Engaging, Recruiting Back, and Supporting Stopout Students
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Today’s Presenters

Christina Hubbard, PhD
Senior Director, Strategic Research
CHubbard@eab.com

Bridget Hubbard
Strategic Leader, Student Success
BHubbard@eab.com
Are Americans Getting a Return on Education?

American Educational Attainment by Age, 2016

Source: Overflow Solutions analysis of US Census data
Far Too Many “Former Customers”

20% of Americans Tried College, but Did Not Get a Return on Education

American Educational Attainment by Age, 2016

Source: Overflow Solutions analysis of US Census data
Of 100 Students Who Enroll in College

43 Graduated within six years
57 Didn’t graduate within six years
24 Still enrolled after 6 years
33 Dropped out of college

Consequences:
- Debt
- Damaged credit if loans aren’t paid
- Lower wages
- Locked out of higher ed if indebted to college

Just 38% of Black students graduated
Just 45% of Hispanic students graduated
Fewer than 25% of students required to take dev ed courses graduated

Sources: https://www.creditdonkey.com/college-dropout-statistics.html
Perpetuating the Cycle of Poverty

College Can Be a Risky Gamble for Those Who Don't Complete

1 in 5 Americans have some college but no degree

$9,300 Average student debt at the time of departure (public four-year)

17% Loan default rate for college dropouts

Expensive Consequences of Defaulting

- Federal funds withheld
- Damage to credit report
- Garnished wages
- Inability to receive future aid
- Transcripts blocked
- Loan “acceleration”

1) Private four-year: $10,900
   Public four-year: $9,300
   For-profit: $7,500
   Public two-year: $5,700

Student Stopouts Are Most Likely to Return Within a Year of Departure

More than half of your students who leave will return within one year.
Definition of Student Stopout

For Today’s Presentation....

Disenrolled for 1+ year

Has not already enrolled elsewhere

In good standing (academic holds, conduct, etc.)

How Would You Know?

Program: Student Tracker
Tracks students’ enrollment in all types of post-secondary education.

Cost: $0-$0.10 per student

Source: National Student Clearinghouse
Not All Student Stopouts Are The Same

**New Student**

- **Probable Fail Point:** finances, academic rigor, adjustment issues
- **Financial Impact:** relatively low debt amount; little change in employment
- **Reengagement strategy:** explain improved service and majors with high ROI
- **Advising approach:** concierge service to provide direction and support before advisor hand-off

**Final Year**

- **Probable Fail Point:** life event, emergency, or draw to employment
- **Financial Impact:** high debt, struggles to find work related to newfound skills
- **Reengagement strategy:** Could be as simple as a phone call explaining path to graduation
- **Advising approach:** concierge service to provide direction and support through graduation
1. Finding Your Student Stopouts
2. Incenting Your Former Students’ Return
3. Serving Reenrolled Stopouts
4. Putting The Pieces Together
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 in the month acceptance results released

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

5% Retention goal for recruitment letters

Source: EAB interviews and analysis.
## Strategies For Finding Those Who Left

<table>
<thead>
<tr>
<th>Methods</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hard-mailing</strong></td>
<td>• Engaging</td>
<td>• Costly</td>
</tr>
<tr>
<td></td>
<td>• Can be saved</td>
<td>• Addresses change</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
<td>• Low-cost</td>
<td>• Response rates are low</td>
</tr>
<tr>
<td></td>
<td>• May include read-receipt</td>
<td>• Time-consuming to identify individuals</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td>• Low-cost</td>
<td>• Email addresses change</td>
</tr>
<tr>
<td></td>
<td>• Expected communication method from college</td>
<td>• May get lost in Spam</td>
</tr>
<tr>
<td><strong>Cold-calling</strong></td>
<td>• Personal contact</td>
<td>• People often don’t answer their phones</td>
</tr>
<tr>
<td></td>
<td>• Ability to provide detail</td>
<td>• Many times phone numbers change</td>
</tr>
<tr>
<td><strong>External Vendor</strong></td>
<td>• No additional staff resources</td>
<td>• Expensive</td>
</tr>
<tr>
<td></td>
<td>• Can discontinue if ineffective</td>
<td>• Privacy concerns</td>
</tr>
</tbody>
</table>

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What We Know Works

Opening Lines of Communication May Be the Key to Re-enrollment

- **Update Contact Info**
  During reenrollment efforts, get personal contact information

- **Invite to Return**
  Ask when they’d like outreach and normalize enrollment breaks

- **Test Communication**
  Believe that responsibility for their success is their own, not the institution’s

Preparing a Plan for Graduation

Florida State University Begins Discussions With Graduation in Mind

**Initial Outreach**

- **Prepare for Outreach**
  - Review advising report, Navigate notes, transcript to inform conversation

