



The Next Generation of Students





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Higher education is facing a major shift in student demographics. According to the Lumina Foundation, 38% of today's college students are older than 25, 26% are raising children, and 47% are financially supporting themselves. On top of that, Generation Z has officially entered college. With this ever-shifting population of students, higher education institutions are rethinking the way they approach learning and the student experience.

Institutions must be able to adapt to the changing needs of their student populations. Led by Generation Z, today's students expect a modern learning environment where collaboration isn't limited to in-class discussion. Digital learning tools paired with on-demand services are needed to ensure learning can take place anywhere at any time. For

today's students, technology has been integrated into their daily lives and they expect the same in higher education. These students require a system that provides a personalized, integrated and coherent student experience.

The new generation of students is more self-reliant, practical and cost-conscious. In order to justify the steep increases in tuition, students want information or to see data about graduate outcomes, including job placement and starting salaries. With more access to information than generations before them, students today are more career-driven, entering college with an idea of what their place in the world will be. Higher education institutions must have systems in place that set students up for success and keep them on track while giving them the ability to develop plans across their entire educational career.

Understanding the unique needs of entering students and designing programs to meet those needs requires the ability to analyze historical admissions, student aid and academic records data to unlock trends in student success and persistence. With Workday, data resides in a single location, allowing institutions to use real-time and historical data traditionally siloed in disparate systems and data repositories. This results in insightful and actionable analytics that gives administrators all the information they need to design success strategies and programs and more effectively communicate with their diverse student populations.

As higher education demographics continue to change, the needs and expectations of students are changing with it. It is exciting to think about how technology can empower institutions to adapt to the changing needs of the next generation of students. Workday Student is working with a diverse set of forward-thinking institutions to empower student success and tackle critical issues on campuses while remaining agile to the changing landscape of higher education.

Sincerely,

Liz Dietz

Vice President, Workday Student

Introduction

American higher education is facing enrollment challenges unlike those of previous generations. Colleges no longer have a seemingly endless supply of well-prepared students ready to enroll (and pay).

The populations that are growing are more diverse than those in the past (something educators applaud). But they are also less likely to have received a quality high school education. And they may not know how to succeed in higher education. These students are more likely than those in the past to need remediation, to start and stop their programs, to enroll at older ages and to enroll online.

As colleges enroll these students, they are thinking differently about recruitment strategies, placement, academic advising and more.

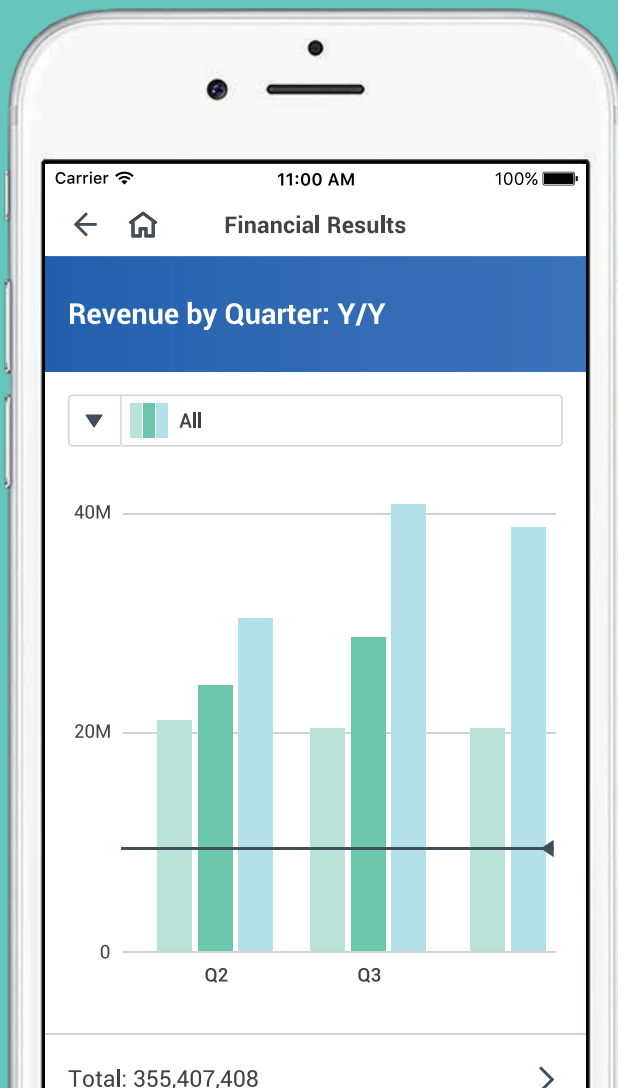
The articles in this compilation explore the demographic changes facing higher education – and the way institutions are responding. *Inside Higher Ed* will continue to track these issues and welcomes your reactions to this compilation and your ideas for future coverage.

--The Editors

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Are Prospective Students About to Disappear?

New book says most colleges -- and the vast majority of non-elite institutions -- are about to face severe shortage of potential students.

By Scott Jaschik // January 8, 2018



SOURCE: UNIVERSITY OF NEVADA AT RENO

Yes, everyone in admissions knows that certain groups of students -- those who graduate from good high schools and have parents able to pay a significant share or all of their tuition and other college expenses -- are shrinking in number. And the situation is more severe in the Northeast and Midwest, where populations are shrinking, than in other parts of the country.

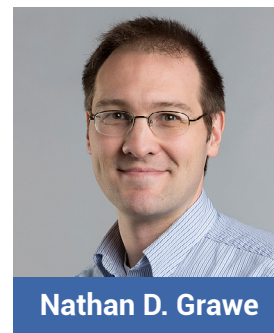
Those demographic realities, known for years, have led colleges to adjust strategies: new programs to attract adult students. Online education. More outreach to parts of the country where the population is growing. Attracting full-pay international students. Some combination of those and other ideas will work for most institutions, enrollment professionals have said. But what if they are wrong? What if the demographics are about to get much worse for higher education than the experts have expected?

Optimists and plenty of others in higher education may be concerned by [Demographics and the Demand](#)

[for Higher Education](#) (Johns Hopkins University Press), in which Nathan D. Grawe suggests a bleak outlook for most institutions when it comes to attracting and enrolling students.

Grawe, a professor of social sciences at Carleton College, is not the first researcher to predict challenging changes in the demographics of potential college students. The Western Interstate Commission for Higher Education has issued [a series of reports](#) that suggest a drop in the number of American high school graduates, as well as changes in the makeup of that population. These reports have led many colleges to vow to increase recruitment of the first-generation, minority students (especially Latinos) whose share of the population is growing, and of adult students.

But Grawe takes what he considers a more precise approach to forecasting. He starts with generally accepted figures that show the (traditional) college-age population dropping in the Northeast and Midwest by about 5 percent by the



Nathan D. Grawe

mid-2020s. But he then tracks birth rates and finds that the economic downturn that started around 2008 led many people to delay starting families. The impact, starting around 2026, could mean a loss of 15 percent of the typical college-going population.

And if that's not enough to scare admissions leaders (and perhaps to give college counselors in high schools more confidence on getting students in), Grawe developed a formula called the Higher Education Demand Index, or HEDI. This applies demographic trends to college-going rates. Rather than assuming the same rates in the future as today, Grawe looks at the rates for different socioeconom-

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ic groups. Those groups who will make up a growing share of the population tend to have lower college-going rates, on average, than groups whose share of the population will be shrinking. Based on his index, the outlook should scare most nonelite colleges.

Grawe responded via email to questions about his new book and the index.

Q: How did you develop the Higher Education Demand Index and what does it measure?

A: Existing forecasts of population or high school graduates are of limited value to administrators and policy makers because they do not distinguish between those who will attend college and those who will not. What's more, they provide the same forecast to two-year colleges as to elite four-year institutions. The HEDI addresses these concerns by weighting population forecasts by the probability of college attendance. With data from the Education Longitudinal Study (ELS), which records specific institutions attended by each survey respondent, I use basic demographic information -- sex, race/ethnicity, geographic location, parent education, family income, family structure and nativity -- to estimate the probability of attendance at colleges of different types. These probabilities are then applied to head-count data from the Census Bureau to create nuanced forecasts of the number of college attenders from states and metropolitan areas, disaggregating the expected demand for two-year schools and three distinct tiers of four-year institutions.

Q: You seem to be optimistic about highly competitive colleges -- even though their

traditional demographic (well prepared recent high school grads, with the ability to pay) may be shrinking. Why are you optimistic?

A: It is true that some important pools for elite schools are shrinking. Specifically, in the Northeast and the eastern half of the Midwest we have 20 percent to 25 percent fewer college-going students. These changes reflect a combination of longstanding population shifts toward the South and West combined with a deep (13 percent) drop in birth rates following the financial crisis. But two trends provide a positive counterbalance.

First, increases in college matriculation over recent decades will lead to larger numbers of students with parents who have attended college. Second, the number of Asian-Americans is increasing. (In fact, Asian immigrants have outnumbered Hispanics for almost a decade now.) Asian-Americans and students with college-educated parents are significantly more likely to attend college themselves. When all of the demographic trends are combined, the HEDI predicts a 13 percent increase in the national demand for elite institutions between now and the end of the 2020s. Moreover, the change in the geographic distribution of elite college students will be less dramatic than that for the population as a whole. Of course, institutions aspiring to recruit the best students would be wise to adjust recruitment strategies so that they can tap into growing pools of students west of the Mississippi River.

Q: For many other sectors, you seem to be pessimistic. Why?

A: Unfortunately, the existing forecasts are correct in predicting a declining demand for higher ed-

ucation as a whole. Because more than 70 percent of all students will attend some college, major swings in the population inevitably drive major change in this broadest measure of attendance. Relative to today, the HEDI forecasts 10 percent fewer college-going students by 2029. If elite schools are expected to see greater demand due to rising parent education and other demographic changes, this only means that reductions in demand for less selective institutions will be just that much greater.

This observation also has an application to institutions. Some people dismiss the import of current demographic trends because they recruit from a narrow set of high schools with solid enrollment projections. But if your own school is doing better than average, then someone else must be doing worse than average. We should not expect struggling schools to accept their lot; rather we should expect them to shift recruitment to the (relatively few) healthy markets they can tap into. Institutions with healthy pipelines can expect increased competition. This is true even for elites for whom the national trend is positive.

It's also important to remember that less selective schools serve highly regional markets. In the ELS, 75 percent of students attending a two-year institution went to a school within 35 miles of their high school. The fact that the numbers of students attending two-year colleges will grow robustly in the Mountain West is of little importance to schools in the Northeast and Midwest where two-year enrollments are expected to fall by at least 7.5 percent in each state and metropolitan area with the exception of Wisconsin (where such

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enrollments are expected to fall 6.4 percent).

Q: Right now there are many efforts to change historic enrollment patterns. For example, there are efforts to recruit and enroll more first-generation students, minority students, veterans, community college transfers and more. Could your index be criticized for assuming that past patterns will hold?

