



Closing the Part-Time Student Success Gap

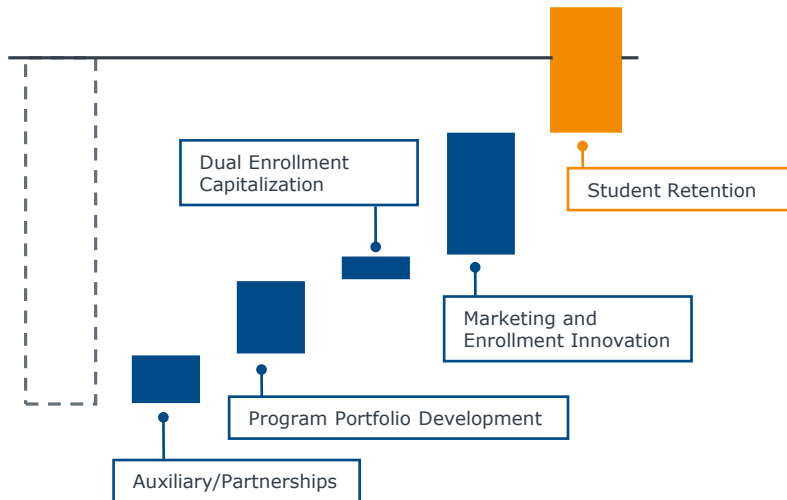
Community College Executive Forum

Capitalize on Growth Opportunities

Embrace Critical Opportunities for Necessary Revenue Increase

Charting the Course Toward 4% Growth

Sources of Community College Growth Opportunities

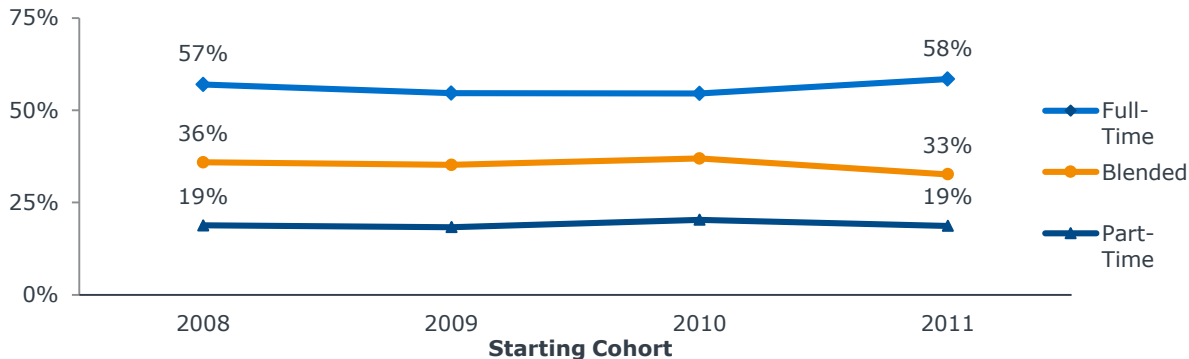




Part-Time Students the Least Likely to Complete

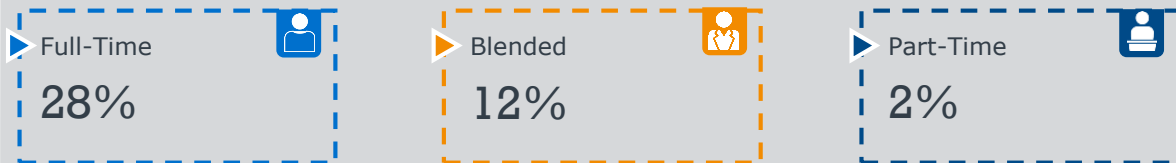
Six-Year Completion Rates Stagnant by Attendance Status

Students Completing a Postsecondary Degree Within Six Years



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

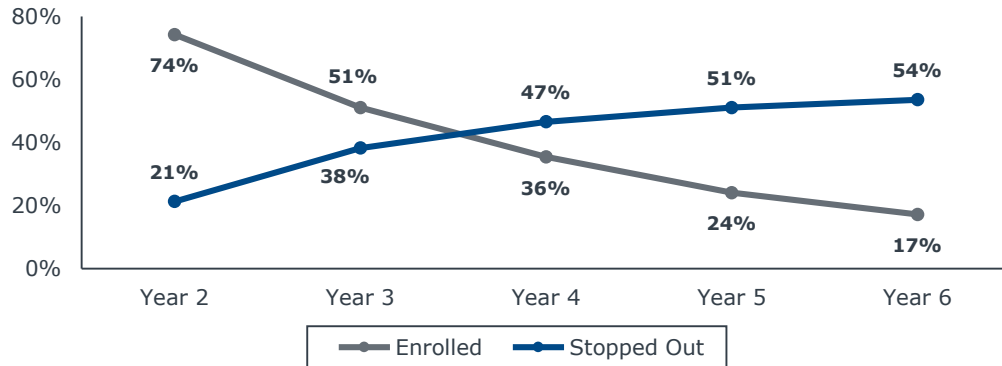
Share of Community College Graduates Who Complete Bachelor's Degree, 2011 Cohort



Do Part-Timers Just Need More Time?

Likelihood of Part-Time Stop Out Only Increases with Time

Percentage of Students Who've Stopped Out (vs. Remain Enrolled) After Enrolling Part-Time in Community College, 2011 Cohort



More Time, More Opportunity for "Life to Get in the Way"

“We all know what happens: Students’ lives fill up with jobs, relationships, marriages, children, and mortgages; the list goes on and on. **Many can afford to attend only part-time, extending the years until they graduate... Not surprisingly, college often gets left behind:** a few years of courses, no degree, and a lot of debt.”

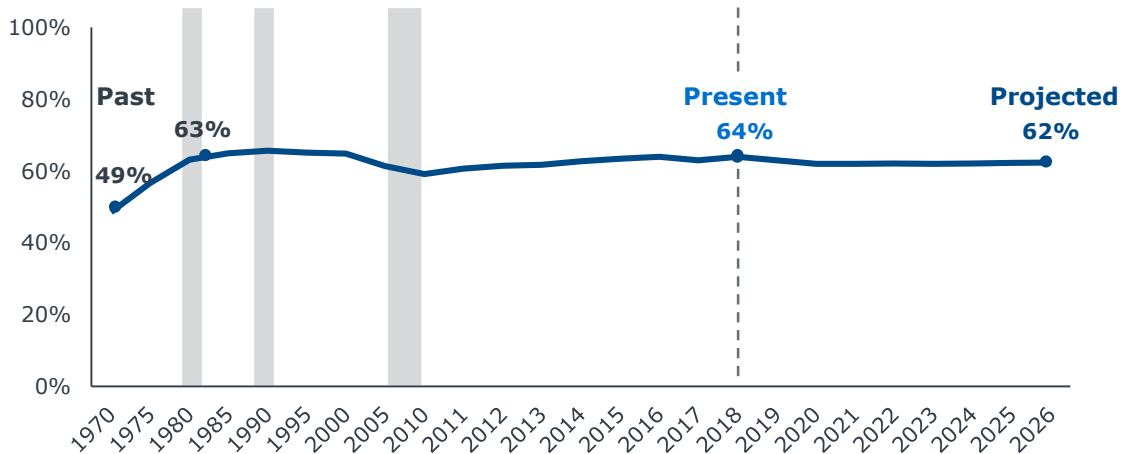


Time Is the Enemy
Complete College America, 2011

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

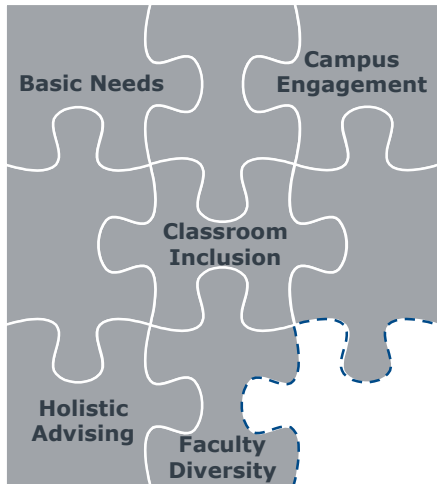
Source: [Digest of Education Statistics](#), National Center for Education Statistics; "[Current Term Enrollment Estimate Spring 2018](#)," National Student Clearinghouse Research Center, May 2018; "Even One Semester," Center for Community College Student Engagement, 2017; EAB interviews and analysis.



