

What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

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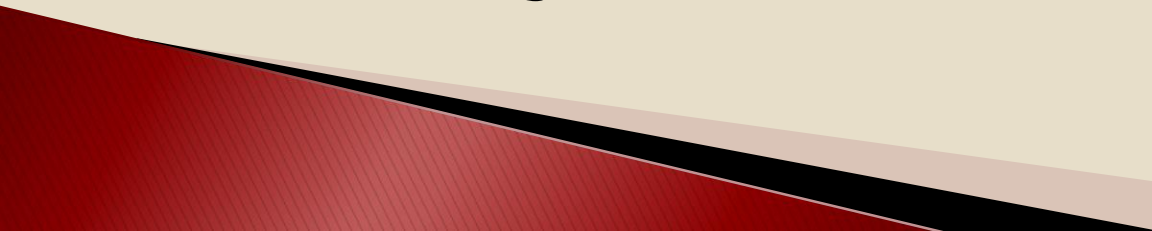
Yes We Must Member School Co-Presenters

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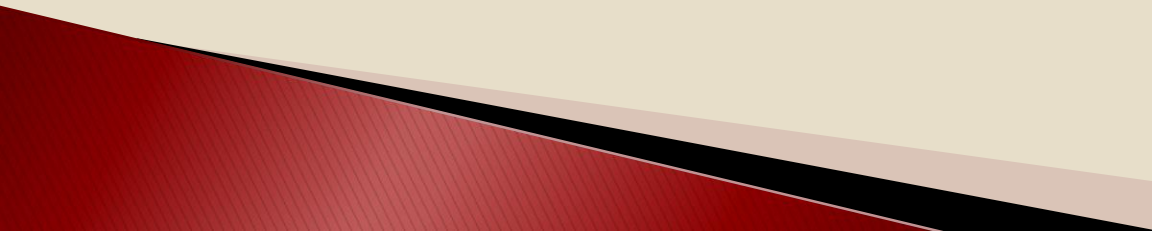
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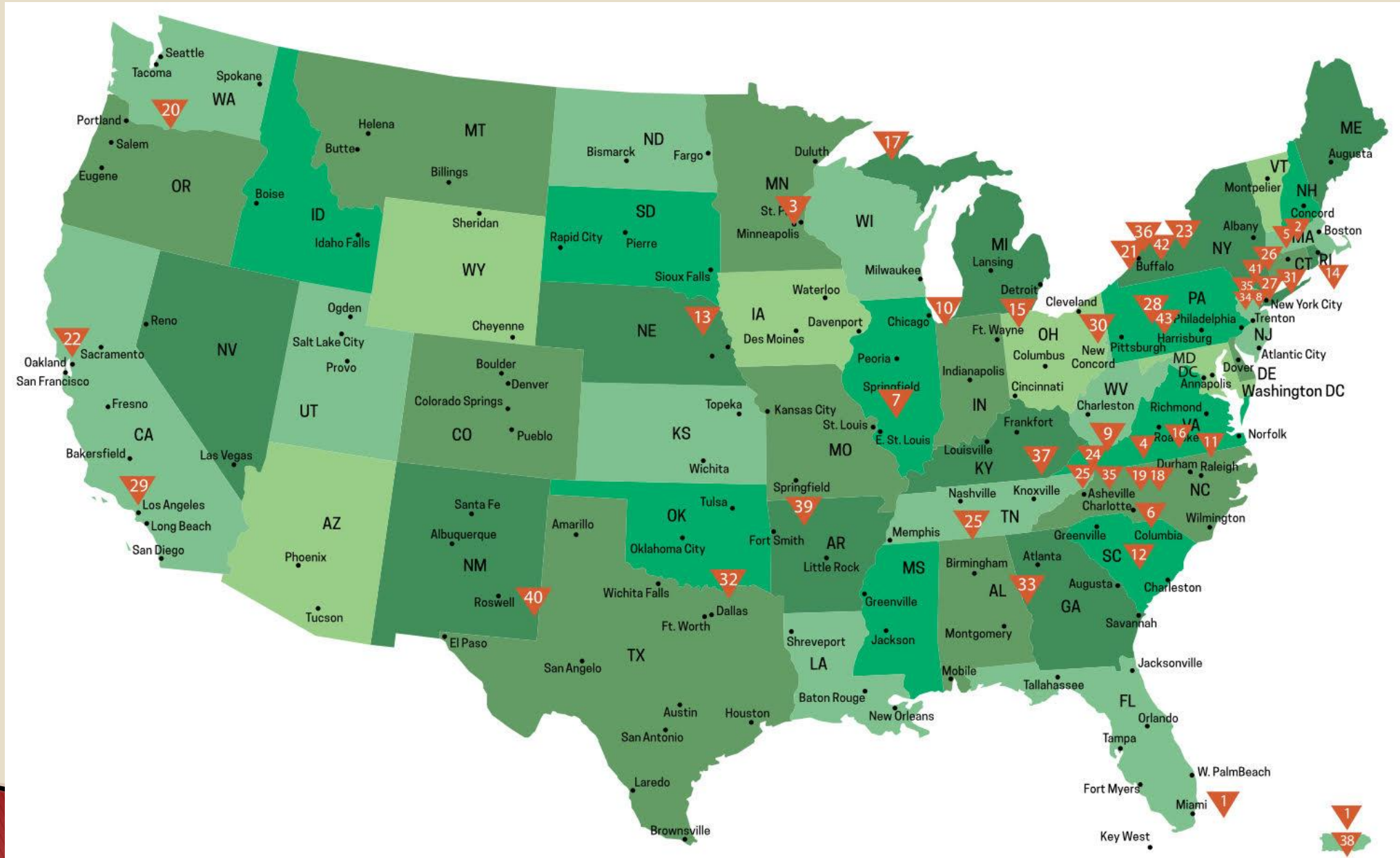
Katey Cheplick, Registrar
Keuka College, Keuka Park, NY