A: That's a reasonable critique of all forecast models. By definition, forecasts must make assumptions based on current data, knowing full well that the future may be different. For example, demographic-based forecasts of enrollment drops in the 1980s and 1990s were wrong. In that case, unexpected enrollment increases were driven by rising gender equality in attendance, increasing numbers of non-traditional students and a tripling of the returns to a college degree.

Now that female students outnumber men and more than one-quarter of all enrollees are older than 25, it seems unlikely that the first two factors will shield higher education from this round of

demographic pressure. And recent estimates suggest that the wage premium associated with a college degree may actually be falling.

The HEDI actually allows us to go a little further than this informal analysis, however. We can ask it hypothetical questions like, "What if we were to change the parameters in the probability models, making all income groups look more like the highest-income group in terms of college attendance? What if all races/ethnicities acted more like Asian-Americans in their matriculation patterns?" Even if we assume incredibly effective outreach to lower-income families and underrepresented groups, the HEDI shows qualitatively similar results. In fact, such change could make things worse for less selective institutions as students become more likely to seek out more selective forms of education.

Ultimately, the HEDI forecasts aren't intended to be "right" so much as to put a spotlight on challenges that lie on our current path. In fact, I hope that schools respond to the information in the model with better retention policy or new recruitment strategies and so sur-

vive or thrive despite demographic hurdles. This would make the forecasts look wrong by putting them to good use.

Q: Many college leaders outside elite higher education seem to assume there is a magic bullet for admissions success -- that some combination of better marketing, more out-of-staters, more international, lower tuition or something -- will just do the trick. What is your message for them?

A: Psychologists tell us that our brains struggle with paradigm shifts. Despite obvious evidence of a sea change, we are predisposed to seek status quo solutions. As uncomfortable as it may be to face up to the demographic challenges ahead, we will feel much less comfortable if we ignore these realities until the end of the 2020s when enrollments are in free fall. With so much lead time, thoughtful planning using nuanced forecasts should better prepare us for the storm ahead. The HEDI forecasts are intended to provide campus leaders the basis for just such discussions. ■

<https://www.insidehighered.com/admissions/article/2018/01/08/new-book-argues-most-colleges-are-about-face-significant-decline>

No Bottom Yet in 2-Year College Enrollments

Some researchers are warning community colleges that enrollment isn't expected to improve, even as they grapple with declines in state funding and demand for better performance and outcomes.

By Ashley A. Smith // June 21, 2018



Community colleges are used to declining enrollments when the economy is strong and unemployment is low. But some researchers are warning colleges that future declines are only expected to get worse amid cuts in state funding and more pressure on institutions to produce measurable outcomes.

"They absolutely need to be worried right now," said Christina Hubbard, director of strategic research at EAB, an educational research and technology services company. "We're in an OK spot until 2025 and then a cliff is going to happen. We're already struggling financially, and with the federal government pulling back so much funding from higher education, and when you add the changes happening in enrollment, we have a major problem coming very fast." ([News elsewhere on Inside Higher Ed today](#) about enrollment increases at some institutions due to the reinstatement of year-round Pell Grants is a modest

counterweight to the larger trends described in this article.)

Two-year colleges have been coping with declining enrollments since around 2010, when the Great Recession ended and the national unemployment rate began falling from about 10 percent to around 5 percent today.

But when researchers project demographic information to 2025, the declines become sharper.

For instance, the [Western Interstate Commission for Higher Edu-](#)

[cation](#) projects the number of high school graduates to remain flat from now until 2023, with a slight increase, followed by a dramatic decrease, after 2025 from about 3.5 million graduates per year to about three million.

EAB's analysis of these projections shows that the population of high school students has been declining in some regions since 2013. For instance, New England will see a 10 percent decrease in high school graduates from 2013



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to 2023. The Midwest, Mid-Atlantic and Pacific Coast regions are all showing declines. Numbers of graduates in southern states remain flat. States such as Texas, Utah and Idaho will see increases in high school graduates as those states see population growth from people moving into those areas.

There are essentially two trends community colleges should consider, said Larisa Hussak, a senior analyst with the Community College Executive Forum at EAB. The first is the trend of adult learners aged 25 and older enrolling in college, which is a largely countercyclical trend.

"When the economy is really good, they leave higher education and go back to the work force," she said of adult students, adding that EAB's projections show adult education will continue declining.

Hussak said the second trend concerns projections showing that the population of traditional-age college students -- 18- to 22-year-olds -- will be much smaller beginning in 2025 because birth rates were lower during the recession.

The impact on two-year colleges will be felt once those students are in their 20s, she said. More than half of community college students are 22 years old or older. As a result, many colleges won't initially see the decline in students born during the recession because they typically don't enroll in college until their midtwenties.

Many experts and educators who've weathered the ups and downs of community college enrollments in the past have been adjusting and learning not just how to manage current declines but how to prepare and protect their institutions from future declines.

"There is an advantage the com-

munity college sector has and it's that we probably are the most resilient of the higher education sectors," said Sandra Kurtinitis, president of the Community College of Baltimore County.

In 2009, during the recession, the Community College of Baltimore County saw enrollment peak at about 72,000 students. Today enrollment is closer to 62,000.

"We've been focused on managing enrollment to budget, so we have launched a whole series of economic stabilization initiatives," Kurtinitis said. "What works for us is if we stay in the 60,000 to 65,000 range."

In the last five years, the college



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has made a series of changes that have saved about \$43 million. For instance, carpools on the campus use solar energy, food service has been contracted out and last year the college partnered with Barnes & Noble to manage its bookstores. Kurtinitis said a new proposal to be announced this week will bring in a vendor to take over the college's childcare centers, which could save up to \$300,000 a year.

"You approach the challenge of enrollment decline as something you can benefit from and use that for engaged, thoughtful discussions collegewide," she said. "We control our own future here. We ar-

en't going to sit under a mushroom and pretend that five years from now when the economic cycle changes, we'll solve our enrollment problems."

It's More Than Population

It's not just the number of students that will have an impact on colleges -- community colleges are also facing additional pressure from state and federal legislators to improve graduation and completion rates and increase the number of students transferring to four-year institutions.

"We don't have the enrollment to support program generation," Hubbard said, adding that despite lower enrollment the colleges will be

expected to deliver the same level or more in liberal arts and workforce training, but with less money.

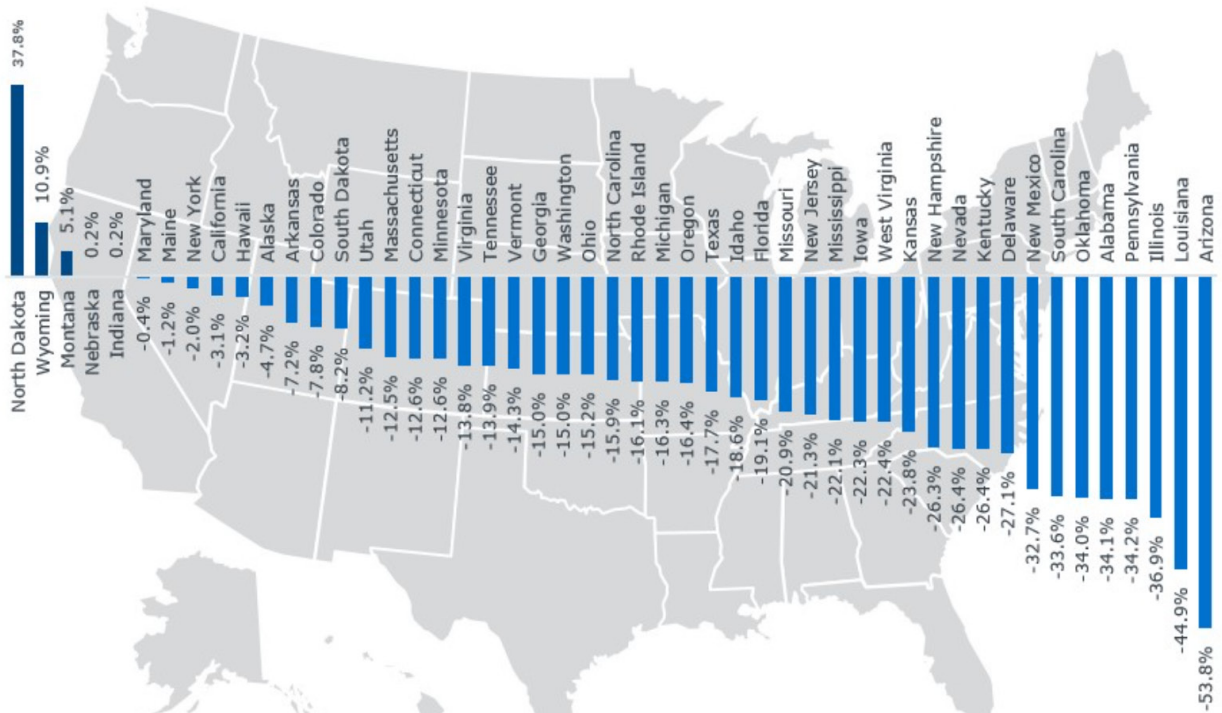
Kurtinitis points to a change made by the Maryland Legislature two years ago that granted free community college tuition and fees to young people living in unique circumstances such as foster care, or who are the children of deceased public servants.

"I would love to have someone at the Legislature say, 'We'll reimburse you,'" she said. "But no, they don't say that. They care about the same people we care about. We wish we could get reimbursed ... We'll do it at our expense and we'll

Government Funding Below Pre-Recession Levels



Changes in Per Student State Spending, 2008-2017



Source: Michael Mitchell, Michael Leachman, and Kathleen Masterson, "A Lost Decade in Higher Education Funding," Center for Budget and Policy Priorities, August 2017, [link](#); Digest of Education Statistics, National Center for Education Statistics, [link](#); EAB interviews and analysis.

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absorb that as part of our mission."

But there are also legislative policy issues that have affected enrollment, Kurtinitis said. She points to a [2012 policy change](#) in the Pell Grant program that lowered the required income threshold for the federal financial aid program and decreased the number of low-income students that automatically qualified.

Meanwhile, Hubbard said, the students who will be entering college in coming years are expected to be less academically prepared and at risk of dropping out or not earning degrees.

Students from underserved and minority communities are enrolling at higher rates. According to the American Association of Community Colleges, the percentage of first-time community college students who identified as Hispanic increased from 13 percent in 2001 to 26 percent in 2016. The population of black first-time students during that same time period has remained flat, while the percentage of white first-time students has declined from 61 percent to about 44 percent.

One other significant growth area for community colleges is enroll-

ment by students under 18 years old. The Community College Research Center at Columbia University's Teachers College estimates that the number of students aged 17 or younger enrolled in community college courses [increased](#) from 163,000 in 1995 to 745,000 in 2015.

"We see a lot of enrollment being filled by high school dual enrollment," said Kent Phillippe, associate vice president of research and student success at the American Association of Community Colleges. "More and more it's the core part of enrollment, and [there are](#)

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[potential issues](#) involved with that.”