An Overlooked Equity Issue

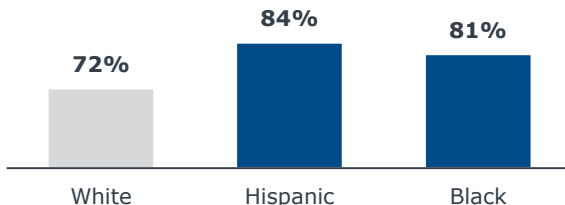
URMs¹ Most Likely to Attend Part-Time—and Least Likely to Complete

Current Equity Efforts Address Many Aspects of the College Experience

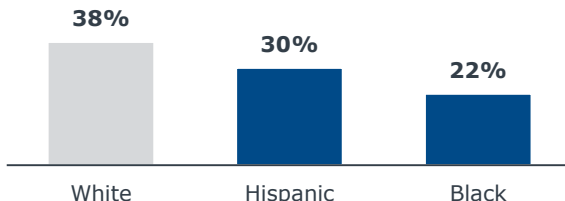


Attendance Status the Missing Piece?

Percentage of Two-Year Students Who Attended Part-Time at Least One Semester, 2011 Cohort



Six-Year Completion Rates of Students Who Attended Part-Time at Least One Semester, 2011 Cohort



1) URM= Underrepresented Minority



Common Part-Time Assumptions Hinder Progress

Student Success Efforts Delayed by False Perceptions

Part-Time Student Profile



Part-Time Students Are Adult Students

Part-time students are largely **older**, working adults who attend community college to **build their job-related skill set**, with **no intent to complete**

Most Effective Strategy



Part-Time Students Must Increase Credit Load to Succeed

The only way to ensure success is by **increasing part-time students' credit load** and by incenting them to **attend college full-time**

Level of Impact



Part-Time Student Success Requires Massive Overhaul

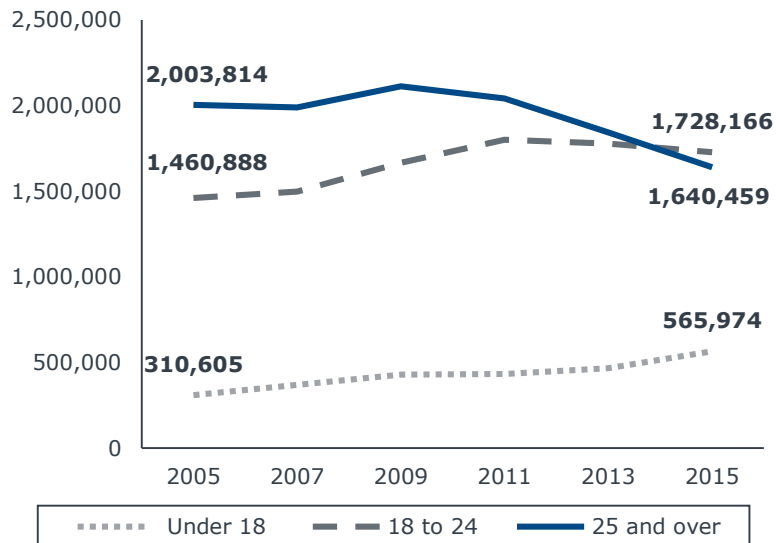
Because they spend less time on campus, it is **impossible to generate** part-time student success at scale without unsustainable investments



Part-Time Students Are Younger Than You Think

Majority of Part-Time Students Are Young...

Part-Time Students Enrolling in the Fall by Age, 2005-2015



...And Trending Younger



18- and 19-year-olds enrolling part-time from 2005 to 2015



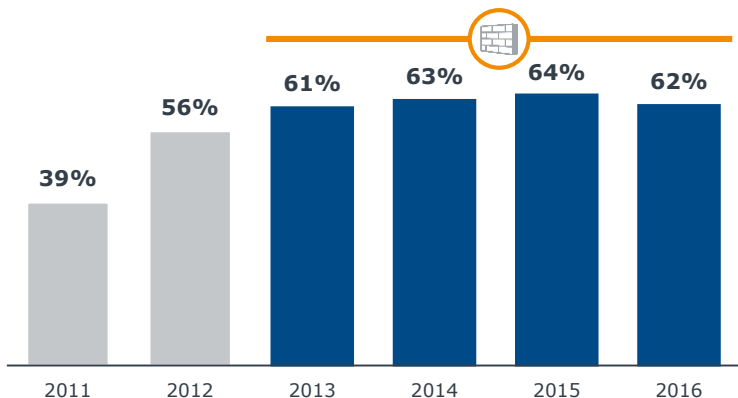
Part-time students in Fall 2005 vs. 2015 between the ages of 18 and 24



Full-Time Campaigns Eventually Plateau

Lessons Learned from Hawaii Enrollment Campaign

Percentage of First-Time Freshmen Taking 15 or More Credits in Initial Fall Semester at University of Hawaii at Manoa



A Much Lower Ceiling for Community Colleges

16%

Of University of Hawaii Community College students who took 15+ credits in 2016

60+%

Proportion of all community college students projected to enroll PT in the Fall through 2026

...Leaving Significant Share of Students Behind

40%

Of University of Hawaii at Manoa students take fewer than 15 credits despite the university's enrollment campaign













Higher Credit Loads Linked with Success...

...But Credit Ceiling Varies by Student

No "Magic Number" of Credits

Difference in Persistence Rates Between Students Taking Differing Credit Loads

Students Who Take...	Have Persistence Rates...	Than Students Who Take...
 2 Courses	+15%	 1 Course
 3 Courses	+6%	 2 Courses
 4 Courses	+4%	 3 Courses
 5 Courses	+3%	 4 Courses
 6 Courses	+4%	 5 Courses



When One More Is Too Much

"I just became a part-time student for this semester...and it's the first semester I'm working full-time. It's **really [hard] to go home after a full day of work and want to do homework**, especially when it's things like calculus or programming that require a lot of mental thought."

Community College Student

Student Realities Necessitate Part-Time Status

Full-Time Enrollment Not Feasible for Most Part-Time Students

Full-Time Worker



"I have a full-time, 9-to-5 job. My boss tells me that I'm close to promotion, but I need some data analysis skills first. I want to take some classes at my local college, but **I don't want to spend two or more years getting these credentials, and I can't attend full-time while working.**"

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Young Shift Worker



"I'm a student, but I also work as a babysitter, a waitress, and an Uber driver so that I can help my family pay our rent. **Money is tight, so working has to be my priority.** My work schedule is unpredictable, and sometimes it interferes with me getting to my day-time classes."

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Caretaker



"I'm a single mom trying to pass my classes while working part-time. **I don't have a lot of time to spend on campus, and I'm worried that I won't be able to find the support I need.** I want to succeed and get an education to provide a better future for my son."

