Winning back stop Outs: Evidence-based approaches to increasing college reenrollment

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Welcome!

Kathy McDonald, MBA
Assistant Director for Network Partnerships

kmcdonald@FloridaCollegeAccess.org
Twitter: @kathy_mcdonald
Guest Presenter

Paul G. Perrault, Ph.D.
Vice President of Research and Evaluation

Helios Education Foundation
Guest Presenter

Justin C. Ortagus, Ph.D.
Assistant Professor, Higher Education Administration & Policy

University of Florida
Questions & Conversation

• Submit your questions in the chat box

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  Twitter: @FLCollegeAccess
  @HeliosEdFnd
  @JustinOrtagus

  #FCAN

This webinar is being recorded; all materials will be available within a week of recording
Florida College Access Network is the heart of a movement to ensure today’s students are prepared for tomorrow’s jobs.

**Our mission:** To create and strengthen a statewide network that catalyzes and supports communities to improve college and career preparation, access, and completion for all students.

**Our vision:** At least 60% of working-age Floridians will hold a high-quality postsecondary degree or credential by the year 2025.
FCAN’s Work

Research and Data FCAN publishes research and data on evidence-based practices and policy opportunities to strengthen Florida’s talent pool.

Local college access networks (LCANs) LCANs represent 82% of the state’s population. These organizations are made up of community leaders who come together to create solutions and partnerships to support local talent development.

Statewide Initiatives FCAN coordinates 4 College Ready Florida initiatives that support students in continuing their education after high school.
Poll 1: What type of organization are you with?
Introduction

Find the report at:

Helios.org/news-media/publications
Poll 2: What are the top reasons you see students stopping out of college?
## The Problem

### TABLE 1

<table>
<thead>
<tr>
<th>Educational attainment</th>
<th>Change in Employment During Recession and Recovery (2007–2016) by Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school or less</td>
<td>-5,611,000</td>
</tr>
<tr>
<td>Some college/Associate’s degree</td>
<td>-1,752,000</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>187,000</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>-66,000</td>
</tr>
<tr>
<td>Master’s degree or higher</td>
<td>253,000</td>
</tr>
<tr>
<td>All</td>
<td>-7,176,000</td>
</tr>
</tbody>
</table>


Note: Columns may not sum due to rounding. Employment includes all workers age 18 and older. The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using a four-month moving average.
The Problem

• A little over 2/3 (67.8%) of students in 4-Year institutions graduate within 6 years.

• In contrast, only 39.4% of students in 2-Year institutions do so in the same amount of time.

• When we disaggregate these numbers by race/ethnicity we observe bigger disparities.

• This means that a lot of students leave college with some credits but no degree.
The Problem: How can we improve postsecondary completion of students who have stopped out?
The Study and Intervention
The Study and Intervention

5 High Enrollment Florida Colleges

- Broward College
- Hillsborough Community College
- Miami Dade College
- Palm Beach State College
- Valencia College

Student Requirements

- Accrued 30 Credit Hours
- GPA 2.0 or Better
- No Financial or Behavioral Holds
- Stopped Out Within 3 Years

27,028 Former Students Identified.
The Study and Intervention

Intervention Design – Random Assignment

- **Control Group**: Students were given no additional information or support.

- **Information-Only**: Students within this group received 10 text messages encouraging them to re-enroll in college and visit a custom website to simplify and streamline the re-enrollment process.

- **Information + Financial Incentive**: Students within this group received the same information as those in the “information-only” group as well as a one-course tuition waiver.
The Study and Intervention

Survey Design – Sampling

- Follow-up survey designed to find out why former students left
  - Roughly 10% response rate (over 2,500 former students)
- We also conducted one-on-one qualitative interviews with 112 former students
  - Students were randomly selected to ensure a representative sample
Key Findings
Key Findings - Descriptive

• Of the 27,028 students, a total of 2,099 re-enrolled during the time period of the study

• Re-enrollment breakdown across groups:
  • 638 from Control Group
  • 689 from Information-Only Group
  • 772 from Information + Financial Incentive Group
Key Findings – Main Effects

• For the pooled sample, the information-only treatment does not have a statistically significant effect on re-enrollment.

• However, students who received the information nudge combined with the one-course tuition waiver are 21 percent more likely to re-enroll.

• The magnitude of the main effects for community colleges offering an unconditional waiver are higher than those of the community colleges offering a conditional waiver.
Key Findings – Heterogeneous Effects

- Treatment effects may vary based on former students’ academic or demographic characteristics

- For all subgroups that we examined, we found minimal evidence that the information-only treatment has a statistically significant impact on re-enrollment

- For former students who had already earned more than 42 credit hours (median for sample), the information and waiver treatment increases the likelihood of re-enrollment
  - Same pattern held for individuals with a GPA lower than 3.0
  - Information and waiver treatment has a positive effect on re-enrollment across all demographic subgroups → income, age, race, etc.
Key Findings – Enrollment Intensity

• For the pooled sample, the information-only treatment does not have an effect on former students’ likelihood of re-enrolling in more than one course or as a full-time student.

• However, students who received the information nudge combined with the one-course tuition waiver are 16 percent more likely to re-enroll in more than one course.

• Former students who received the information and financial incentive are also 22 percent more likely to re-enroll as a full-time student.
3 Emergent Themes:

• Financial struggles and the need to work
• Challenges with advising and a lack of required courses offered online
• Unexpected life circumstances
Recommendations and Next Steps
Recommendations:

- Offer tuition assistance in the form of a one-course waiver to encourage students to re-enroll
- Increase online opportunities for required coursework
- Increase “rainy day” funds for more emergency scholarships
- Increase funding for more advisers and advising resources for Florida College System institutions
Next Steps:

• Collaborative Learning: Identify institutional needs and develop research-practice partnerships to solve problems

• Joint Research: Helios/University of Florida. Follow students for 24 months to see if the re-enrollment intervention had an impact on persistence and completion
WE BELIEVE

COMMUNITY • EQUITY • INVESTMENT • PARTNERSHIP
Poll 3: How are you currently reaching out to bring students back?
Questions?

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Better Together

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Conclusion