Funding for high school students at community colleges varies by state, county and even local municipalities. And many colleges get no funding support for those students, Phillippe said.

Hubbard said that the problem wouldn't be as pronounced if community colleges were serving dual-enrollment students who were matriculating into their colleges, but most dual-enrollment students go on to four-year universities instead of community colleges.

CCRC estimates anywhere from

30 to 47 percent of former dual-enrollment students first enrolled at a community college after high school.

So, if getting new students will become increasingly challenging for colleges, Hubbard and Phillippe said, retaining and focusing on the students who have already chosen to go to college should be the focus.

“We're losing students who have already applied to our colleges,” Hubbard said. “We're losing over 50 percent of our students in the matriculation process.”

EAB found that out of 100 students who apply to a two-year college, 56 are lost during onboarding, 23 drop out and just five are still enrolled after six years. Only nine of the 100 complete an associate degree and seven complete a bachelor's degree. Onboarding begins from the moment a student completes an application to when they take placement tests, apply for financial aid, complete orientation and register for classes.

“It's a lot easier to engage folks who are already enrolled,” Hussak said. ■

<https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling>

States Attempt to Close Gaps to Improve Graduation

States focused on eliminating gaps in college achievement between racial groups are seeing progress, but more can be done.

By Ashley A. Smith // August 21, 2018



SOURCE: INDIANA UNIVERSITY

More than 40 states have set goals to increase the number of adults who have a college degree or high-quality professional credential within the next few years. But far fewer states have set goals and created policies to close racial equity gaps in pursuit of higher college graduation rates.

Some states, such as Indiana, that did take steps to close these gaps are seeing progress after following through on specific set goals.

Indiana was among the first to adopt a degree-attainment goal focused on equity. Although racial disparities in college attendance and completion rates still persist there, state officials say they have begun to shrink. A state [progress report](#) released this month indicates that six-year graduation rates for Hispanic students increased from 47 percent in 2006 to 54 percent in 2011, and from 31 percent to 34 percent for black students. The numbers show solid improvement for sure but still lag behind the 64 percent six-year

graduation rate for white students in 2011.

The improved rates have nonetheless met part of a goal set by the state in 2013 to cut racial equity gaps in college achievement by 2018 and to close those gaps by 2025. The state also set a goal for 60 percent of adults to hold a college degree or certificate by 2025.

"It's clear to us and most states that there is no way to get to those attainment numbers without dealing with equity issues and closing achievement gaps," said Teresa Lubbers, Indiana's commissioner for higher education. "The good news is that we believe we're making progress. The challenge is there is still progress to be made, but we have answers to how to go about doing that."

On-time completion rates have increased by more than five percentage points for black and Hispanic students in the past five years at four- and two-year college campuses in the state. On four-year campuses, on-time completion for black students increased

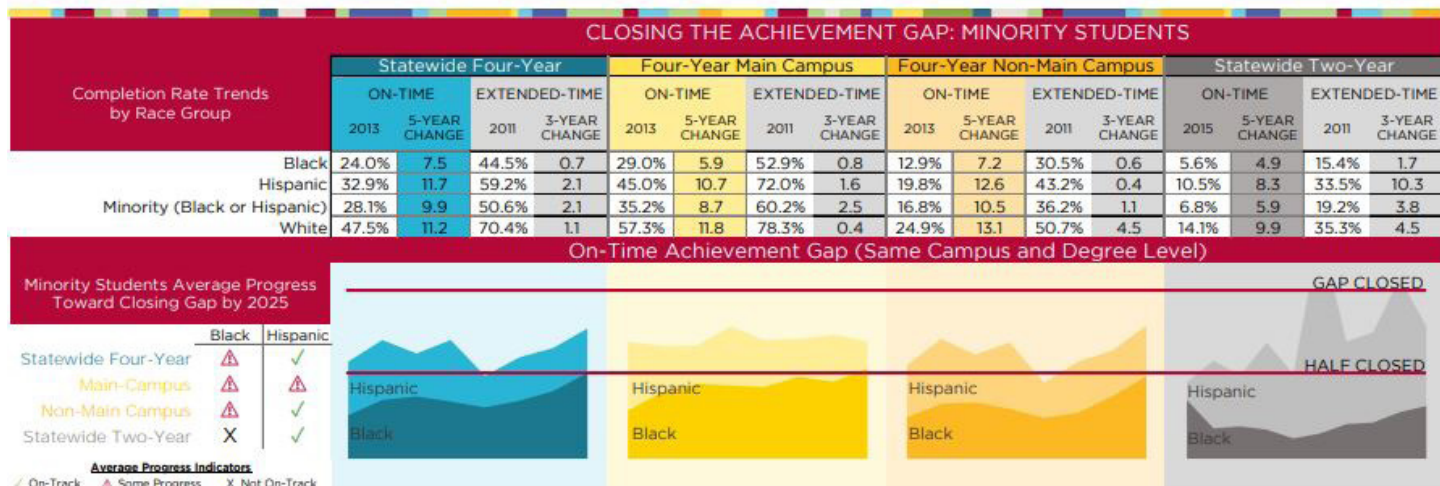
by seven percentage points, to 24 percent, and by 12 percentage points, to 32.9 percent, for Hispanic students. On Indiana's two-year campuses, the on-time completion rate improved by eight percentage points for Hispanics, to 10.5 percent, and by five percentage points for black students, to 5.6 percent.

On-time completion means students earned a degree or certificate within four years at a university or two years at a community college. Despite the progress, there is still a gap between black, Hispanic and white students, who have a 47.5 percent on-time completion rate at the universities and 14.1 percent at the community colleges.

Still, the data also pointed to some troubling outcomes for the state. For example, the only racial equity gap on track to close by 2025 is between Hispanic and white community college students. And on-time completion rates haven't increased at a level to close all gaps by 2025.

Lubbers said the colleges have a good idea of what works from

States Attempt to Close Gaps to Improve Graduation



the performance of students in the state's 21st Century Scholars Promise Program, which provides merit-based financial aid to first-generation, low-income students and seeks to close performance gaps for students who received free and reduced-price lunch as middle schoolers or are Pell Grant recipients.

From 2012 to 2017, on-time graduation rates for 21st Century Scholars increased by double digits, to 34 percent at four-year colleges and 17 percent at two-year colleges, according to the state. The gaps in on-time completion for scholars at two-year institutions have closed, and the gaps at four-year institutions will nearly close by 2025.

"The success elements we integrate into the scholars program apply to everybody," Lubbers said, adding that recent reform efforts in the state such as [15 to Finish](#), which encourages students to pursue 15 college credits a semester in order to graduate on time, and guided pathways and degree maps so students know what is needed to graduate, will help to close racial gaps and improve completion overall.

As for the still low completion

numbers, Lubbers said many of these initiatives and programs designed to improve outcomes are still relatively new and haven't been taken to scale across the colleges.

"One thing about Indiana right now is that we're willing to try most anything we can to understand how we can move these numbers ... not because numbers matter, but people matter," she said.

Last year, an [analysis](#) from Educational Testing Service, the standardized-assessment organization, found that national goals to increase educational attainment among adults would not be met if racial equity gaps were not closed. The report detailed that at the current rate of expansion of the U.S. adult population, and with the current rates of degree attainment, 2041 is the year the federal government's target could be met.

The federal goal, which was set in 2009 by the Obama administration, is for 60 percent of 24- to 34-year-olds to have earned an associate or bachelor's degree by 2020. The Lumina Foundation, which has been the leader in helping to establish state goals, has a national benchmark for 60 percent of working-age adults to have a "high-quality" certificate, associate

or bachelor's degree by 2025.

A [set of reports](#) released in June by the Education Trust found that gaps between black and white and Latino and white adult students persist nationally. The reports showed that 30.8 percent of black adults and 22.6 percent of Latino adults have earned an associate degree or more, compared to 47.1 percent of white adults between the ages 25 and 64.

"If we're going to close racial and ethnic gaps in completion, we need to have data disaggregated and have colleges take a bigger role in ensuring students are graduating," said Will Del Pilar, vice president of higher education policy and practice at Ed Trust.

Holding Institutions Accountable

Del Pilar points to a few other states, such as Texas, Oregon and Colorado, that have examined completion, access, retention and other data points by race and ethnicity, and have set goals for how colleges can make measurable progress.

Colorado, for instance, has a goal for 66 percent of the state's adults to have a post-high school certificate or degree by 2025. So far only 55 percent of adults in the state

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hold a degree or certificate.

In 2012, the state had initially set specific goals for decreasing racial equity gaps across each demographic, but by 2017 views in the Colorado Legislature shifted to decreasing all gaps completely.

"Any equity gap is unacceptable," said Amanda DeLaRosa, chief of staff in the Colorado Department of Higher Education. "So we benchmarked all populations against 66 percent by 2025."

Colorado is in a unique position. It has the second highest educational attainment rate in the country, at 55.7 percent -- behind Massachusetts at 56.2 percent, according to the Lumina Foundation. But it also has one of the [largest gaps](#) in racial equity, DeLaRosa said.

"One of the things to know about Colorado is that we're really good at importing talent," she said. "When you look at statewide achievement, the folks with the most degrees came from out of state. You look at homegrown talent and you see equity gaps."

But the state has started making progress. In 2012, the Hispanic population, which is Colorado's fastest-growing group, had 18 percent certificate or degree attainment. That rate has increased to 29 percent today but still lags 64 percent of the white population with a certificate or degree. And at the current rate, Colorado is not on track to meet its attainment goal if the racial equity gaps are not erased, DeLaRosa said.

Last year, Colorado required each

campus president to set annual goals and detail how they would close their own racial equity gaps. And while that work is relatively new, DeLaRosa said three colleges have started working on initiatives that they expect will help to close those gaps.

The state received \$500,000 from the Lumina Foundation's Talent, Innovation and Equity grant last year to target gaps at Community College of Aurora, Pueblo Community College and Colorado State University Pueblo. CSU Pueblo, for instance, is using a portion of the money to partner with high schools and create student success classes for 11th and 12th graders. Community College of Aurora has a plan to put faculty through boot camps that track student performance after each exam or lecture. They plan to disaggregate the data by race and examine how instructors can improve or change their teaching styles based on the results, DeLaRosa said.

The biggest challenge for the state is in spreading these initiatives beyond just a few colleges.

"If we can be more effective in taking what we've learned from pilot [programs] and years of experience and scale that to all institutions using existing dollars, that's where we'll find our greatest success," she said.

Del Pilar said states that haven't set goals to increase completion rates or close equity gaps pose an even bigger problem. He points to California, which has a 35-percent-

age-point gap between white and Latino students in degree attainment. Only 18.3 percent of Latino adults in the state have a certificate or degree, according to Ed Trust.

A coalition of colleges, nonprofit organizations and education foundations have [called on the next California](#) governor to set a degree-attainment goal for the state and to close racial equity gaps in college achievement by 2030.