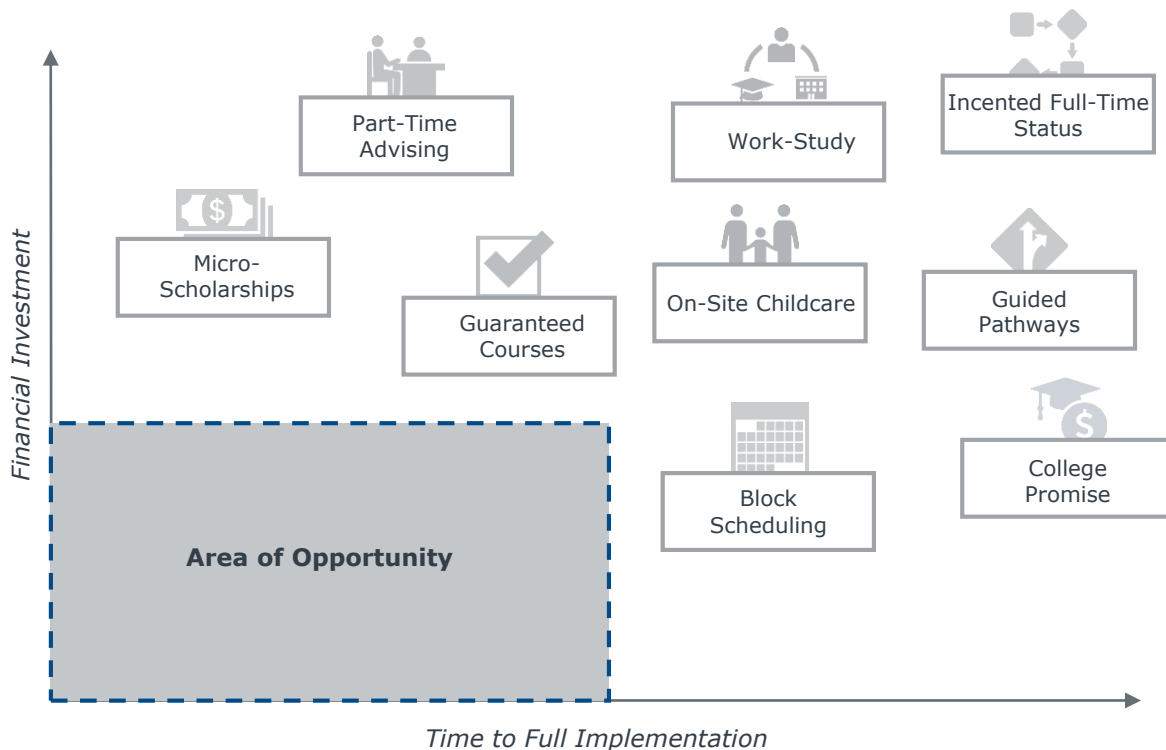
24%

Of part-time students spend over 20 hours per week **caring for dependents**



No Shortage of Long-Term Solutions Proposed

But Opportunities for Immediate Action Remain Scarce



Part-Time Success Is Challenging but Possible

And Requires the College to Adapt to Realities of Students' Lives

Four Major Obstacles and Solutions to Part-Time Success



The Race Against Time

The longer a student spends in a degree program or even a single course, the greater the likelihood that he or she won't complete



Condense Credit Accumulation



Scheduling Misalignment

Working hours often conflict with course availability, and when forced to choose, the need to work and support a family wins



Align Delivery to Part-Time Lifestyle



Inaccessible Services & Resources

Critical resources are often offered during traditional business hours and are strictly available in person



Expand Access to Support Services



Seemingly Inevitable Stop-Out

A majority of part-time students stop out at least once, and many never to return to the college because of various financial, personal, and psychological barriers



Incent Stop-Out Reenrollment

A Strong Imperative for Success

"At the end of the day, we need to simplify these things and **get down to the fundamentals of providing people the opportunity...to advance in society.**"

Eloy Oakley
Chancellor, California Community Colleges

Adapt the College to Promote Part-Time Success



Support Part-Time Students Through Responsive Institutional Practices

1

Condense Credit Accumulation



1. Summer Momentum Incentives
2. Compressed Term Scheduling
3. Five-Week Hybrid Courses
4. Online Learning Success Primer

2

Align Delivery to Part-Time Lifestyle



5. Weekend-Based Associate Degree
6. Dual Modality Course Guardrails

3

Expand Access to Support Services



7. Advisors on the Go
8. In-Time Advising Triage
9. Bursar Hold Override
10. Peer-to-Peer Financial Advising
11. Off-Hours Virtual Tutoring
12. Virtual Support Services

Increased Access to Course Materials

4

Incent Stop-Out Reenrollment



13. Targeted Reenrollment Campaigns
14. GPA Fresh Start

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Time to Degree Jeopardizes Part-Time Completion

“The problem with attending on a part-time basis is that it takes too long, it costs too much and because it takes so long it increases the chances that something’s going to get in the way. The chances increase that you’re actually going to get derailed before you finish.”

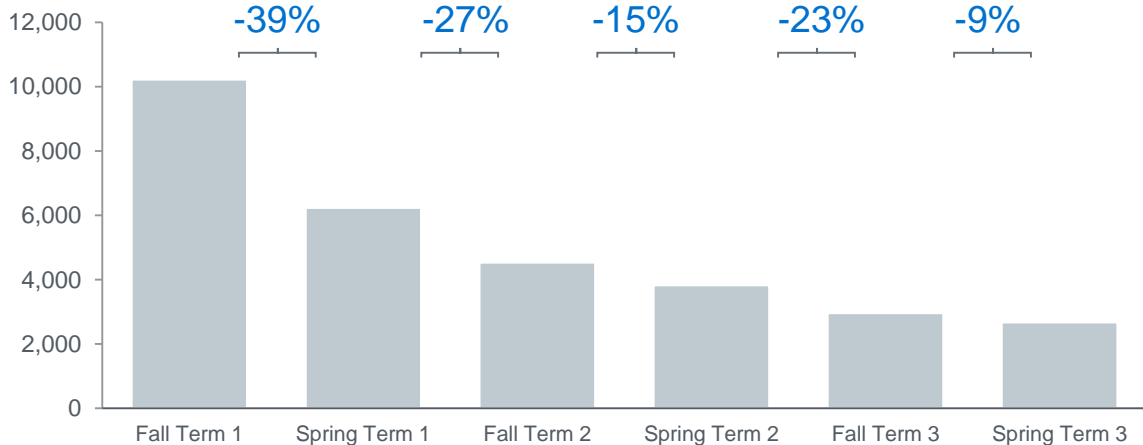
*Christian Gonzalez-Rivera
Center for an Urban Future*

The Race Against the Clock

All Students Less Likely to Persist the Longer They Remain in College

Enrollment Figures at a Mid-Atlantic Community College

Attrition Rates



Risk Especially High for Part-Timers, Who Typically Take Longer to Finish

Average Number of Years Needed to Complete Credential, Full-Time Versus Part-Time



1-Year Certificate

3.3 vs. 4.4

Full-Time

Part-Time



2-Year Associate Degree

3.8 vs. 5

Full-Time

Part-Time

Source: "Time Is the Enemy," Complete College America, 2011; EAB interviews and analysis.

Summer Break Linked to Stop-Out

Summer Session Underutilized at the Detriment of Students

Part-Time Student Spring to Fall Retention at a Midsize Texas Community College



MAY

Spring Term Ends

JUNE

JULY

AUGUST

Fall Term Begins



100

For every 100 part-time community college students enrolled in the spring...

Missed Opportunity for Credits



63

...Just 63 of them return the following school year

Students Who Take the Summer Off Lose Momentum Toward Long-Term Goals

44%

Decreased **likelihood of community college students to transfer to four-year institution** compared to their peers who accumulate summer credits



Summer Courses Build Part-Time Student Momentum

Financially Incentivize Summer Courses to Prevent Part-Time Stop-Out

Encourage Students to Save Time (to Degree) and Money



ALAMO
COLLEGES
DISTRICT

If You've Successfully Completed...

18

You Can Earn

1

Credits during
this school year's
fall and spring
terms

Free summer
course

24



2

Or more credits
during this school
year's fall and
spring terms

Free summer
courses

Summer credit can be applied only to academic courses. (Students are strongly encouraged to take summer courses within their program of study.)