- **Discuss What Happened**
  - Call can be a resource discussion, simple or an in-depth academic discussion

<table>
<thead>
<tr>
<th>Initial Outreach Term</th>
<th>Total Outreach List</th>
<th>Active Engagement/Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>182</td>
<td>84</td>
<td>67</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>143</td>
<td>48</td>
<td>87</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>83</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>336</td>
<td>171</td>
<td>266</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>214</td>
<td>91</td>
<td>89</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>225</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>406</td>
<td>277</td>
<td>30</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>237</td>
<td>96</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1826</td>
<td>881</td>
<td>675</td>
</tr>
</tbody>
</table>

—

“Everybody knows they can make a difference. **It’s a game of inches.** Every student matters.”

*Joe O’Shea*

*Assistant Provost, Student Success*

Source: EAB Interviews and analysis
1. Finding Your Student Stopouts
2. Incenting Your Former Students’ Return
3. Serving Reenrolled Stopouts
4. Putting The Pieces Together
The Usual Suspects Are to Blame, but Which Affect Your Students

- Parking issues
- Lack of finances
- Mental health
- Athletes who go professional
- Academic underpreparedness
- Caring for dependents
- Working full-time
- Internal sanctions
- Transportation
- Physical health
- Incarceration
Several Successful Models to Incent Students Who Left 2+ Years Ago

### Targeted Reenrollment Campaign Components

<table>
<thead>
<tr>
<th>College or University</th>
<th>Student Qualifications</th>
<th>Financial Incentive</th>
<th>Annual Institutional Costs</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne State University</td>
<td>• GPA of 2.0 or better&lt;br&gt;• Completed FAFSA</td>
<td>Up to $1,500 in across three terms</td>
<td>$0K Annual budget allocation</td>
<td>$500K+ net revenue earned in one year after debt buyout</td>
</tr>
<tr>
<td>Pueblo Community College</td>
<td>• 30+ credits&lt;br&gt;• Owe college &lt;$1,000</td>
<td>One-time debt forgiveness up to $1,000</td>
<td>$79K Spent in student debt repayments</td>
<td>$300K+ net revenue earned in 2018-19 after debt repayments</td>
</tr>
<tr>
<td>Bossier Parish Community College</td>
<td>• Within 20 credits of graduation&lt;br&gt;• Reenroll full-time</td>
<td>Tuition waiver for one free course</td>
<td>$30K Annual costs of reenrollment campaign</td>
<td>$500K+ Net revenue after waivers and outreach</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Tackling Transportation

Offering Free Transportation Through Community Partnership

Collaboration Removes Obstacles

Challenge
Transportation barriers caused stopouts across a large rural service area

1. Collaborate
Administrators partnered with bus service to create a pass paid as an enrollment fee

2. Negotiate
Proposal failed to earn majority support from student government, a necessary step

3. Communicate
Supporters saw the close margin an opportunity to educate and inform students and conducted a campaign

Outcome
Proposal passed with 62% in favor of the new enrollment fee
Student fee of $9.95 paid by all students for unlimited bus access
**Basics Incentives Every College Needs**

**Low-Cost Incentives**

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No (re)application fee</strong></td>
<td>Eliminate financial barriers and create time-sensitive action</td>
</tr>
<tr>
<td><strong>Simplified (re)application</strong></td>
<td>Streamline application and processing to eliminate barriers</td>
</tr>
<tr>
<td><strong>Priority registration</strong></td>
<td>Demonstrate commitment to graduate returning students</td>
</tr>
<tr>
<td><strong>Free Parking</strong></td>
<td>Incents off-peak enrollment which is when most returning students enroll</td>
</tr>
</tbody>
</table>

**Returning Stopouts Need a Graduation Plan That:**

- Is personalized
- Shows fastest path to graduation
- Includes potential sources of credit for prior learning
- Highlights stepping stone or industry-recognized credentials
- Has been vetted through faculty for any substitutions/waivers
- Includes course availability
1. Finding Your Student Stopouts
2. Incenting Your Former Students’ Return
3. Serving Reenrolled Stopouts
4. Putting The Pieces Together
Stopouts Are More Likely to Graduate Than Not

Surprisingly High Graduation Rates for Stopouts

**Probability of Graduation Based on Lapse in Enrollment**

*Separated by Institutional Graduation Rate*

Institutional Graduation Rates

- Grad over 70%
- Grad rate 41-70%
- Grad rate <40

<table>
<thead>
<tr>
<th>Length of Stop Out</th>
<th>Grad Rate 41-70%</th>
<th>Grad Rate &lt;40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>87.7%</td>
<td>50.3%</td>
</tr>
<tr>
<td>One term</td>
<td>88.4%</td>
<td>48.2%</td>
</tr>
<tr>
<td>One year</td>
<td>84.0%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Two years</td>
<td>87.6%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Three years</td>
<td>80.5%</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

1) N 151: 24 <40, % GR, 93 40-70% GR, 34 >70% GR

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York Technical College’s Re-Connect Program

Filling Critical Workforce Needs And Graduating Stopouts

One year of funding to finish existing or new program

50+ Credit and continuing education programs

250 Students enrolled via Re-connect in Fall 2019

Student Demographics, Fall 2019

Re-Connect Versus General Student Population

- 40% Re-Connect, 57% General Population
- 58% General Population, 23% Re-Connect

How does Navigate help?