"If we're not explicit that we need to do a better job at improving college preparation and graduation rates for these diverse student populations, it simply won't happen," said Michele Siqueiros, president of the Campaign for College Opportunity, which is one of the groups calling for the attainment goals.

There is a perception that California is progressive on a lot of issues, including racial equity, Siqueiros said.

"I remind people that no, even in California, our leaders lack the courage to talk about race and equity that takes responsibility for what our state and colleges can do better," she said.

Meanwhile, more than 50 percent of students in the K-12 system are Latino, Siqueiros said.

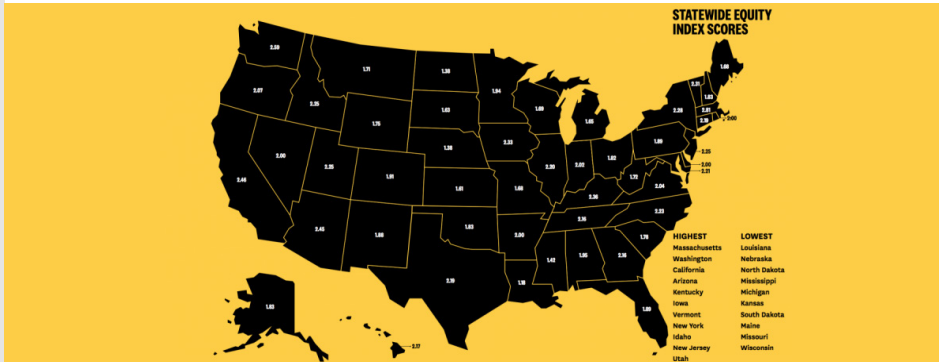
"It isn't simply about improving college graduation rates for Latinx, black and Asian American students," she said. "It's about what does the future of California look like economically if we don't do a good job educating our diverse population." ■

<https://www.insidehighered.com/news/2018/08/21/states-showing-some-progress-closing-racial-equity-gaps>

Is Your State Serving Black Students?

New report from the University of Southern California's Race and Equity Center grades public institutions across the country.

By Jeremy Bauer-Wolf // September 25, 2018



SOURCE:
UNIVERSITY OF SOUTHERN CALIFORNIA'S
RACE AND EQUITY CENTER

The issue is nothing new for universities: the need to diversify the student body (and their faculty).

Now every public university in the country can see how well it is serving black students -- at least by a few metrics -- with a new [report card](#) from the [University of Southern California's](#) Race and Equity Center.

And universities need improvement, according to Shaun Harper, the center's executive director and a prominent race-relations consultant for campuses.

This is the first time Harper has graded both the nation's public, four-year universities and all 50 states using federal data. Harper said in an interview with *Inside Higher Ed* that many institutions are "failing black students."

"I think that this makes painstakingly clear that the failure is systemic. That it's not just a handful of institutions," he said, adding that blame around black students' shortcomings is often placed on the students, not universities.

Harper and his research asso-

ciate Isaiah Simmons pulled from the U.S. Census Bureau and the Integrated Postsecondary Education Data System, or IPEDS, to measure the following:

- Whether an institution's percentage of black undergraduates matches the overall black population, ages 18 to 24, in that university's home state.

- If a college or university enrolls the same percentage of black men and women as the percentage of men and women across all racial and ethnic groups nationwide -- roughly 56 percent women and 44 percent men.

- The extent to which black students graduate from a university within six years and if it matches an institution's overall graduation rate.

- The ratio of black students to black full-time professors.

For each of those four benchmarks, the center assigned a letter grade, A through F, and then used the four letter grades to calculate a score -- an "equity index score" for each university.

Every institution's score was av-

eraged to calculate the overall state score. For instance, Idaho's 2.25 was based on four institutions' individual scores (Boise State University, 2.25; Idaho State University, 2.5; Lewis-Clark State College, 2.25; and University of Idaho, 2).

The methodology has a few flaws. IPEDS can't track students who transfer, so they would have been counted as dropouts. And the comparisons between certain institutions could be skewed. Florida Polytechnic University, which was identified in the report as the least successful institution with a score of 0.33, only opened in 2014, so the graduation rate data point couldn't be counted (the center relied on data from four cohorts of students).

Florida Polytech was also only accredited last year, meaning it couldn't offer federal financial assistance, which often helps minority students. That made it more difficult to attract them, said B. Matthew Corpus, the university's assistant vice provost of admissions and financial aid.

Is Your State Serving Black Students?

"As you well know, affordability is access, which is paramount to recruitment and retention for students of color," he said. "We see an immense amount of interest now that students see us as a viable option with financial aid."

The university's six majors are built around science, technology, engineering and mathematics, traditionally fields with fewer minority students, Corpus noted.

"I think this is wonderful as a part of the national dialogue," Corpus said of the report. "But it's very difficult to compare ourselves to other institutions."

The country's top three institutions, all with scores of 3.5, were Massachusetts College of Liberal Arts (MCLA), the University of Louisville and the University of California, San Diego. Massachusetts had the highest ranking of all states, at 2.81.

In a statement, a Louisville spokesman, John Karman, said that diversity "is a long-standing

core value," even more so under the leadership of the new president Neeli Bendapudi, but that officials "realize there is always work to do."

UC San Diego chancellor Pradeep K. Khosla said in a statement that the results in the report acknowledge the institution's commitment to student academic success -- "with a renewed focus on black academic excellence, our goal is to become an exemplar for exceptional strategies that help achieve greater equity, diversity and inclusion," Khosla said.

Christopher MacDonald-Dennis, chief diversity officer for MCLA, said in a statement that the institution "was honored to be identified" in the USC report.

"While we are thrilled to be recognized for the steps we have taken to create an equitable campus, we see this recognition as a call to action and further impetus for infusing diversity, equity, and inclusion in everything we do," MacDonald-Dennis said.

Harper will be sending a hard copy of the research, which was funded with a \$25,000 grant from the Ford Foundation, to every president of a public college and university in the country. In the report, he outlines ways for institutions to work on their ranking. He advised state systems of higher education to gather and share what is being achieved at individual institutions. Harper pointed out that most universities are succeeding in at least one part of the four criteria.

He offers other recommendations -- that admissions staffers should expand recruiting beyond only four to five cities and high schools within given areas, which is often the case, Harper said. The report also notes that admissions directors are predominantly white, so increasing the numbers of black staff members would "undoubtedly" yield more black students, he said.

An article in *Pacific Standard* earlier this year [attracted attention](#) in the admissions world when it connected a lack of diversity within the profession to admissions outcomes. A National Association for College Admission Counseling [report](#) from four years ago also showed that fewer black and Latino people occupy senior admissions positions.

Many institutions, too, prioritize recruiting from wealthy and white-dominated high schools, visiting high schools where the average annual income in the neighborhood hits or exceeds six figures, and not from nearby high schools where incomes are lower, according to [one study](#).

Harper also suggested that institutions be more deliberate about hiring black professors -- not just placing advertisements, but making sure hiring committees are trained

INSTITUTIONS WITH HIGHEST AND LOWEST EQUITY INDEX SCORES

HIGHEST SCORES	
COLLEGE/UNIVERSITY	EQUITY INDEX SCORE
Massachusetts College of Liberal Arts	3.50
University of California-San Diego	3.50
University of Louisville	3.50
University of Minnesota-Morris	3.25
Pennsylvania State University-Greater Allegheny	3.25
University of Vermont	3.25
University of Utah	3.25
University of Washington-Bothell Campus	3.25
Fitchburg State University	3.25
Framingham State University	3.25
Portland State University	3.25
University of West Alabama	3.25
University of Washington-Seattle Campus	3.25
Chicago State University	3.25
Rutgers University-Newark	3.25
University of Massachusetts-Boston	3.25
CUNY City College	3.25
Pennsylvania State University-Schuylkill	3.00
Texas A&M University-Central Texas	3.00
Arizona State University-West	3.00
Texas A&M University-San Antonio	3.00
University of Alaska Anchorage	3.00
University of Washington-Tacoma Campus	3.00
California State University-Monterey Bay	3.00
Pennsylvania State University-Harrisburg	3.00
University of New Mexico	3.00
University of Texas at Tyler	3.00
University of California-Santa Barbara	3.00
Arizona State University-Downtown Phoenix	3.00
Salem State University	3.00
Marshall University	3.00
California State University-Fresno	3.00
Northern Arizona University	3.00
University of Iowa	3.00
Bridgewater State University	3.00
University of California-Riverside	3.00

LOWEST SCORES	
COLLEGE/UNIVERSITY	EQUITY INDEX SCORE
Florida Polytechnic University	0.33
University of Alaska Southeast	0.50
Fort Lewis College	0.50
Wayne State College	0.50
Northern Michigan University	0.50
West Texas A&M University	0.50
Arkansas Tech University	0.50
Northern State University	0.75
New Mexico Institute of Mining and Technology	0.75
Wright State University-Lake Campus	0.75
West Liberty University	0.75
University of Wisconsin-Stout	0.75
University of Virginia College at Wise	0.75
Southwestern Oklahoma State University	0.75
Louisiana State University-Alexandria	0.75
Northwest Missouri State University	0.75
Oakland University	0.75
University of Southern Mississippi	0.75
University of Maine at Machias	1.00
University of Maine at Presque Isle	1.00
Pennsylvania State University-Shenango	1.00
Lake Superior State University	1.00
University of Connecticut-Avery Point	1.00
Montana State University-Billings	1.00
Pennsylvania State University-Lehigh Valley	1.00
Dakota State University	1.00
Michigan Technological University	1.00
Western State Colorado University	1.00
Chadron State College	1.00
Bemidji State University	1.00
Mayville State University	1.00
Southwest Minnesota State University	1.00
Peru State College	1.00
Concord University	1.00
Glenville State College	1.00

Is Your State Serving Black Students?

in inherent biases and held accountable to produce a pool of applicants that is diverse, he said.

The USC center in November plans to launch a networking website called PRISM for higher education professionals of color, Harper said. Professors and administrators will be able to create a profile with their skills and academic disciplines and upload their résumés and published works, and institutions can search for people that might match their job openings, Harper said.

Harper said he plans to repeat the report card every four years. While the study does give institu-



I think that this makes painstakingly clear that the failure is systemic. That it's not just a handful of institutions.



tions a snapshot of the needs of their black students, it does not measure campus climate, he noted. In February, the center will start

conducting that type of survey, the National Assessment of Collegiate Campus Climates, for institutions that want to sign up, he said. ■

<https://www.insidehighered.com/news/2018/09/25/new-report-grades-states-public-universities-black-student-enrollment-representation>



CUSTOMER

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INDUSTRY

Higher Education

CHALLENGES

- Retroactive calculations—using 468 individual spreadsheets—created an administrative nightmare.
- Manual payments were causing significant risks.
- With no department self-service, administrators were spending disproportionate amounts of time entering data into Excel spreadsheets.
- Current environment lacked integrations between finance, HR, and payroll, preventing a clear view of these critical functions.