Criteria for Student Selection

- Must have earned the designated credit requirement within the current academic year
- Must resolve any outstanding account holds before summer credit waiver can be applied

Incentivizing Even Just One Summer Course Increases Persistence



Percentage-point increase in part-time student spring-to-fall persistence after one summer of implementation

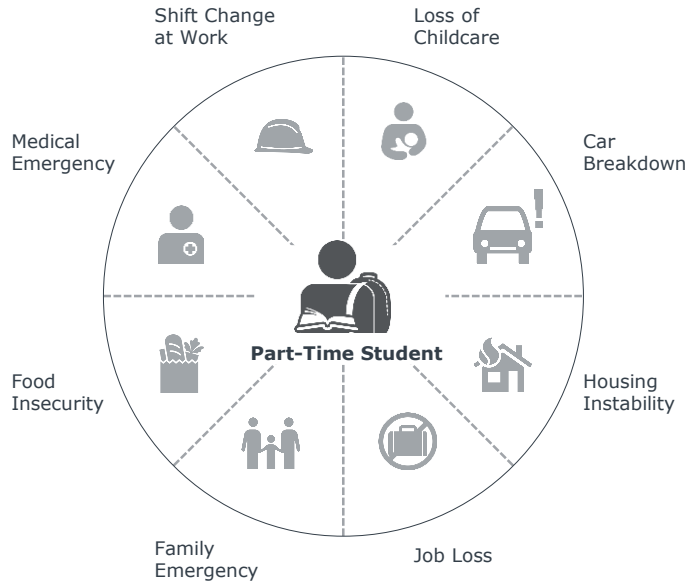
\$258

Yearly tuition savings for students receiving one free summer course

Student Obstacles Pile Up over 16 Weeks

Traditional Term Lengths Increase Opportunities for 'Life to Get in the Way'

Part-Time Students Susceptible to the Wheel of Misfortune



Longer Terms, Larger 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
Community College, Texas

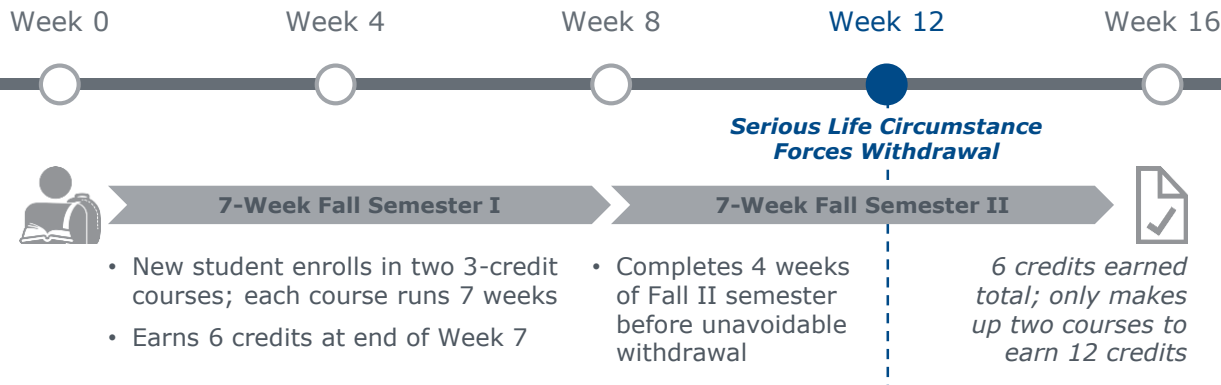


Compressed Terms Reduce the Cost of Misfortunes

Mini-Semesters Allow Part-Time Students to Hedge Their Bets



Compressed Terms Minimize the Cost of Life Interruptions



Trident Tech's Mini-Terms Improve Course Success and Retention Rates

+14

Percentage-point increase in course pass rates after implementing mini-terms

87%

Fall-to-spring retention rate after mini-term implementation, the highest in the college's history





Default Mini-Terms Increase Credit Accumulation

Standardized Compressed Term Scheduling Builds Momentum

Multiple Compressed Term Options Accommodate Part-Time Lifestyle

Sample Year-Round Schedule



Fall 1

Aug. 28-Oct. 23

- 6 credits

Fall 2

Oct. 30-Dec. 22

- 6 credits

Spring 1

Jan. 1-Feb. 26

- 6 credits

Spring 2

Mar. 5-Apr. 30

- 6 credits

Summer 1

May 7-Jun. 29

- 3 credits

Summer 2

Jul. 9-Aug. 27

- 3 credits

30

Number of total credits accumulated in calendar year

Student Success Results Prove Good Reason for Mini-Term Popularity



Percentage-point increase in course completion rates compared to 16-week term



Completion rate for students taking at least 24 credits per year



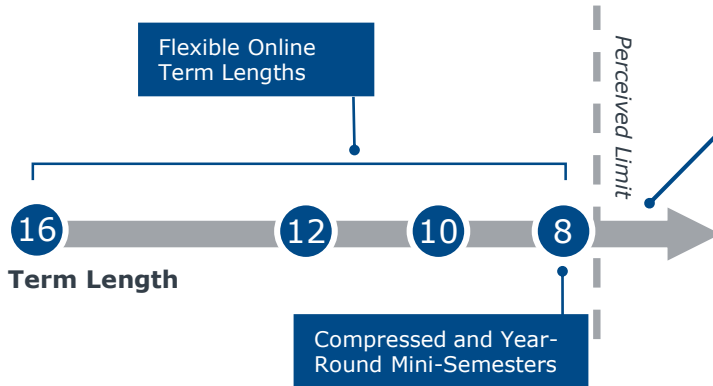
Projected additional revenue if overall college retention rate increases to match current mini-semester's

Online Education Further Increases Acceleration

Technology Provides Opportunity to Build on Success of Compressed Terms

Seven-Week Mini-Terms Seen as Maximum Compression Without Sacrificing Quality

But Multiple Modalities Represent New Frontier in Acceleration



Distance Learning

- Opportunity for self-paced learning
- Possible to complete hours of coursework in one sitting



Hybrid Courses

- Improve acceleration without increasing time in-seat
- Offers in-person engagement

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 Knowledge¹	39%	39%
Students Receiving "A Lot" of Feedback²	47%	41%
Students Applying "A Great Deal" of Effort²	32%	19%

Five-Week Hybrid Students Are More Likely to:



Attend Part-Time



Have More Family Responsibilities



Be Older

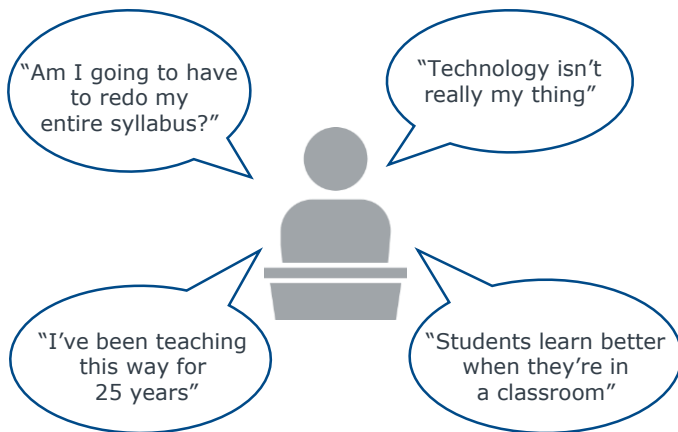
1) As measured by pre- and post-test scores

2) As measured by survey responses of student course perceptions

Faculty Resistance Remains Critical Barrier

Common 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"

Encourage 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

Overcoming the Hurdle to Online Learning

“Faculty perceptions of online learning are the biggest hurdle. Because our full-time faculty have embraced the online modality, online courses are no longer seen as competitors, but now it’s all part of a coordinated scheduling process. We actually have more faculty who want to teach online than we have available courses.”

*Kellie Schellenberg
Dean of eLearning and Academic Technology
Chemeketa Community College*

Student Preparation a Roadblock to Online Success



Misinformation About Requirements, Challenges Leads Students to Falter

Key Components of Effective Online Education



Student Readiness

Orientation and preparation for learning online **consistently ranked the #1 challenge by college administrators** overseeing online courses



Quality Course Design



Online Course Assessment



Course Completion

Fundamental Roadblocks to Student Success



Difficulty navigating the LMS to complete quizzes, submit assignments, check grades



Lack of confidence in academic ability



Limited awareness of on-campus resources



Outdated software and technical devices

“There’s a lot of talk about how online courses are not as successful as face-to-face, but there’s really hardly any research on why that is.”