Yes We Must Coalition – Common Purposes and Challenges

- ▶ yeswemustcoalition.org
 - ▶ 43 independent, non-profit colleges and universities serving 50% or more Pell-eligible undergraduates, committed to collaboration across institutions through grants, collaborative discussions, online curricular sharing, faculty and staff development and more
 - ▶ Identify and change barriers for low-income learners
 - ▶ Confront and intervene in poverty through education
- 

Membership Map 2021–2022: 43 member institutions



Comparison of the Idea of the “Traditional” Student, for Whom Higher Education Was Designed, with the Reality of the New Student Majority

“Traditional” Student

- ▶ Attended college right from high school where college prep and AP courses available
- ▶ Attend full-time for 4 years

New Student Majority

- ▶ Might enter the higher ed system at any age and through a variety of channels such as bridge programs, micropathways, employment, as well as right out of high school
- ▶ Both part-time and full-time and may vary semester to semester/may include stop-outs

“Traditional” Student

- ▶ Socialized to the expectation of college with abundant college student and graduate role models in community and family
- ▶ Residential student with possibility of off-campus living with other students

New Majority Student

- ▶ Often first in family to attend college; few models of and knowledge of college-going; identity as a college learner not reinforced by society
- ▶ Often live off campus with family and commute into campus when necessary

“Traditional” Student

- ▶ Campus may be hundreds of miles from home; may be away from parents/home for the first time/on own for first time although some experience with camps and other enrichment programs very possible
- ▶ Campus community reflects a familiar culture; content of courses has familiar references

New Majority Student

- ▶ Campus must be within commuting distance of work and residence, or online
- ▶ Campus and academic culture, language, expectations largely unknown; references to the richness of own community and experience of origin sparse

“Traditional” Student

- ▶ Financially not necessary to work to pay for college expenses; summer can be used for “enrichment” or academic catching up
- ▶ Encouraged to explore disciplines of study

New Majority Student

- ▶ Finances are a #1 constant concern and include paying for college and helping to support family; work for pay outside of college is essential
- ▶ Focused on the ROI and selection of major influenced by knowledge of marketplace potential

What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Offering faculty and staff development about the intersection of poverty, privilege, and education

***Income of family
in which you were raised is the
single most powerful predictor
of educational attainment
in the US***



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Using methods to hear what low-income students have to say that go beyond surveys and course evaluations to using focus groups and interviews
 - The New Student Majority: In Their Own Words
 - Listening to Our Low-Income Students: Seniors Reflect on Their College Experience



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Employing systematic collection and disaggregation of data on student progress to understand barriers to completion

IR is not a luxury



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Providing credit for prior learning as a robust, academically-grounded and visible option

Setting up a Credit for Prior Learning Plan

- Jean M. Turcott, Ph.D. Trocaire College, Buffalo, New York



Setting up a Credit for Prior Learning Plan

Year One: Steps

- ▶ Take stock of current policies and practices
- ▶ Benchmark and learn from Credit for Prior Learning leaders
- ▶ Develop a plan: Aim for the low hanging fruit first
- ▶ Implement the plan



Setting up a Credit for Prior Learning Plan

Next Steps

- ▶ Institution wide credit for prior learning educational campaign
- ▶ Setting up a portfolio assessment policy
- ▶ Monitor progress



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Offering online courses and program options and access to hardware, connectivity, and support needed to enroll and succeed
- ▶ Providing faculty development and support for teaching online

***No longer optional, asynchronous online works best for accessibility
with commitment to forming interactive relationships***

Intrusive Advising: Transfer Students

- ▶ Implementing well-trained intrusive advising teams using clear academic pathways, early warnings and connections to campus and community services (mental and physical health services/childcare) with dedicated advisors for adult students
 - **Christie Baynes**, Advisement Coordinator, Advisement & Student Service Center, Trocaire College, Buffalo, NY
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Acceptance – First Two Weeks of Semester

- Student Service Advisors (SSAs) connect and schedule initial registration appointment
- Review policies and procedures, academic requirements, help students develop personal, academic and career goals
- Guided Pathways Model education plan outlines program requirements, course requirements each semester.
- Students complete “intake form” for risk assessment; students reflect on personal experiences and evaluate goals; SSAs determine additional services necessary

Acceptance – First Two Weeks of Semester con't

- Beginning College Survey of Student Engagement (BCSSE) as early indicator of performance and persistence and to encourage preparation.
- SSAs meet individually to review education plan, career information, referrals to campus offices and community organizations.
- From acceptance through the first week of the semester, students understand they have a significant point of contact within the college.