WORKDAY INSIGHT APPS

\$2M Reduction

in end-of-year adjunct faculty budget overrun



 **350+**

Annual hours eliminated for 2 FTE's to complete the load process

WORKDAY PAYROLL RESULTS

31% Reduction

in payroll overpayments results in **\$82K** savings



82% Reduction in payroll groups



One system for finance, HR, & payroll enabled 360-visibility

How Georgia State Prevents Summer Melt

Text messages, some automated but some with real human interaction, reach students who otherwise might never have showed up.

By Scott Jaschik // October 9, 2017



SOURCE: ISTOCK

Georgia State University has become well-known in recent years for its [use of predictive analytics to improve retention rates](#), in particular among those who might be considered at high risk of not graduating.

Now the university is talking about another tech-based innovation -- this time one that may result in more students enrolling. The approach is the use of text messages, combined with human interaction on key academic advising and financial aid questions. So far, Georgia State is making good progress on minimizing summer melt, in which students accepted for admission and who have said that they will enroll never show up.

Summer melt gets lots of discussion in admissions circles, much of it about students of means who (much to the annoyance of admissions officers) make more than one deposit and wait until the last minute to decide where to enroll. But Georgia State is dealing with another kind of summer melt: disadvantaged students who are ac-

cepted, plan to enroll but somehow fail to make it to campus in the fall. Unlike the summer melt that afflicts institutions with wealthier students, in which those melting end up at college, the kind experienced at Georgia State results in students failing to enroll anywhere.

In the fall of 2015, 18 percent of those who had said they would enroll as first-year students never did so. Georgia State found that most of them didn't enroll at any college and that they met multiple definitions of being at risk. Of these students, 78 percent were from minority groups and 71 percent were from low-income families.

Like most colleges, Georgia State sends lots of email messages to incoming students, with information about signing up for courses, deadlines for paying tuition, information on housing options and much more. Most of those emails provide links to relevant websites at the university, all full of information.

Timothy M. Renick, vice provost and chief enrollment officer, said in

an interview that officials began to fear loss of students because they were receiving too much information and were finding it difficult to prioritize. New students receive about 300 emails from 80 offices, he said. "In the mass of emails, there was nothing to say the message from financial aid is much more important than the one about getting a locker in the recreation center." Most of these email messages weren't ever opened.

So Georgia State started using text messages during the summer before students start. With more than 25,000 undergraduates, that's a lot of texts.

The first texts students received were general, asking if they had any questions or concerns about getting ready to enroll. As students started to respond, it became clear that many had similar questions -- about when financial aid becomes available, registering for classes, demonstrating that they had the required immunizations. These texts -- about 90 percent of them -- received automated responses.

How Georgia State Prevents Summer Melt

But other text responses revealed a specific problem, and so a triage team reviewed incoming texts and assigned those needing someone to actually dig into a student's particular problem. In one case, Renick described a student from a very poor family who needed every penny possible to pay tuition. The grant that the student thought would be credited to his account wasn't showing up. The student said he wouldn't be able to afford Georgia State without the grant.

One member of Renick's team looked over all the materials from the student and found that his Social Security number had two numbers transposed in one place. Once the numbers were put in their proper place, the grant materialized -- and so did the student that fall. It was a simple problem, but one that needed someone to go over every part of a financial aid record to find.

The result of this approach in its first year: a drop of 22 percent in the typical number of admitted students lost to summer melt. That translates into 324 first-year students who might not have otherwise enrolled.

Bill Gates recently visited the campus (right) and was briefed by students on how the text message system worked and made it possible for them to enroll. (And he's [blogging his praise](#) for the idea.)

Renick said the system shows the benefits of tech solutions, but also the importance of a human role. He said he suspected it was in the 10 percent of the text responses that required human interaction that the university was making the difference between students enrolling or not.

The program is not without costs. The university is spending some real money (Renick said it was under \$100,000) to work

with the company AdmitHub on the texting software, and staffers are being given additional work to communicate with the incoming students. But Renick said the time and money are well spent.

"What we were doing before was completely inadequate," he said.

From a financial perspective, the additional students enrolling represent about \$3 million in tuition revenue. "I'm pretty sure about a positive ROI," Renick said. ■



Bill Gates on a visit to Georgia State

<https://www.insidehighered.com/admissions/article/2017/10/09/georgia-state-uses-text-messages-prevent-summer-melt>

Online Options Give Adults Access, but Outcomes Lag

Using newly available federal and state-by-state data, an analyst explores states' embrace of fully online learning and whether it drives adult students' access and success.

By Doug Lederman // June 20, 2018



Richard Garrett

SOURCE: CHRIS KOSHO/NRCCUA

BOSTON -- Does online education help cities and states increase postsecondary access and success for the undergraduate students who need it most?

No hourlong presentation can reasonably purport to answer that question, and the kind of data that might present a clear yes or no verdict probably don't exist yet. But Richard Garrett, chief research officer at Eduventures, wove [together an intriguing set of statistics and assertions](#) at the group's annual summit, [Higher Ed Remastered](#), here last week.

Using federal data on online enrollments, prices and completions, as well as state-by-state data from the National Council for State Authorization Reciprocity Agreements, Garrett made the case that online education has helped to suppress the tuition prices adult students are paying, and that colleges that enroll many students online are significantly increasing access

to higher education for adult students.

But the data also show that students at those institutions graduate at sharply lower rates than do those at institutions where in-person and blended modes of learning dominate.

That "conundrum," as Garrett called it -- that online education "widens access but on average lowers students' odds of completion" -- raises questions about the extent to which colleges, states and others should be pushing fully online education or more blended forms of learning, which may be less practically available and more expensive but more likely to result in students' success, he argued.

"A lot of schools have rushed to fully online as the only thing adults will tolerate," because of those programs' convenience and affordability, Garrett said. "But these data suggest that you can't just go to convenience and cost to ac-

commodate busy adults, if the evidence says that blended may be best for them educationally."

Garrett said that as a longtime student of the online learning marketplace, he wanted to tap into newly available sources of data to try to put together a portrait of the landscape that accounted for local and regional differences and tried to assess not just where students were enrolling but how they were faring educationally.

Among the sources of data he used were the federal government's Integrated Postsecondary Education Data System, which has been counting online enrollments [for just a few years](#); new [IPEDS data on outcome measures](#), which for the first time now include students who are not enrolled full-time and for the first time and follow them over eight years instead of six; and statistics from NC-SARA, which track online enrollments at the state level.

Online Options Give Adults Access, but Outcomes Lag

Much of Garrett's presentation mined those data to show the extent to which different states and cities (especially those where smaller-than-average proportions of adults have bachelor's degrees) appear to lean heavily on online education to increase postsecondary attainment.

Among the data points he presented:

- While the enrollment of traditional-age undergraduates rose by 3 percent from 2012 to 2017, the number of undergraduates studying fully online grew by 11 percent over that time (to about 2.25 million), while the number of adult undergraduates actually shrank by 23 percent.

- Roughly 13 percent of all undergraduates are studying fully online, and roughly 8 percent are studying fully online at an institu-

tion based in the state where they live. "So while online is viewed as throwing geography to the wind, freeing up the student to study not just where they live," that's not necessarily how the market is playing out, Garrett said.

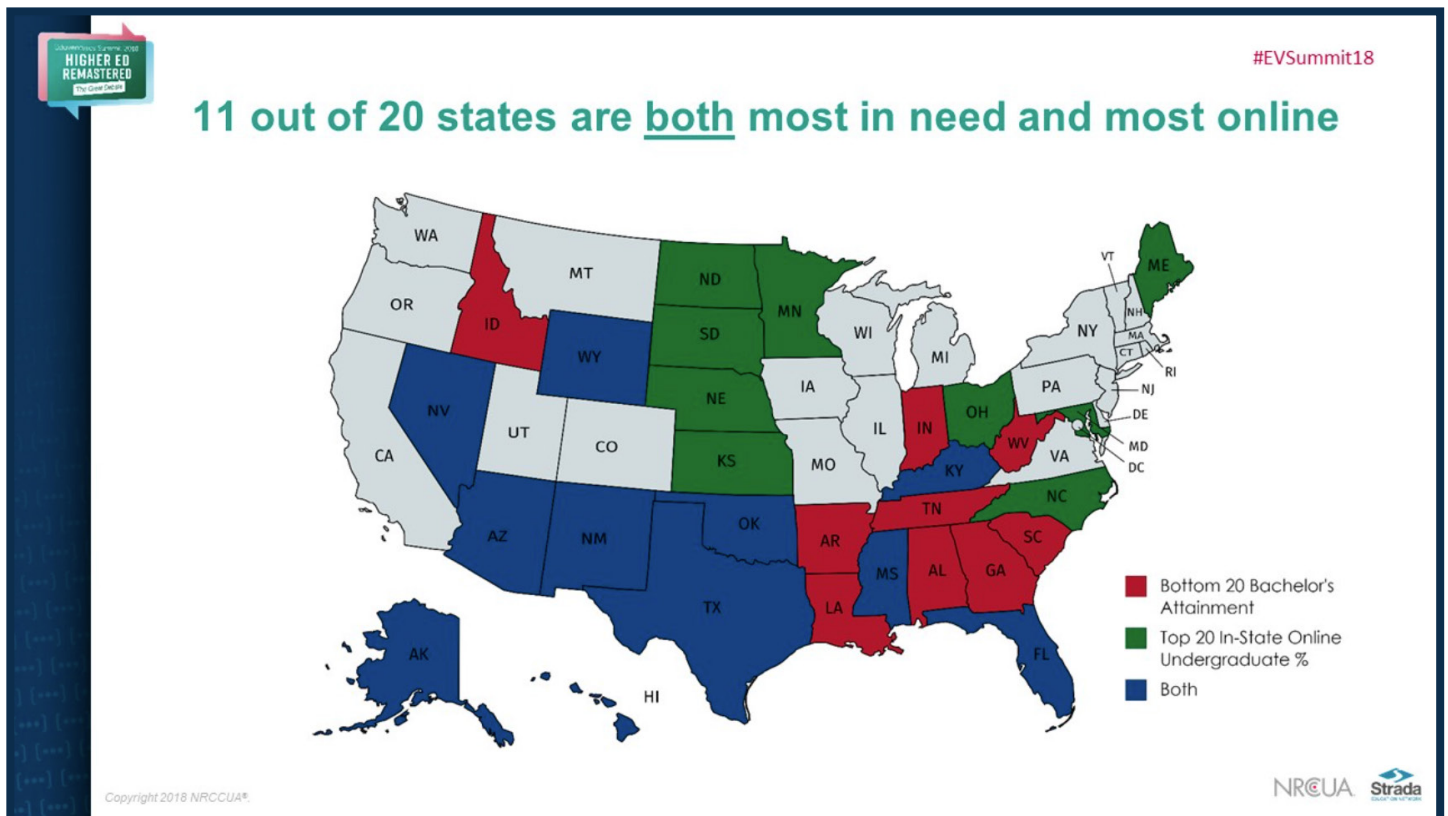
- Several cities whose residents have the greatest amount of economic need also have higher-than-average proportions of students studying online at in-state institutions, suggesting that those cities have decided that online education can play a role in closing economic gaps. In Birmingham, Ala., for instance, 12 percent of all residents are studying fully online at colleges within the state's borders, while in Detroit and Hartford, Conn., the figures are just 5.3 and 5.2 percent, respectively.