Dean of Education and Humanities
Community College, Pacific Northwest



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



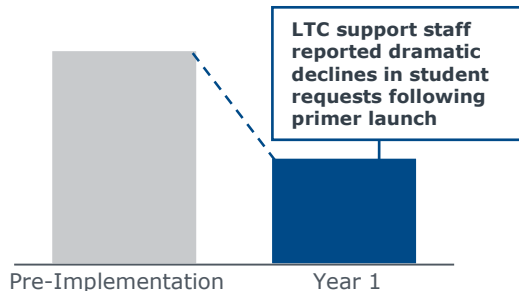
Students must utilize college-issued email to request certificate of completion and submit it

Primer Maximizes Effectiveness of Online Learning

Online Modules Alleviate Need for Intrusive Advising



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



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

...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.**”

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Students' Needs Not Being Realized

Workforce Trends Often Don't Translate to Campus

Today's Workers—and Part-Time Students—Have Distinct Needs...

Accessibility



Opportunities to work and learn outside of the traditional 9-to-5 mold



Course schedules rely on M-F operational model



Responsiveness



Ability to adjust learning experiences in response to life changes



No immediate solutions to attendance disruptions offered



Relevance



Training and instruction that include in-time support for task at hand



Little preparation, assistance in nontraditional learning settings



Convenience



Removal of institutional barriers and red tape



Legacy policies slow momentum for non-FTFT students



Common Objections to Weekend Courses

Faculty and Staff Resistance



"I won't be able to convince any of the faculty to work on the weekends"



Rigid, M-F Course Schedules

High Operational Costs



"Running a weekend college is a huge financial investment that we can't afford to make"



Failure to Expand Service Hours

Unsuccessful Student Outcomes



"Students who won't come to campus during the week don't have the motivation to succeed"



Campus Caters to Traditional Student Profile



Weekend-Optimized Degrees Increase Opportunity

Increase Part-Time Accessibility Through Condensed Weekend Courses

Example Weekend College Schedule



Friday

- Course 1: 6:00-8:30 pm

Saturday

- Course 2: 9:00-11:30 am
- Course 3: 1:00-3:30 pm
- Course 4: 5:00-7:30 pm

On-campus Weekend College classes take place exclusively on Fridays and Saturdays

Sunday

- Online coursework

Online portion of hybrid courses can be completed at students' convenience throughout the week and comprises 50% of class time

Weekend Degrees Improve Part-Time Student Engagement at a Low Cost



Off-peak hours allow for increased focus and fewer distractions



Campus events foster feelings of inclusivity and belonging



Student support services address nonacademic needs



We rebuilt the schedule, but our students needed more than just a parking spot and a classroom. It was **no longer just weekend courses but a full weekend college...And by the way, I don't have any additional money for Weekend College.** I didn't get any new resources to launch this initiative, we just reworked current resources differently so that we could support our weekend students better."

Jackie Peña, Dean of Academic Affairs

MIAMI DADE COLLEGE, FL



Expand the College to Embrace the Weekend

Miami-Dade Weekend College Model Dispels Common Myths...



Enthusiastic Faculty

Faculty with dependents embrace opportunity to be home during the week and eager to pilot accelerated courses



Cost Neutral

Offering revenue-generating A.A. programs and reallocating existing services requires no new funding sources



Motivated Students

A majority of enrolled students are adults, working full-time

...And Scales Responsive Course Delivery

100+

Diverse programs offered at Miami Dade's Weekend College

\$0

Additional cost needed to launch and sustain Weekend College

2,100

Students enrolled in Weekend College



Weekend Success Requires Sustained Commitment

Lessons from a Weekend College Veteran



Identify and Commit to Solving a Specific Problem

Located in a region with a 15% baccalaureate attainment rate, Odessa launched Weekend College to **prioritize flexible services that improve access to higher education.**

Result: Enrolls 50–60% weekend-only students



Redistribute Services to Serve Weekend Students

Odessa redistributed existing academic and support services to ensure **continuity of quality for traditional and weekend students.**

Result: Expanded service hours increased enrollments



Prioritize Quality, Achieve Success

Because of Odessa's commitment to a high-quality weekend education, **course success and retention rates are equal for weekend and traditional students.**

Result: 81% success rates in weekend and M-F courses

▶ Faculty Adoption Tip

- Launch Weekend College first with the programs yielding highest enrollments and greatest faculty engagement
- Encourage participation by utilizing hybrid course delivery that requires fewer faculty hours spent on campus

Walking the Walk

“We have to commit to certificate and degree completion as if students are only able to attend on the weekend. That means when we adopt other successful practices, we have to replicate them in Weekend College.”

Valerie Jones, VP of Instruction, Odessa College



Optimize Advantages of Multiple Modalities

Part-Time Students Best Served by Features of In-Person and Online Courses



Best of Both Worlds

“Both online and face-to-face courses have advantages and disadvantages. We need to capitalize on the inherent advantages of the online environment and serve our students in person as well.”

*Dean of Liberal Arts
Community College, Northwest*



Flexible Modalities = Responsive Schedules

Dual Delivery Provides In-Person Engagement and Scheduling Flexibility

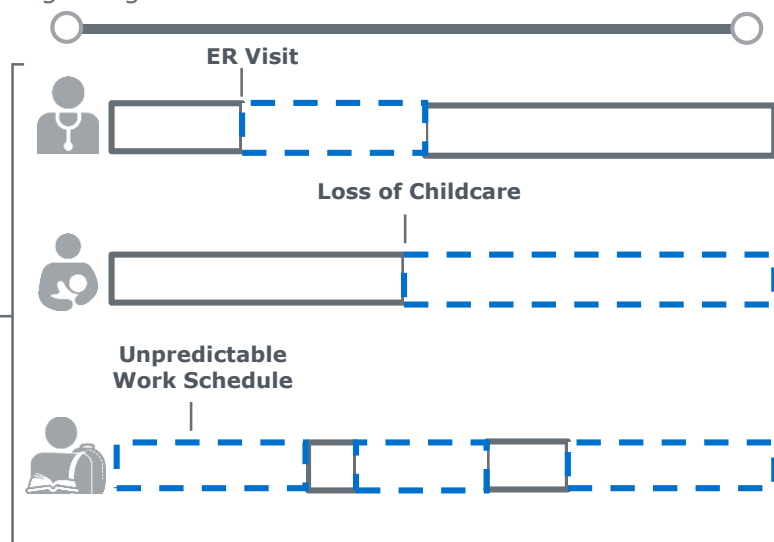


The Next Level of Student-Centric Scheduling

- 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:

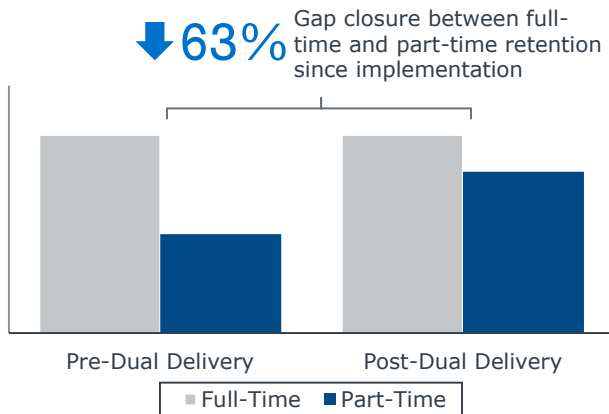
In-Person

Online

Dual Modality Delivers Results



Increased Flexibility Aids in Part-Time Student Retention



“

“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

Adapt the College to Promote Part-Time Success



Support Part-Time Students Through Responsive Institutional Practices

1

Condense Credit Accumulation



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2. Compressed Term Scheduling
3. Five-Week Hybrid Courses
4. Online Learning Success Primer