During the Semester

- ▶ SSAs receive weekly attendance reports and reach out to those who have been absent in class and/or inactive in online classes.
- ▶ SSAs receive “Action Alerts” from faculty grades, participation, assignments, attendance, finances, health and wellness concerns. SSAs connect to determine root cause and refer to resources.
- ▶ SSAs use Mid-term grades to evaluate academic standing and assist student in development of action plan.
- ▶ SSAs help with any program or major change.
- ▶ SSAs send minimum of 6 emails per semester, encouraging academic success and goal achievement.

End of Semester/Post-Semester

- ▶ SSAs ensure registered and with correct classes.
- ▶ SSAs review education plans to ensure a timely graduation.
- ▶ SSAs review final grades; contact to discuss obstacles, determine action plan and make necessary changes to education plans and schedules.
- ▶ A similar approach is taken for students placed on academic probation.

What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Making available emergency financial intervention funds and support for basic needs for housing, food and transportation, and physical and mental health



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Examining institutional origins and impacts of sticker-price tuition and ways to reset pricing for access and equity
 - Celso J. Alvarez, Associate Vice President of Enrollment, Vaughn College of Aeronautics and Technology, New York City



Overview of Methodology

- ▶ Studied the competitive set for Vaughn College and compiled insight from our peers and aspirational institutions.
- ▶ The College's tuition is more than 25% lower than its main private competitor, though other public options are lower.
- ▶ Credit requirements are generally on par with other institutions' credit requirements and tuition is lower.
- ▶ Scholarships restructured for transfer students that range from \$2,000 to \$16,000 per academic year. College's tuition is favorable to most four-year peers.
- ▶ Transfer admissions process simplified by using the Transfer Evaluation System from CollegeSource.

Marketing Samples

VaughnCollege
of aeronautics and technology

You Shape the Future

APPLY TO TRANSFER »

VaughnCollege
of aeronautics and technology

Stay Close. Go Far.

APPLY TO TRANSFER »

VaughnCollege
of aeronautics and technology

Your Smarts Are in Demand

APPLY TO TRANSFER »

VaughnCollege
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What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Deploying at least one campus-wide strategy to address the high cost of course texts/materials

***“Big picture” costs are astounding;
lower-cost academically rigorous
alternatives exist***



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Evaluating the kinds and amounts of financial holds and ways to reduce them
 - Katey Cheplick, Registrar, Keuka College, Keuka Park, NY



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Believe in What We Can Do Together

Examine Your Existing Policies

Account Hold Type	Description	Restrictions
Student Account Hold	Balance of \$501 or more. No payment plan in place.	Cannot register for classes, order a transcript, or receive diploma
Student Plan Hold	Balance of \$501 or more. Payment plan in place.	Cannot order transcripts or receive diploma
Student Hold - \$500 or less	Balance of \$500 or less.	Cannot order transcripts or receive diploma
Financial Aid Hold*	Unfinished FAFSA, TEACH, or NYSTAP application.	Cannot register for classes, order transcripts, or receive diploma

KEY IMPACT: Developing policies that make sense for your institution and enforcing the policy.



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Collaboration and Communication

- Registrar's Office, Financial Aid Office, and Student Accounts Office (FAROSA)
- Timeline for placing holds.
 - Day after tuition is due.
 - Meet to walk through each student (if possible).
- Single Office Communication
 - One office reaches out to the students
 - Soft-touch and hard-touch communications
 - Collaborate with Res Life

KEY IMPACT: Process should be folded into your Census Day processes.



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Outcomes

	DAY -3	%	Day 2	%	Enrollment
Fall 2019	474	41%	337	29%	1143
Fall 2021	121	13%	74	8%	939



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Believe in What We Can Do Together

What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Reviewing financial aid distribution policies and practices with need as the single most pertinent criterion



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Ensuring education for all campus community members (including students) of the importance of state and federal policy issues for equity in education, including advocacy with policy makers and others as part of campus responsibility



What Every College and University That Cares About the Success of Students from Low-Income Backgrounds Should Be Doing

- ▶ Developing relationships with local high and middle schools (and other community organizations) to provide services to promote college-going culture for all

YES WE MUST COALITION
COLLEGE SUCCESS FOR ALL



Questions and Discussion

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