"In some cities, online is playing

a role where need is greatest, in others it's a bit part," Garrett said. "Do these cities wish online was there, or have they deliberately rejected it as a potential solution?"

Few cities have a higher education strategy at all, let alone an online learning strategy. But many states have set goals for higher education attainment for their citizens, and Garrett sought to compare how the states with the lowest rates of postsecondary attainment are utilizing online education.

The map below shows that 11 of the 20 states with the lowest rates of bachelor's-degree attainment (which Garrett acknowledged is only one measure of college attainment) also appear on the list of states where the largest proportions of residents are studying online at in-state institutions.



Online Options Give Adults Access, but Outcomes Lag

And this map shows that 15 of the 20 states with the lowest rates of bachelor's degree attainment are in the top 20 states in terms of the proportion of their students who are at institutions that significantly blend online and in-person study.

Judging the Performance of Online-Only Education

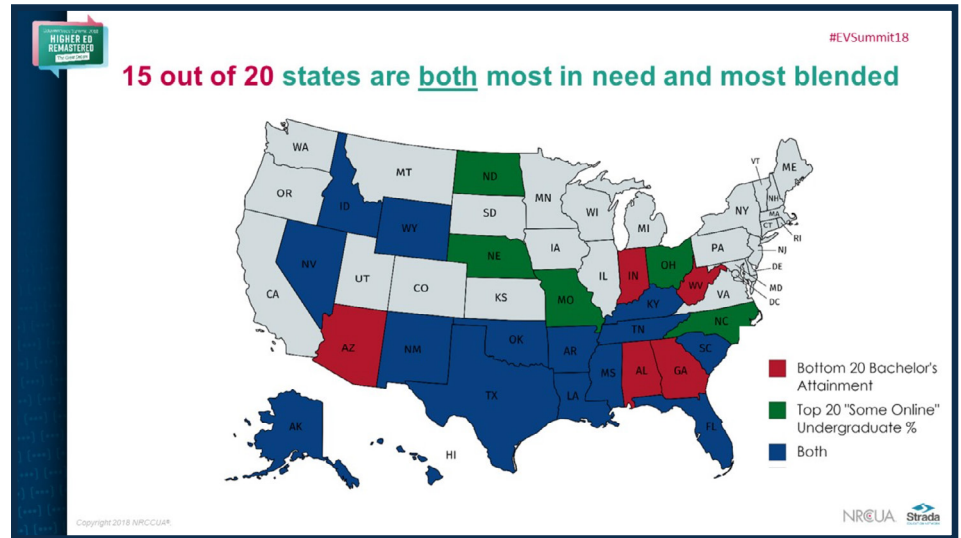
As states, cities and individual colleges decide on how best to provide higher education in an equitable way, what should they be considering -- and what evidence is there so far about what works best?

Garrett sought to tap existing data to gauge how well online education was delivering on its ability to make affordable, high-quality learning more broadly available. The fact that the available data are imperfect, as he pointed out, didn't stop him from gauging some national patterns.

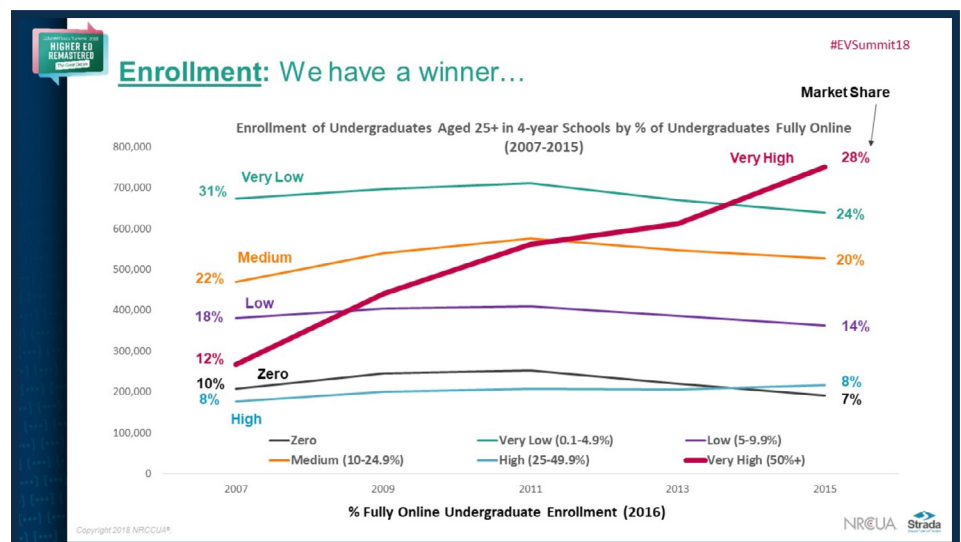
Online is clearly where the growth is, especially when it comes to enrolling adults. The slide below shows the change in where those aged 25 or older were enrolling from 2007 to 2015, based on the percentages of colleges' students who are studying online. In 2007, colleges where "very low" proportions of students study entirely online enrolled 31 percent of all adult students, while institutions with "very high" levels of fully online enrollment enrolled about 12 percent of older students.

By 2015, the latter category of institutions enrolled 28 percent of adult students (see the rising red line in the graph right), becoming the clear leader.

The picture on affordability looks good for online, too, Garrett noted. As the slide below shows, net tuition and fees at colleges with no students studying online (the "zero" online institutions repre-



A lot of schools have rushed to fully online as the only thing adults will tolerate. But these data suggest that you can't just go to convenience and cost to accommodate busy adults.



Online Options Give Adults Access, but Outcomes Lag

sented by the black line at the top) rose by 12 percent between 2012 and 2015, while those with “very high” online-only enrollments saw their prices drop by 8 percent. (Tuition rose by 16 percent during that period at colleges with “high” online-only enrollments, an anomaly Garrett said would require further study.)

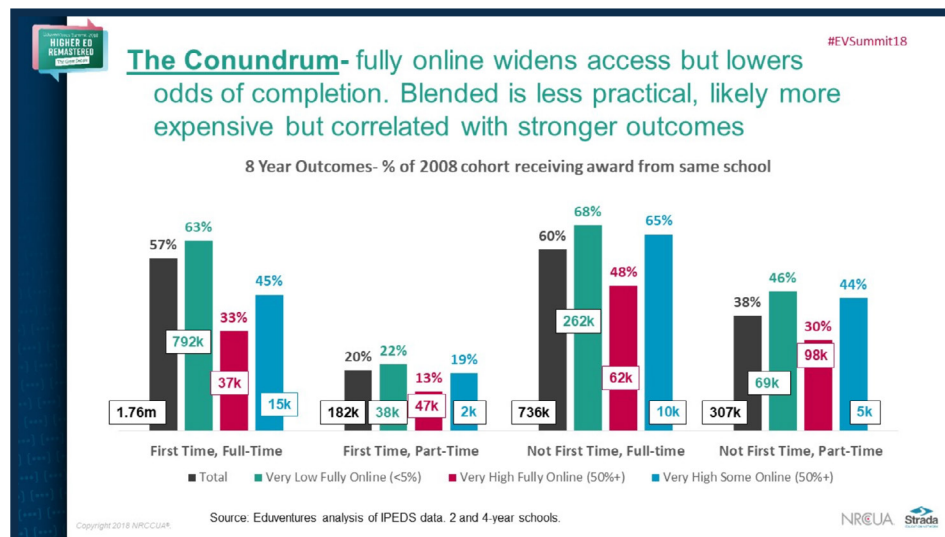
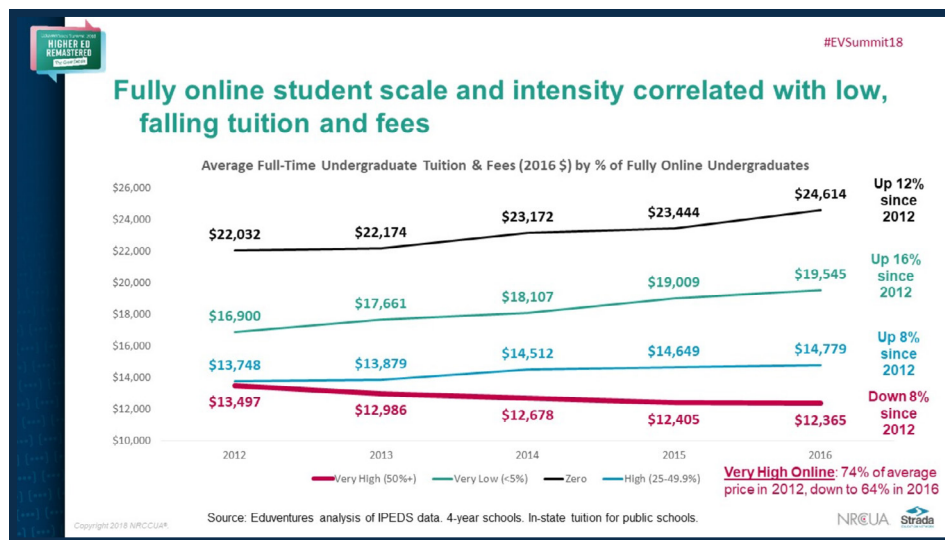
Garrett acknowledged the drop in tuition revenue at the heavily online institutions could be attributed to the decline of for-profit colleges, but many of the fastest-growing colleges online are nonprofit institutions that also are using their scale to keep their prices down, he said.

Access? Check.
Affordability? Check.

Student success? Not so much, Garrett suggested.

Citing the first-ever federal data looking at eight-year outcomes of all postsecondary students, including those who are not first-time, full-time students (to which many federal education databases have historically been limited), Garrett noted that students enrolled at institutions where a very high proportion of the instruction is delivered fully online were significantly less likely than students at other types of colleges to earn a credential from the same institution within eight years.

By comparison, students at colleges and universities where a very high proportion of their students take at least some of their courses online performed similarly to those at colleges with little online instruction, especially for part-time and non-first-time students. That is consistent with much of the research on learning efficacy that tends to show blended learning



outperforming fully online and fully in-person learning.

The Eduventures summit is heavily populated by officials from institutions active in the online learning space, and Garrett was careful not to imply that he thinks investing in online learning is the wrong strategy.

But he said it was important for institutional leaders and state policy makers to make sure that they are not “trading convenience and flexibility for truly transformative [student] outcomes,” he said.