2

Align Delivery to Part-Time Lifestyle



5. Weekend-Based Associate Degree
6. Dual Modality Course Guardrails

3

Expand Access to Support Services



7. Advisors on the Go
8. In-Time Advising Triage
9. Bursar Hold Override
10. Peer-to-Peer Financial Advising
11. Off-Hours Virtual Tutoring
12. Virtual Support Services

Increased Access to Course Materials

4

Incent Stop-Out Reenrollment



13. Targeted Reenrollment Campaigns
14. GPA Fresh Start

The Part-Time Student Engagement Problem

Students in Need of Services and Resources Struggle to Access Them

Student Services Critical for Part-Time Success

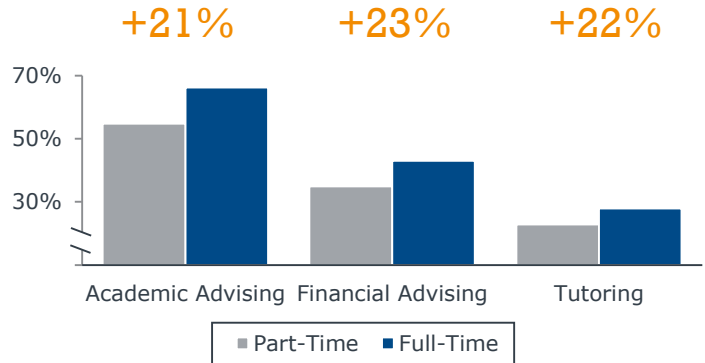
81%



Successful part-time transfer students who say **they relied on student support services** while at community college

But Access Is Skewed Toward Full-Time Students

Percentage of Students Who Use Services More Than Once



A Constant Struggle to Engage

“Making it a point to be on campus is kind of hard. **Utilizing anything like the writing lab, the math lab, or anything like that is tough** because I have two other jobs outside of this.”

Part-Time College Student

Many Barriers to Part-Time Student Advising

Part-Time Students Face Academic Advising Deficit Despite Heightened Need



Part-timers require awareness of right-fit credit opportunities

May be uninformed regarding scheduling and program-specific advice

Part-time students lack confidence in academic decisions and plans

May feel intimidated or uncertain of process when seeking help



...but have limited access to advising due to sporadic presence on campus and greater time constraints

Part-Time Students See Value but Lack Access

67%

Of part-time students say that **academic advising is very important**

1.6x

Likelihood that part-time (vs. full-time) students have **never met with an advisor**

Mobile Advising Supports Part-Time Students

Assisting Students at Convenient Times and Locations



Easy Access to Advisors...

- ✓ Advisors set up temporary tables in high-traffic areas (e.g., hallways) of academic buildings
- ✓ Advisors spend at least 2 hours per week in their designated buildings during peak class hours

Mobile Advising Station



Temporarily Relocates to Each Academic Building

...Improves Part-Time Student Awareness and Confidence

- ✓ Advisors notify students of upcoming deadlines and critical academic decision points
- ✓ Advisors assist students between classes with questions and become “go to” person for help and support

Accommodating the Busy Lives of Part-Time Students

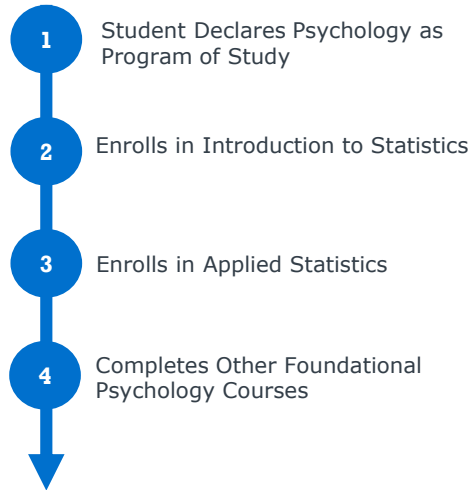
“We’ve found that this program works really well because students who may not come to the advising center will stop in the hall to chat. **We’ve put advisors in the places where the students are, which is especially important for part-time students who may not typically see advisors** as often.”

*Rhonda Coats, VP of Student Affairs
Davidson County Community College, NC*

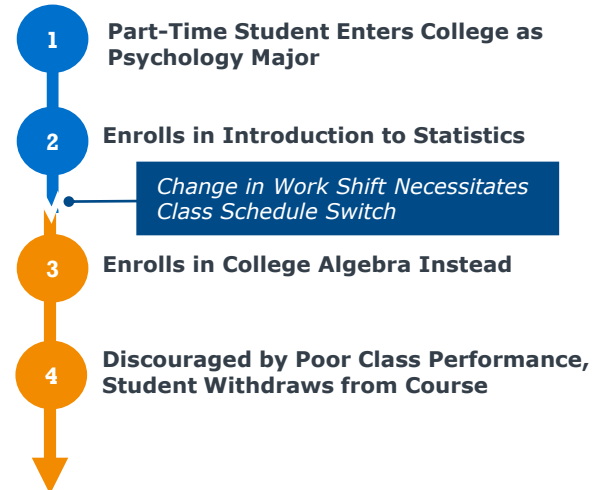
Just-in-Time Advice Needed to Stay on Track

College-Recommended Pathways...

Semester 1



...Are Not Always Feasible Given Part-Time Student Realities



“**Course selection is too often based on work schedule or availability**, and not based on the math that is best for students’ careers. When we place everyone in the same math course, 60% of our students don’t succeed.”

Debi Gaitan

VP of Student Success, Northwest Vista Community College, TX



Offer Just-in-Time Advice Before Students Detour

NVC's Advising Triage Center Provides Immediate, Comprehensive Support

Easy Access During Introductory Class Services Students with Highest Need



1 Faculty Participation

On the first day of every math course, faculty outline which majors belong in that course

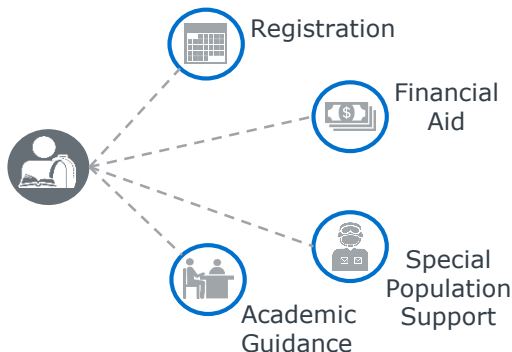
2 Facilitated Advising

Students who have enrolled in an introductory course that is misaligned with their pathway are given a "ticket" to visit the advising triage center

3 Easy Access

NVC's advising triage center is set up in close proximity to math classrooms, and tickets provide immediate entrance without appointment

Advising Triage Center Provides Holistic, Just-in-Time Student Support



Advising Triage Reroutes Students Who Have Fallen Off Track

1,007

Students rerouted by beginning-of-course advising efforts

Necessary Classes Come at a Premium

And Are Often Unavailable to Part-Time Students Who Need Them Most

Smaller Course Load Places Greater Weight on Right Course, Right Time

Common Registration Challenges Resulting in Part-Time Delay or Attrition



Courses Already Filled



Unexpected Financial Barriers



Last-Minute Cancellations



“I wasn’t able to register for classes on time because there was a **financial hold on my account for a \$45 fee**. When it was finally removed, the class I needed was filled.”