- Tag Students
- Academic Planner
- Targeted Communication
- Coordinated Care
## 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>Grade Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1470</td>
<td>D</td>
<td>D/F/W grades are not calculated into GPA</td>
</tr>
<tr>
<td>PSY 2205</td>
<td>B+</td>
<td>All courses remain on the transcript</td>
</tr>
<tr>
<td>ENG 1101</td>
<td>C+</td>
<td>Transferability of credits is unchanged</td>
</tr>
<tr>
<td>HIS 2218</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Recalculated GPA**

2.80

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

In my cumulative GPA I had two semesters from back in 1995. I would have had to pay to retake these courses that wouldn’t apply to my program and I can’t afford that.

*Community College Student*

**Student Qualifications:**

- **Stopped out for 3+ years**
- **Reenrolled in a degree program**
- **Completed at least 6 credits upon reenrollment**
- **Met with an advisor to discuss the details like effects on SAP and fin aid**

*Source: EAB interviews and analysis.*
Returning Students Likely to Enroll Online

Online Offerings and Resources are Critical for Stopout Support

Student Life
Cocurricular activities
- Common reader
- Blogs
- Meet-ups in the area
- Virtual student union
- Live-streaming college speakers

Instruction
Curricular Offerings
- Most programs are available
- Various term lengths
- Consistent course shells with ID support
- Training and support for faculty
- LMS technical support

Advising
Virtual Guidance
- Academic advising
- Career counselors
- Counselors for students with disabilities
- Transfer advising
- Veteran services

Support
Campus Services Online
- Tutoring
- Library services
- Test proctors
- Student success coaches
- Financial aid
Finding Your Student Stopouts

Incenting Your Former Students’ Return

Serving Reenrolled Stopouts

Putting The Pieces Together
University of Kentucky Project Graduate

Institution Profile
- Lexington, KY
- 23,700 Students
- 65% Six-year graduation rate
- Project Graduate Launched 2015
- 13,000 former students qualify
- .5 FTE staff working Project Graduate

Returning Student Support
- Concierge service provided by Associate Registrar with handoff to advisor
- Online course offerings

Outreach
- FastPeopleSearch.com provides them postal addresses for free
- Promotes the Bachelor of Liberal Studies (BLS)
- Details time to degree in a personal call with expert advisor

Outcomes
- **178 students** unaware they had ALREADY met the degree requirements for BLS (92 found)
- **353 degrees** awarded to date
Pueblo Community College’s Return to Earn

Returning Stopout Lifecycle in Return to Earn

**Outreach**
Program Director contacts stopped out near graduates

**Advising**
Student goes to advising center for guidance

**Ongoing Support**
Program offers continued support through graduation

**Readmission**
Program serves as one-stop shop (i.e. fin aid, enrollment, holds, etc.)

**One Time Scholarship**
Program participants receive grant after successful completion

**Institution Profile**
- Pueblo, CO
- 6,200 Students
- 19.4% Six-year graduation rate
- Return to Earn Launched 2016
- 1 FTE staff working Return to Earn

- **320** Reenrolled Stopouts
- **4 yrs** Ave stop out length
- **34** Ave age of participants
- **207** Graduates to date
ReUp Recruits and Serves Stopouts Using Predictive Analytics and Coaching

Does It Make Sense to Outsource?

Comprehensive program

Launched in 2015
10,000 students reenrolled
1,000 graduates
$35 million in tuition recouped
40+ community college and university partners

Services are paid as a proportion of returning students’ tuition.

Proprietary technology finds former students and lets them know their home college wants them back.

Success coaches work with prospective re-enrollees to discuss goals, motivations, and potential barriers to plan for success.

Students reenroll and the relationship continues with coaches nudging and engaging throughout students’ enrollment.

Coach works in concert with college resources to help students re-matriculate and complete necessary onboarding steps.

It takes 40 touches to re-enroll students.
Adapting Our Institutions
To Our Students

“We have to look at the systems we put in place to support a changing demographic of students....

We may not have considered these students college ready, but how do we adapt our institution to make them college successful?”

-Dawn Medley
Associate Vice-President of Enrollment Management

Wayne State University
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