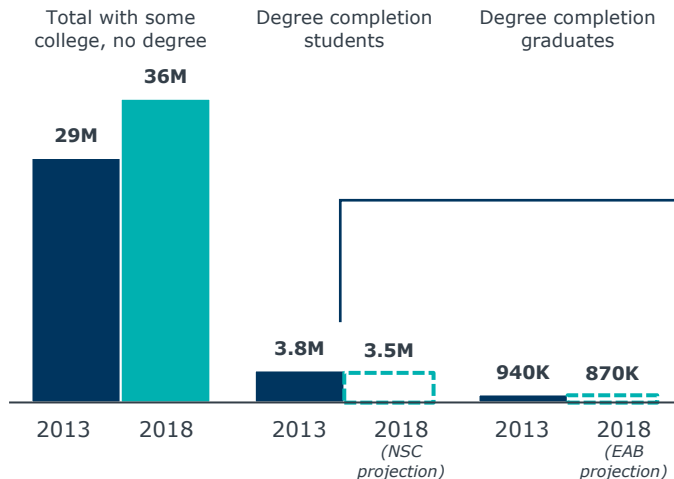


Re-envision On- and Off-Ramps



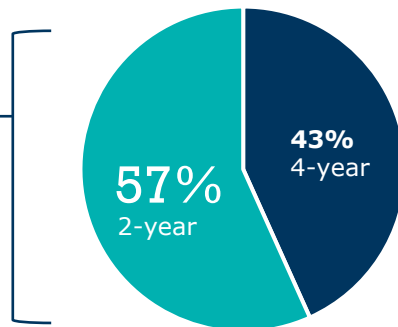
Stop-Outs and Stop-Ins a Sizeable Opportunity...

Most Americans with Some College Credit Never Return to Higher Ed



But Most of Those Who Return Choose Community Colleges

Institution choices of 3.8M degree completion students, 2014-18



...But Often For a Different Institution



Institutions attended by 3.4M degree completion students before and after re-enrollment

Where Last Enrolled

Where Re-enrolled

Public 2-year



Public 2-year



Public 4-year



Public 4-year



Private non-profit 4-year



Private non-profit 4-year



Primarily online¹



Primarily online¹



Private for-profit 4-year



Private for-profit 4-year



62%

re-enrolled at a
different institution
from where they
last enrolled

1) NSC considered institutions 'primarily online' when more than 90% of their students enrolled exclusively in distance education.

From Hassle to Barrier

“I would always call the registrar’s office and they would always say, ‘well that person’s not in right now.’ I ended up getting so frustrated. **I took a day off of work and...I talked to every person in that department.”**

Returning adult student

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

323 Students have reenrolled

94% Of reenrolled students satisfactorily passed their first semester courses

187 Reenrolled students have completed their degrees

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



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
Course	Grade	
MAT 1470 College Algebra	D	Students do not receive credit for D/F/W grades and must retake required courses
PSY 2205 Child Development	B+	
ENG 1101 English Composition 1	C+	All courses remain on the transcript
HIS 2218 History of Ohio	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