Financial Aid Delays and Account Holds Unnecessarily Complicate Registration

“We looked at our records and noticed an emerging pattern: students who had priority registration but had not yet received financial aid were being dropped due to non-payment. They would reregister only to have it happen again. **Many stopped out, and those who persisted were not enrolling in the classes they needed.**”

Wes Bryan, President, Golden West Community College



Prevent Drops Due to Non-Payment

Multi-Office Intervention Removes Unnecessary Financial Barriers



Four-Step Registration Assurance Process

1 Identify Students at Risk of Registration Penalties

Enrollment Center sends a list of students who are at risk of being dropped for non-payment (DFNP) to Financial Aid

2 Intervene on Behalf of Aid-Eligible Students

Financial Aid office reviews FAFSA records for DFNP students and prevents students who are aid-eligible from being dropped

3 Alert Students to Complete Financial Aid Documents

Aid-eligible students are contacted via multiple channels to complete outstanding documents

4 Provide Payment Options for Remaining Balance

Students are provided with payment plan options depending on the amount owed

Helping Students Claim Funds Left on the Table

22% Of eligible CA community college students don't receive Pell funding

Golden West's Multipronged Approach to Raise Financial Aid Awareness



Email



Phone Call

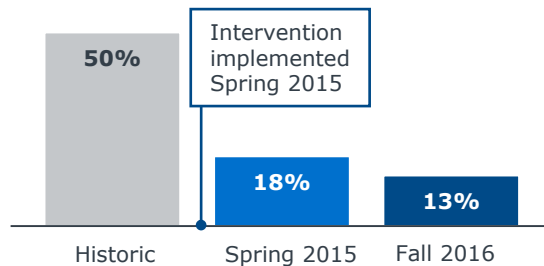


Text Messaging



Multilingual Workshops

Dramatically Reducing DFNP Rates¹



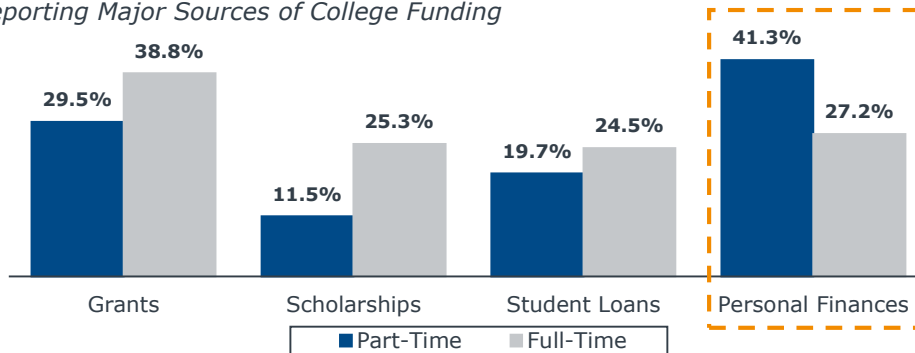
1) Calculated by dividing number of students dropped by number of those originally placed on DNFP list
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Lack of Financial Advice Hinders Success

And Part-Time Students Are More Likely to Feel the Burden

Part-Time Students Have More Skin in the Game When Funding Their Education

Students Reporting Major Sources of College Funding



But, Like Many, They Lack Critical Guidance



“Whenever financial aid refund checks went out, students were very happy at first, but then after a week or so, their attitude dropped and student culture shifted. At that time, students would wait 2 hours for the financial aid office, since the office met at least 100 students a day. **There was no approach to help students spend their money. They would get their aid, spend it, and then didn’t know what to do next.**”

Ilia Cordero, Assistant Director of Financial Aid Services
Valencia College

Financial Learning Made Easy

Peer-to-Peer Ambassadors Provide Financial Literacy Education

Implementation of a Financial Learning Ambassadors Program

VALENCIA COLLEGE



Recruit Student Ambassadors

Employ Work-Study and Part-Time Students

Interview and hire part-time students who may be seeking engagement opportunities with the college and who could themselves benefit from financial literacy education



Provide Student Training

Equip Students with Essential Financial Literacy Knowledge

Conduct summer training using GradReady® and in-house training materials. Educate ambassadors on college finance options, budget- and goal-setting, and long-term student loan repayment.



Deploy Ambassadors as Peer Mentors

Ensure Part-Time Access by Utilizing Required Courses

Designate time in required classes for student ambassadors to present on financial literacy. Ambassadors lead a student Q&A and discussion during first-year experience class meetings.

Peer-to-Peer Financial Learning Ambassadors by the Numbers

~50

Student ambassadors across Valencia's 6 campuses, all funded by work-study

25

Student-facilitated presentations on how to utilize aid and pay for college each semester





Comprehensive Training Builds Expertise

Components of GradReady® Financial Literacy Training

VALENCIA COLLEGE



Ambassadors Learn the Ins and Outs of Finance...

...And How It Impacts Students' Long-Term Goals

Paying for College

- Educational funding options
- FAFSA process
- Federal versus private loans
- Budgeting tips

Module
1

Budgeting Practice

Editable calculator assesses personal finances, weighing costs of college tuition/fees and living expenses against aid and income

Money Management

- Banking
- Building credit
- Managing debt
- Identity theft

Module
2

Debt-O-Meter

Leveled meter evaluates future debt in comparison to projected income and reveals estimated monthly repayments

Real-World Finances

- Savings and future planning
- Careers and income
- Mortgages
- Loan repayment and interest

Module
3

Electronic Loan Counselor

Responsive template weighs financial options, such as loan deferment and forbearance, and suggests manageable payment amounts

Financial Literacy Improves Monetary Management



52

Peer-Led Initiative Makes Financial Learning Accessible for All

VALENCIA COLLEGE



Maximum Utilization of Financial Aid Office

- Delegates financial literacy training to student ambassadors, creating greater advising capacity
- Low-cost, scalable solution

Increased Access for Part-Time Students

- Part-time students hired as ambassadors
- Financial learning occurs during required classes
- Activities hosted on evenings, weekends

Improved Student Engagement

- Interactive social and recreational programming (e.g., 5k races, haunted houses, and fashion shows) embeds financial learning into campus culture
- Peer outreach likely to capture students' attention

Financial Literacy Interventions Support Better Student Decisions



19% → 13%

Drop in Valencia's **cohort default rate** since program launch in 2009



Peer-Initiated Outreach Assists Students Applying for Summer Pell Grants

Economic Burdens Require Intensive Support

High Part-Time Financial Stakes Heighten Need for All-Inclusive Advising

Many Part-Time Students in Precarious Financial Situations...

...But Have Limited Access to Financial Advice

45% Part-time borrowers who **took out their annual maximum Stafford loan** in 2011–2012

46% Of part-time students report **never using financial advising services**

46% Of current part-time students report being **likely to withdraw from college due to finances**

1.5x Likelihood that part-time students will **visit an academic vs. a financial aid advisor**

Upping the Ante on Academic Advisors to Provide Holistic Support

Biggest Areas Financial Aid Representatives Wish Academic Advisors Understood



Financial Aid Deadlines



Satisfactory Academic Progress








Aid Types Available

Easily Integrate Academic and Financial Services



Leverage Technology to Provide Comprehensive Support

Address a Variety of Student Needs with Various Services

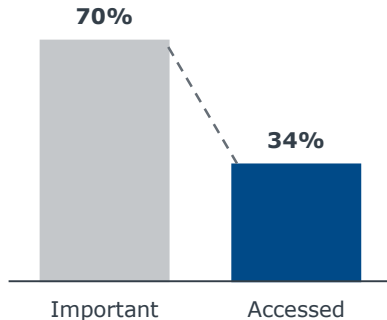
Technology 	Features 	Benefits for Part-Timers 
	<ul style="list-style-type: none"> • Extensive library of financial aid-related videos • AI-based chat function to answer common student questions 	<ul style="list-style-type: none"> • Provides quick answers to common financial aid questions • Accessible from anywhere
<p>Blackboard STUDENT LIFECYCLE SERVICES</p>	<ul style="list-style-type: none"> • Virtual one-stop for student support resources • Institution-specific financial aid information and support 	<ul style="list-style-type: none"> • Easy access to a variety of support resources • Information integrated with Blackboard LMS
	<ul style="list-style-type: none"> • Advisor dashboard tracks student information and behavior • Proactively provides students with tailored resources 	<ul style="list-style-type: none"> • Facilitates meaningful advising conversations • Anticipates student needs and provides relevant support