An institution needs to push fully online programs if it wants to com-

pete in a national higher ed market, but how many colleges can compete at that level? he said.

Or should more colleges, Garrett wondered, be focused on serving residents in their states, saying, “We’ll give you enough online ... to make higher education practical, but give you access to campus, to faculty, to other students ... which may be the more engaging experience?”

“The data may not be perfect enough yet to answer questions like these,” Garrett said, “but they do allow us to be asking better, more rounded questions.”

Building Community for Part-Time Students

Officials at Boston's Bunker Hill Community College are finding that students are more likely to re-enroll in learning communities that offer mentors and additional advising.

By Ashley A. Smith // August 28, 2018



SOURCE:
BUNKER HILL COMMUNITY COLLEGE

Research has shown that [the more college credits](#) students take per term, the more likely they are to graduate -- and on time.

Many colleges and states have responded to those findings and implemented [new programs, offered incentives and enacted policy](#) that encourage students to pursue at least 12 college credits per semester to graduate on time within two or four years. But every student can't attend college full-time.

That recognition led [Bunker Hill Community College](#) to refocus how instructors and advisers engage part-time students. The college started requiring the students to take learning community seminars and then adapted the seminars to fit the needs of students.

A [report from the Center for American Progress](#) found that the seminars specifically increased retention and persistence among part-time students. Marcella Bom-

bardieri, a senior analyst at CAP who authored the report, said Bunker Hill could be a model for other colleges across the country looking to improve part-time student performance.

Although offering learning communities and accommodating students' schedules isn't new or unique, especially in a community college setting, what Bunker Hill is doing is different.

"The biggest thing that is different is that part-time students are targeted," said Bombardieri, who has been approached by several organizations interested in Bunker Hill's model since the report was released. "That's who they're paying attention to and that's what distinguishes them from a lot of the conversation about increasing completion."

There have been a few initiatives around the country directed at helping part-time students, but

they've mostly focused on increasing the number of credits students earn and encouraging them to attend college full-time, she said. Bombardieri cited the City University of New York's well-regarded [Accelerated Study in Associate Programs](#) as one example.

Evelyn Waiwaiole, executive director of the Center for Community College Student Engagement at the University of Texas at Austin, also considers CUNY's program beneficial. But when it comes to helping part-time students who plan to continue attending only part-time, she said the typical approaches she hears from colleges are that they stay open later and provide services that accommodate students' schedules.

"When students are connected, they are engaged," she said in an email. "If students are in learning communities, they are connected to their peers. It's no surprise the

Building Community for Part-Time Students

outcomes are changing.”

There are other colleges that have restructured how they offer classes in order to help part-time students. [Trident Technical College](#) in South Carolina, for instance, [altered courses](#) by dividing semesters into seven-week periods. Furthermore, if students at Trident Tech choose to withdraw after seven weeks, they don't lose the credits they accumulated.

Odessa College in Texas uses eight weeks of accelerated learning instead of the traditional 16 weeks to increase academic outcomes for part-time students, said Karen Stout, president and chief executive officer of Achieving the Dream, a completion-focused nonprofit group, of which Bunker Hill is a member institution.

“What’s interesting about Bunker Hill’s work is that it’s inside the classroom,” she said. “It’s the designing and linkage of courses that’s exciting.”

Stout has been critical of initiatives that solely work to encourage part-time students to take on more credits than they can handle.

“This data from Bunker Hill is promising and presents a lot of questions,” she said. “Can we go further with the intentional design of the part-time student experience that borrows from the best high-impact practices that work for full-time students in the learning community design?”

At Bunker Hill, students attend the seminars, for which they can earn college credit, for a few hours each week to study a single topic or theme that is relevant to their major or life experiences. The seminar topics may range from Becoming a Teacher to Parents as First Teachers, Sports Psychology: Success in Sports & Life, or Latinas: A Culture of Empowerment.

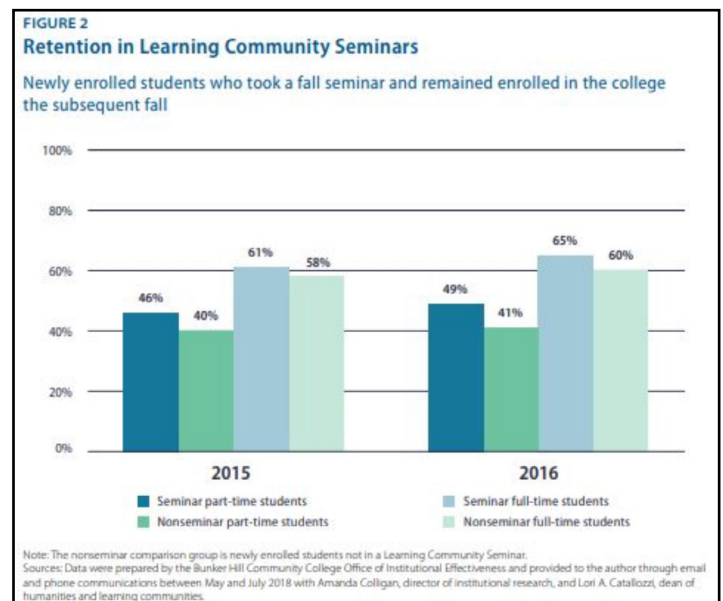
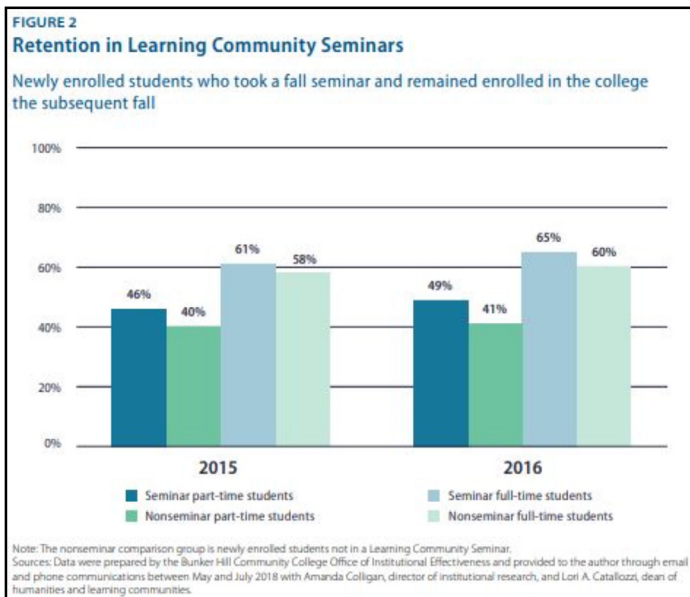
The seminars are culturally relevant, rigorous and tied into student supports, said Lori Catalozzi, dean

of humanities and learning communities at Bunker Hill.

“They give part-time students more of an advantage because they won’t get that anywhere else from the college.”

While these seminars have long shown academic benefits for full-time students, in 2013 Bunker Hill began requiring first-year students with at least a nine-credit course load to also attend the seminars after administrators saw higher rates of students re-enrolling.

For instance, in 2017, 75 percent of part-time students who attended a fall seminar remained enrolled in the college the following spring, compared to 60 percent of part-time students that did not attend a seminar. In 2016, 49 percent of part-time students who enrolled in a seminar re-enrolled in the college the next year compared to 41 percent of part-time students that did not attend a seminar, according to data from the college.



Building Community for Part-Time Students

About 4,700 of Bunker Hill's nearly 14,000 students enrolled in a learning community seminar last year. More than 2,100 students were part-time for at least one of the semesters during which they took a seminar. About 65 percent of the college's overall enrollment is part-time.

In Bunker Hill's learning community seminars, student mentors participate in every class and help their peers with issues that arise outside the classroom, such as problems with off-campus housing. Success coaches are also on hand to help students develop their career skills or map academic plans.

"When I think about the life of a part-time student here, they're more likely to come for a couple of classes and then they're leaving for family reasons ... leaving for full-time jobs," Catalozzi said. "Their lives are more complex and fuller than full-time students'. If they're going to benefit from support services or a sense of integration with the college, or relationships with faculty or peers, it'll happen in the classroom."

Some part-time students who come to the Boston campus in the evenings and on weekends may find student advising or support offices understaffed or closed. But success coaches or academic advisers are always present and available to students in the semi-

nars, said Arlene Vallie, director of learning communities at Bunker Hill.

"Those are the things that make a difference," she said.

Bunker Hill offers three types of seminars in the evenings and on weekends to accommodate the schedules of part-time students.

One seminar focuses on a topic that may be of interest to students and includes a peer mentor and success coach who works alongside the instructor. Another learning community is taught as a "cluster" seminar where a group of students takes two courses together in the same semester and the professors coordinate and plan their instruction around common themes. The college recently introduced the success coaches and peer mentors to the cluster seminars. The third seminar is a professional studies community, which is available for students majoring in fields such as information technology or nursing. These students are required to take the professional seminar as part of their degree plan, and they are also paired with coaches and mentors.

Bombardieri said that while increasing enrollment and getting students to take more classes is a worthy goal, she and her colleagues are concerned that the push to increase the number of full-time students excludes those students for whom attending part-time is the

only option.

A [report last year from CAP](#) indicated that part-time students are often overlooked by colleges and policy makers. The report showed that about one-quarter of exclusively part-time students graduate and slightly more than half of the students who attend part-time during their college career earn a degree. Meanwhile, 80 percent of exclusively full-time students attain a degree.

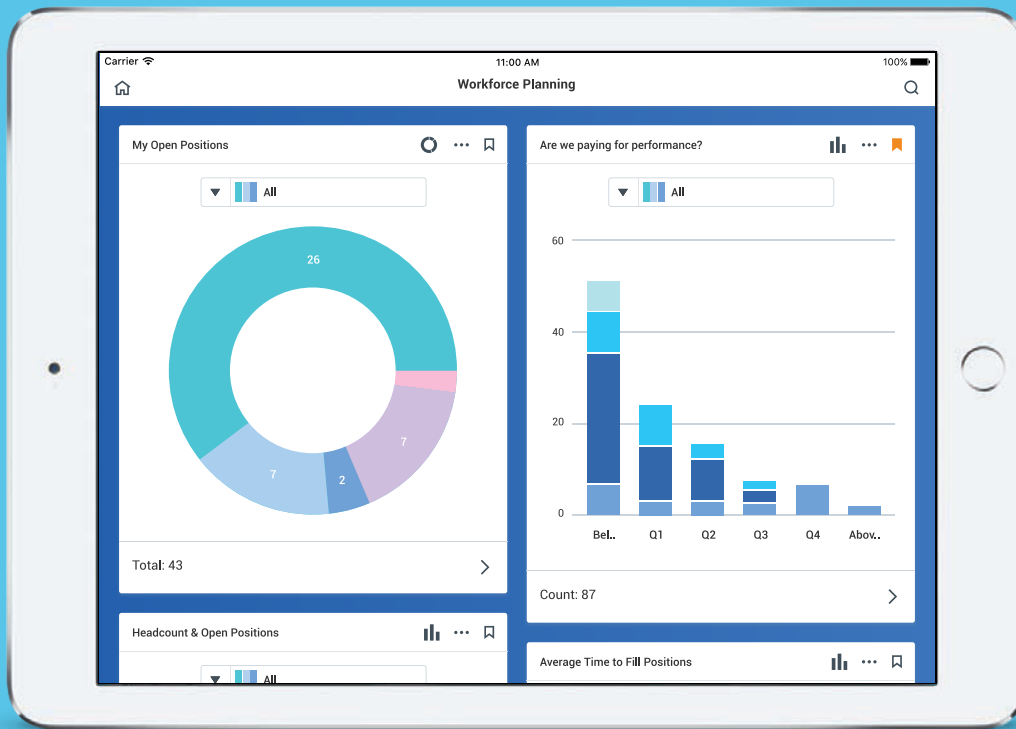
"When I talk to people in the community college, they generally say, 'Most of our students are part-time and everything we do is for part-time [students],'" Bombardieri said. "I know they mean that, but at the same time they aren't necessarily looking specifically at that population and how their needs might be different."