31

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*



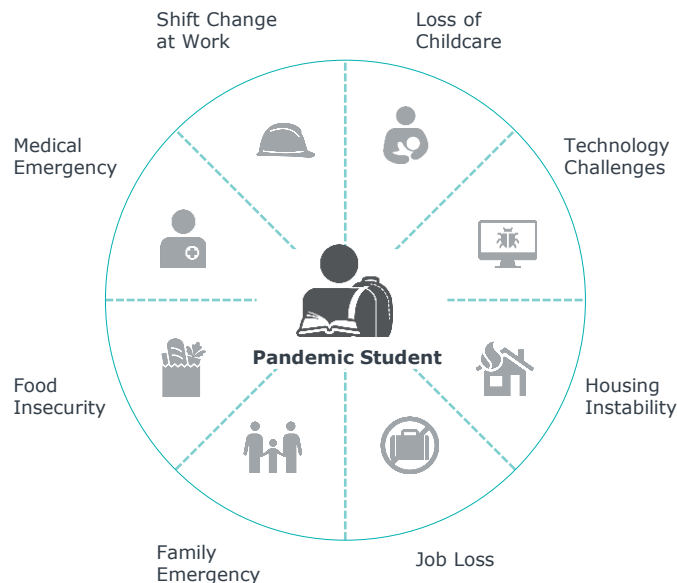
Prioritize the Part-Time Experience



Student Obstacles Pile Up During a Pandemic

Rigid Schedules, Policies Increase Opportunities for 'Life to Get in the Way'

Students of the Pandemic Susceptible to the Wheel of Misfortune



Traditional College Calendar Increases the Gamble

"In 16-week courses, we have students that are passing with A's and when they **hit the 12th week of class they just stop coming because something happened in life** and they lost out..."

"For no apparent reason, the 16-week semester gives **too many opportunities** for something to happen and **for life to get in the way.**"

*Director of Institutional Research
Texas Community College*

Helps Students Earn Credit Across the Board

Successful Adoption of “WinterSession” at Middlesex Community College



More Chances for Essential Credit

Sample WinterSession Course Catalog

Major Requirements

- Basic Anatomy and Physiology 105
- Financial Accounting 220
- English Composition 101
- American Government 120

General Education Bottlenecks

- Intro to Biology 120
- College Chemistry 131
- Principles of Macroeconomics 140
- Principles of Microeconomics 150



56

Total sections offered during 2017 WinterSession

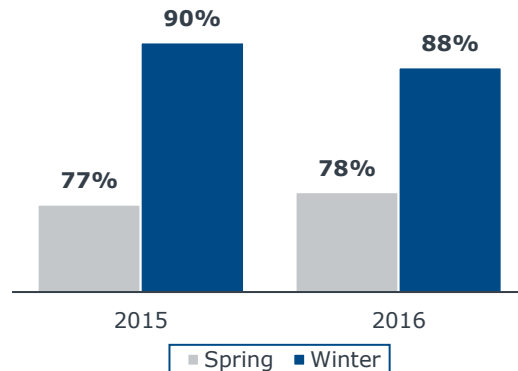


1560

Number of enrollments in first two years of WinterSession

Keeps Students On Track to Completion

Winter Course Completion Compared to Spring



63% Percentage of students who listed completion as primary goal for enrolling in WinterSession

Take Acceleration to the Next Level

Chemeketa's Five-Week Hybrid Course Accelerates Part-Time Success



Hybrid Course Components

- ☒ Half of the course is taught online
- ☒ Students spend same amount of time per week in-seat as traditional courses
- ☒ Format offered in several disciplines
- ☒ Faculty, students participate in online and in-person discussions
- ☒ High level of academic performance maintained

	5-Week Hybrid	11-Week FTF
Mean Course Grade	3.10	2.97
Mean Gain in Content Knowledge ¹	39%	39%
Students Receiving "A Lot" of Feedback ²	47%	41%
Students Applying "A Great Deal" of Effort ²	32%	19%

Five-Week Hybrid Students Are More Likely to:



Attend Part-Time



Have More Family Responsibilities



Be Older

1) As measured by pre- and post-test scores

2) As measured by survey responses of student course perceptions

Build On Current Climate of Flexibility

Dual Delivery Provides In-Person Engagement and Scheduling Flexibility

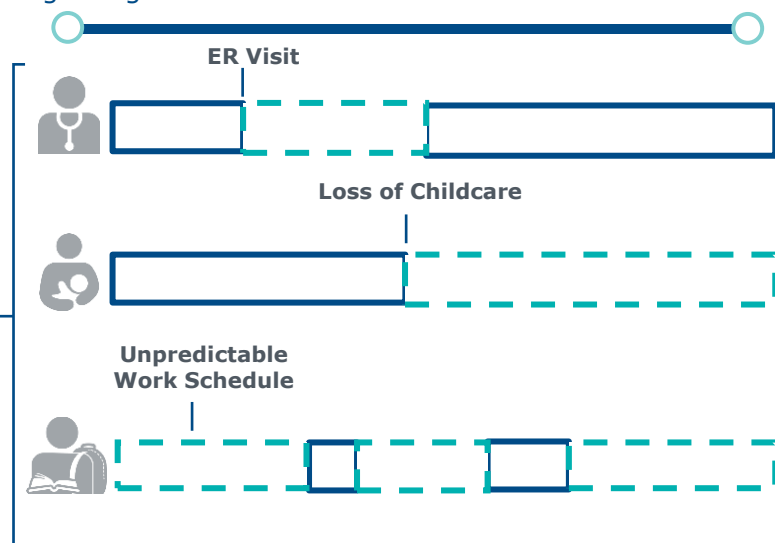


The Next Level of Student-Centric Scheduling

- 1 Course content delivered in a traditional, face-to-face manner
- 2 Class sessions and course materials are recorded and uploaded to Blackboard
- 3 Students can flex attendance at will
- 4 Discussions and assignments available in both modalities

Beginning of Term

End of Term



Key:

In-Person

Online

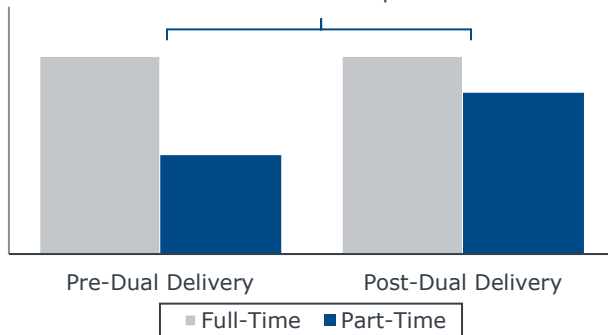
Dual Modality Delivers Results



Increased Flexibility Aids in Part-Time Student Retention



↓ 63% Gap closure between full-time and part-time retention since implementation



“

“I do know that **this has been beneficial to retaining part-time students.** It works really well for students who can’t get off work to come to class, or those who have families and want to further their education, but just don’t have much time.”

Dual Delivery Faculty

COMMUNITY COLLEGE, MIDWEST

”

Faculty Adoption Tip

- Ensure faculty that implementation requires no differentiation when preparing content or assessments
- Consider offering flex hours to faculty who volunteer to adopt the model in their courses

We Need to Re-think “Accessibility”

38

Three Imperatives for Student Success, Pandemic and Beyond



Invest in Sustainable Online Instruction

- Prioritize online-specific pedagogical and curricular development
- Ensure students are equipped to succeed



Reimagine On- and Off-Ramps

- Treat students as “lifelong learners”
- Streamline and destigmatize reenrollment processes



Prioritize the Part-Time Experience

- Break the mold of the traditional calendar
- Sustain and expand the early-pandemic culture of adaptability

Three Opportunities for Community Colleges

Maximize Enrollments By Addressing Critical Student Challenges

39

Rethink Radical Accessibility



- Streamline on-off-on ramps
- Treat students as “lifelong learners”
- Prepare for an increasingly virtual future
- Prioritize the part-time learner experience

**Thursday, November 12
2:00PM ET**

Confront the Looming Mental Health Crisis



- Educate and equip student-facing staff to identify mental health concerns
- Develop strong relationships with community service providers
- Become a trusted source of information and reference for holistic student needs

**Thursday, November 19
12:00PM ET**

Dismantle Institutional Barriers



- Redefine what it means to be “college ready”
- Remove policy barriers to student progress
- Leverage environmental uncertainty to create partnerships that promote student and institutional success

**Tuesday, December 1
1:00PM ET**

[Register Here](#)

Final Thoughts

Your EAB Support Team:



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We have shared a link to an online evaluation in the **Chat**. Thank you for taking a moment to provide feedback on your experience today.



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