Off-Campus Academic Support Hard to Come By

Part-Time Students Can't Access On-Campus Tutoring Resources

Part-Time Students See Tutoring as Important, but Few Have Access

Percentage of Part-Time Students Who Value Tutoring Versus Those Who Report Accessing It



Traditional Academic Resources Housed Exclusively on Campus

✓ Tutoring and Academic Support Centers

✓ Peer and Faculty Tutoring Programs

⊘ Flexible, Off-Campus Support
(e.g., mobile services, online tutorials)

“We know that a lot of our students work full-time or are single parents and they can't always come back to campus at night or on Sunday afternoons for tutoring. We have to recognize that **there's a need to take these services directly to our students.**”

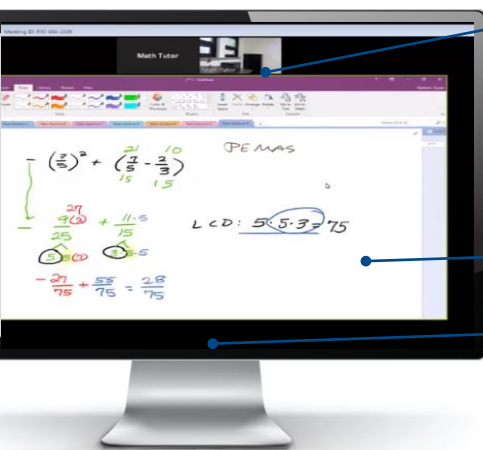
*Vice President of Academic and Student Affairs
Community College, Southeast*

21st Century Tutoring: Online and Off-Campus

Expand Access to College Tutoring Through Digital Platforms



Interactive Video Conferencing Offers Tutoring in an Accessible Format



Students have the option to share video feed and have discussions with tutors

Tutors share screens for step-by-step tutorials

All sessions are recorded, allowing for later reference



Convenient Night and Weekend Hours



Targeted Support from Trained Expert Tutors



Easy Access Through School-Issued LMS

1,806

Students visits to the virtual tutoring portal in its first semester

15%

Higher course pass rate for those who have accessed virtual tutoring (vs. those who haven't)

Virtual Support Does Not Stop at Tutoring

No Limit to Number of Services Students Can Access Virtually

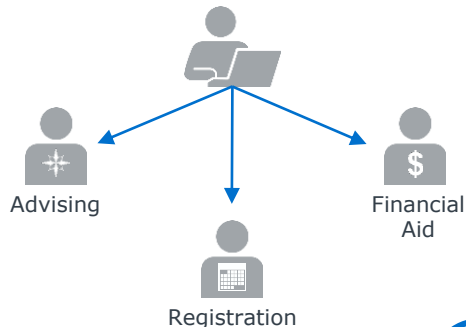
Keys to Successful Virtual Services



Strategic Implementation Creates Student-Centric Experience

- 1 **Tech-Friendly Providers**
PSC tutors undergo a semester of technology training and supervision
- 2 **Flexible Availability**
Sessions available at times convenient for part-time students
- 3 **Targeted Marketing**
Service hours advertised online, in student portals, and in classrooms
- 4 **Maximized Impact**
Virtual options offered for bottleneck and gateway processes

Leverage Technology to Put the College at Your Students' Fingertips



Expand Scope, Not Cost

- ✓ Use open-source video conferencing platforms, such as BigBlueButton
- ✓ Repurpose existing hardware
- ✓ Allow campus staff to work remotely

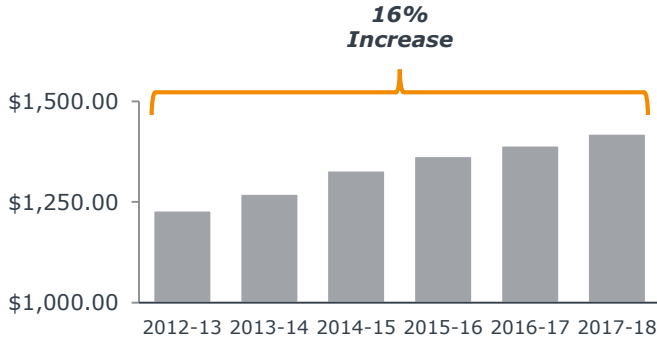


Textbook Costs Add Undue Burden to Students

Part-Time Students Desire—but Often Can't Afford—Resource Access

Textbook Costs Continue Steady Climb

Cost of Books and Supplies for Two-Year Students



Books or Breakfast

“My biggest fear at the beginning of every term is buying textbooks...It is like the cost of taking another class. **I end up skipping my breakfast or lunch many times because I can't afford it.**”

*20-year-old community college student
Portland, OR*

Students Struggle, and Often Fail to Find the Funds

50%

Of community college students report using financial aid to cover textbook costs

58%

Of students take fewer courses as a result of high textbook costs

55%

Of students do not purchase books because of the cost

Many Options to Reduce Textbook Costs

Open Educational Resources (OER)

Inclusive Access



Description

Open-access textbooks and course materials are created and provided to students, typically in a digital format.

Colleges work with textbook publishers to acquire digital access to course materials for a fixed period of time. Students gain access through a course fee on day one of the term.



Advantages

- ✓ Materials provided at no cost to students
- ✓ Course materials are permanently available

- ✓ Significant cost savings for students
- ✓ Faculty don't need to develop any materials
- ✓ Smaller financial investment for colleges



Drawbacks

- ✗ Costly to implement
- ✗ Developing materials can be time-intensive
- ✗ Scope often depends on external funding

- ✗ Requires negotiation with publishers; cost varies by institution
- ✗ Access to materials is for a fixed time period



Examples

Salt Lake Community College

With significant grant funding, SLCC launched its OER initiative in 2014. OER is now offered for 1,000 course sections, saving students more than \$5.8M in costs.

Forsyth Technical Community College

Launched in 2017, Forsyth Tech's inclusive access was piloted in four courses and has proven **cost neutral for the college but highly cost effective for students.**

Adapt the College to Promote Part-Time Success



Support Part-Time Students Through Responsive Institutional Practices

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Increased Access to Course Materials

4

Incent Stop-Out Reenrollment

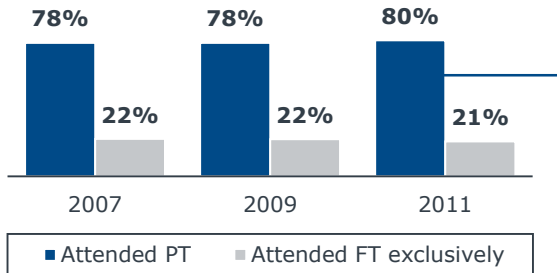


13. Targeted Reenrollment Campaigns
14. GPA Fresh Start

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.**”

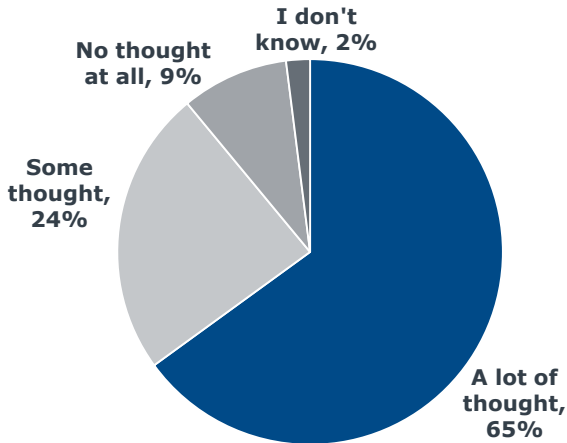
*President, Community College
Texas*

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
 University of New Mexico	 <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>	 \$120K <i>Annual allocation from the UNM Board of Regents</i>
Pueblo Community College	<i>Students who completed at least 30 credits and owe college <\$1,000</i>	<i>One-time loan forgiveness up to \$1,000</i>	<i>Email outreach</i>	\$79K <i>Spent in student loan repayments</i>
Bossier Parish Community College	<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>	\$30K <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

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

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

Community College Executive Forum

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Pete Talbot

Executive Director

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