The challenge for Bunker Hill administrators is taking what they know works and expanding it to more students, Bombardieri said. She said it would also be interesting to look at the effect of learning communities on part-time graduation and transfer rates.

Although Bunker Hill is still analyzing the data in the CAP report, Catalozzi said discussions are underway about expanding the learning community requirement to students who are enrolled in classes totaling at least six credits, and adding internships and apprenticeships as components. ■

<https://www.insidehighered.com/news/2018/08/28/bunker-hill-sees-increase-part-time-retention-and-persistence>

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Summer Gains in Alamo

A Texas community college system has had some success offering free summer courses to encourage students to pursue full-time status, but questions remain about why more students aren't taking up the offer.

By Ashley A. Smith // September 19, 2018



SOURCE: ST. PHILIP'S COLLEGE

A program that began as a unique initiative to eliminate “summer melt” has also led to increases in the number of students returning to campus and taking on larger course loads to get to graduation quicker.

The Alamo Colleges District is two years into its [Summer Momentum Program](#), which officially started in 2017 and provides scholarships for free [summer courses](#) at its system of five Texas community colleges to students who earned at least 18 credit hours in the preceding fall and spring. Students who carry between 18- and 24-credit course loads can receive up to six free credit hours in the subsequent summer.

The program was created to counter what some academics call “summer melt,” which occurs when students who were enrolled in the spring don't return for the fall semester, and to encourage more students to attend full-time. So far, more than 7,000 Alamo students, about 34 percent of the total student population, have participated

in the program each year, according to the district's data. The free courses cost the system about \$3 million a year.

“We did see higher levels of persistence and we saw slightly higher grade point averages as they persisted compared to those who did not take advantage of the summer momentum program,” said Diane Snyder, Alamo's vice chancellor for finance and administration and interim vice chancellor for economic and work-force development.

At San Antonio College, 42.5 percent of students in the summer program were enrolled during the following fall semester in 2017 compared to 28 percent of students who did not receive the scholarship. Northwest Vista College also saw significant gains in [persistence](#) in the first year of the program, with 63.6 percent of students in the summer program enrolling the subsequent fall compared to 43.2 percent of their peers who did not participate in the summer program.

The system also saw students taking more classes in the summer

than the scholarships covered. For example, of the more than 3,700 students who qualified for three free credits in the summer, about two-thirds of them enrolled in more credit hours. Among those who qualified for six free credit hours -- about 3,800 students -- about one-third of them enrolled in more than six credits. This year for the first time, students could choose to use summer Pell Grant funding to cover the costs of courses that weren't covered by the scholarship.

Davis Jenkins, a senior research associate with the Community College Research Center at Teachers College at Columbia University, said the numbers indicate a consciousness among program administrators and participating students about the time and work it takes to earn a degree.

“Most community college students nationally don't have a plan or know how far they have to go, or even know they need to get through quickly,” he said.

Jenkins said the increases Alamo is seeing reflect the work the dis-

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trict is doing as part of its guided pathways effort, which helps students identify the credits they have, the credits they need and how long it will take them to graduate.

"Colleges are increasing their full-time enrollment even in some cases where head-count enrollment is declining because students are taking more courses," he said. "And they're able to take more courses because every student is on a plan."

Despite the early successes of the summer initiative, some challenges remain.

"We had thought perhaps in the second summer we'd see more students taking advantage of the program, and so far, we're seeing about the same," Snyder said. "So we need to peel that onion a little more."

About 50 percent of eligible students who earned 18 to 24 credits over the fall and spring semesters have participated in the program each year. In 2017, more than 14,200 students qualified for the scholarship, and in 2018, 14,290 students were eligible for the program. The number of students participating in the program has remained relatively the same since it began. A total of 7,256 students participated in 2017, but this past summer only 7,225 students received the scholarship.

District officials suspect that some students who are eligible for



Most community college students nationally don't have a plan or know how far they have to go, or even know they need to get through quickly.



the scholarship may graduate from Alamo before they can take advantage of it, or they may not be interested in taking more courses in the summer regardless of whether it's free or not, Snyder said.

The colleges plan to dig into the data to understand why eligible students are not enrolling in the free courses. The system also plans to follow the students for longer than two summers to see whether they graduate or transfer, but so far, it's too early for that level of detail, Snyder said.

There have been several popular initiatives around the country to help students increase the number of courses they take each year so they can graduate sooner. For instance, Complete College America, a nonprofit organization, promotes a 15 to Finish initiative that encourages students to pursue at least 15 credits per semester. And California has a new program that awards

qualified community college students up to \$4,000 a year if they take 15 credits or more per semester. Meanwhile, in Ohio, Marion Technical College has a [new program](#) that awards students a tuition-free second year -- or 35 credit hours free -- if they complete at least 30 hours of college-level courses in the first year while earning a 2.5 grade point average.

The next step for Alamo will be examining the data to determine who is taking advantage of the program and whether they're closing racial equity gaps, Jenkins said. He noted that the gains at Palo Alto College are significant because it's also a Hispanic-serving institution.

"This could be big in community colleges," he said. "All of the colleges over all are improving and that's really impressive ... but how is this benefiting older students, low-income students and students of color?" ■

<https://www.insidehighered.com/news/2018/09/19/alamo-colleges-see-improvement-summer-momentum-experiment>

CUNY's Intensive Remedial Ed Semester Showing Success

Early results for a study of CUNY Start program finds students outperform their peers in developmental courses.

By Ashley A. Smith // August 10, 2018



Cuny Start At Laguardia Community College

A preliminary [report](#) about a City University of New York initiative that provides a semester of intense remedial instruction before students enroll in a degree program determined this method may be key to helping underprepared students overcome significant academic shortcomings.

The report by MDRC, a nonprofit, nonpartisan research organization, is based on the early findings of an evaluation of the CUNY Start initiative, which involves students taking a semester of intensive remedial math, reading and writing prep courses before they begin college-level work. MDRC, CUNY and the Community College Research Center at Teachers College at Columbia University are studying the benefits of participating in CUNY Start. The program also includes academic advising, tutoring and a weekly college skills-building seminar.

"People believe the biggest stumbling block for community college students is completing remedial classes, especially remedial math,"

Michael Weiss, a senior associate at MDRC and co-author of the report, said. "Here you have a program that knocks out the main stumbling block for students."

The study found that the CUNY Start students made more progress through developmental education in the first semester, especially in math, than their peers who fully matriculated. However, students not enrolled in CUNY Start earned more college credits than the CUNY Start students, who do not earn college credits during the semester in the program.

The study also found that in the second semester, CUNY Start students enrolled in credit-bearing courses at the colleges at a higher rate than their peers who did not participate in the program.

The study examined CUNY Start students at four institutions -- [Borough of Manhattan Community College](#), [Kingsborough Community College](#), [LaGuardia Community College](#) and [Queensborough Community College](#) -- and measured them alongside students who

needed remedial education but enrolled directly in the institutions. Students with remedial needs who did not participate in CUNY Start were placed in a variety of corequisite developmental courses that allowed them to take college-level math and English courses along with additional academic supports.

The CUNY Start program is especially beneficial for students who need help in remedial reading, writing and math, said Donna Linderman, associate vice chancellor for academic affairs within the CUNY Office of Academic Affairs. She said it's often impossible for students to complete three to four remedial courses in one semester while also taking college-credit courses.

In the last few years, corequisite remediation, which places students in college-level English and math courses but pairs those courses with additional support, has been the more popular method of providing remedial education. And [multiple studies](#) have shown higher course pass rates in corequisite courses than in traditional remedi-

CUNY's Intensive Remedial Ed Semester Showing Success

ation. Last year, [Texas lawmakers passed a law](#) that requires corequisite remediation be used in developmental education courses.

However, researchers have questioned whether corequisite remediation is the best option for students with significant academic shortcomings.

CUNY is currently undergoing broad remedial education reform, much like other colleges around the country, Linderman said.

"There are some colleges at CUNY very rigorously and robustly implementing corequisite math and English, and we're targeting those students who just missed the cutoff to be college ready by a fairly modest margin," she said. "CUNY Start is really for those who have the most significant need. If they matriculated they probably wouldn't go into a corequisite course, but there are so many different pathways through remediation."

Researchers say colleges have not reached a point where they can target which remedial reform works best for individual students.

Maria Scott Cormier, a senior research associate at the Community College Research Center who co-authored the report, said they're still figuring out how programs such as CUNY Start fit with all the other remedial initiatives taking place at



The biggest stumbling block for community college students is completing remedial classes, especially remedial math. Here you have a program that knocks out the main stumbling block for students.



colleges around the country.

"The field hasn't come to a consensus, but with the early findings from CUNY Start, we're starting to get a sense of what students with more remedial needs need," she said. "Compared to a lot of other developmental reforms, it's comprehensive in its approach."

Most developmental reforms focus on structural changes, such as altering the amount of time students spend in a lab, and not on the teaching, learning, curriculum, advising and staff training that is targeted by CUNY Start, Scott Cormier said.

Although CUNY Start students miss out on earning credits during the semester in the program, the expectation is that they will be better prepared for college-level courses when they complete the program and will ultimately finish

college sooner because they're completing remedial education faster and getting it out of the way at the start of their college years, Cormier said. These students will also save money, because any financial aid for which they are eligible is reserved for when they start taking credit-bearing courses. They pay just \$75 to participate in CUNY Start.

"They're doing this at the expense of not taking college-level classes, so of course they're behind," said Weiss, the MDRC researcher, who also noted that the CUNY Start students will be better prepared for college. "The big unanswered question is what happens when times goes on."

Another report on the impact of CUNY Start is scheduled to be released next year, followed by a full three-year report in 2020. ■

<https://www.insidehighered.com/news/2018/08/10/cuny-initiative-sees-early-success-remedial-education>

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