MISSOURI HIGHER EDUCATION EQUITY

BRIDGES TO SUCCESS

Degrees When Due:

Using data to transition adult students back to college

Leanne Davis

Associate Director of Research and Policy

Institute for Higher Education Policy (IHEP)

Agenda

- Setting the context
- Using your data to identify and close completion gaps
- Using your data to identify institutional barriers to student completion
- The adult student experience
- Early DWD outcomes in Missouri
- Q&A

Today's students: older, more diverse, working, raising families, and often struggling. Share the facts. #TodaysStudent

64%

of college students work, and 40% of them work full time.

6%

of college students serve or have served in the U.S. armed forces.

49%

of college students are financially independent from their parents.

57%

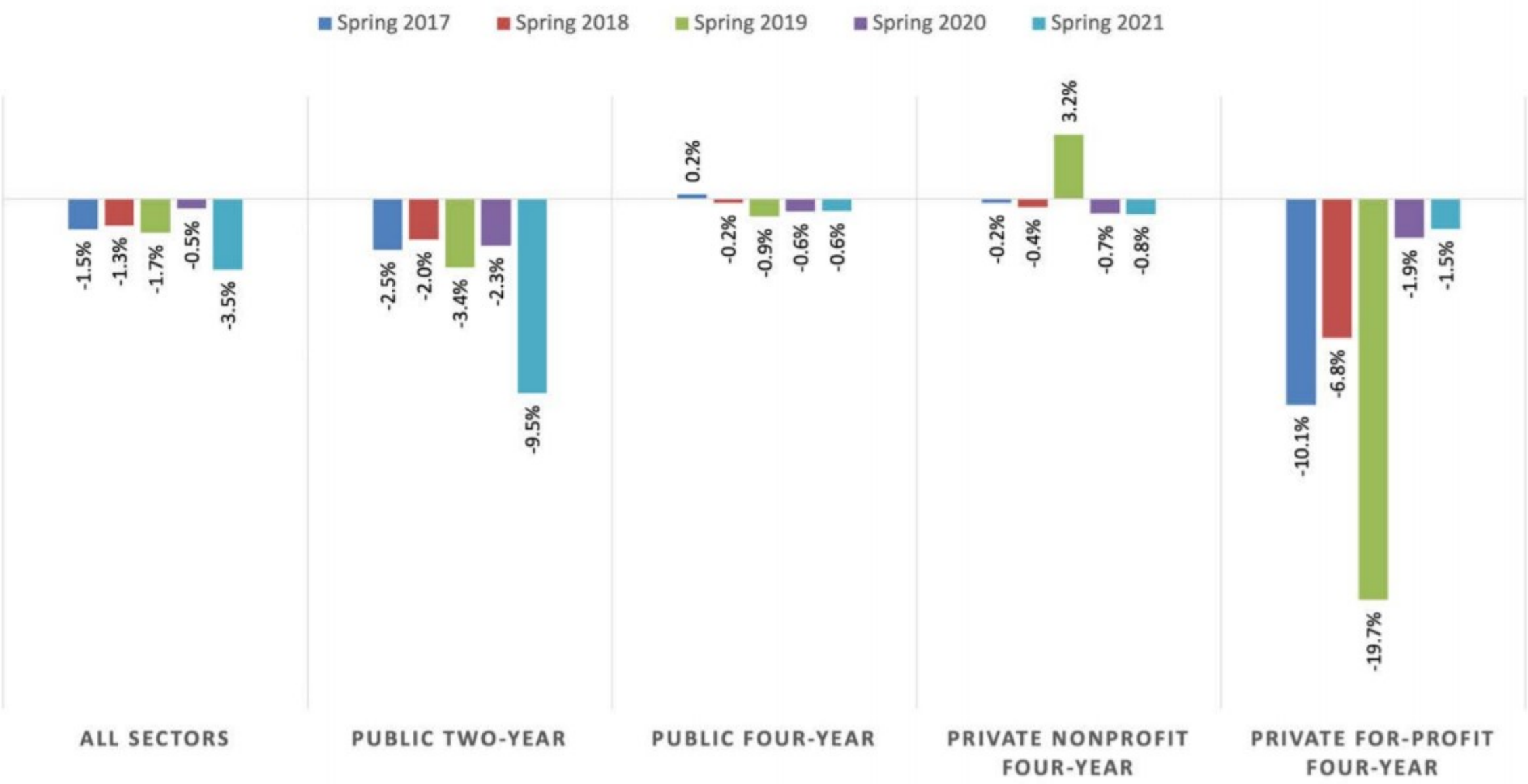
of students live independently – away from their parents or campus housing.

24%

of college students have children or other dependents.

Source: Lumina Foundation, 2019.

Figure 1. Percent Change in Enrollment from Previous Year by Institutional Sector: 2017 to 2021



Source – National Student Clearinghouse

Degrees When Due is a national initiative to increase degree attainment among the “some college, no degree” population.

DWD Participating Campuses

23

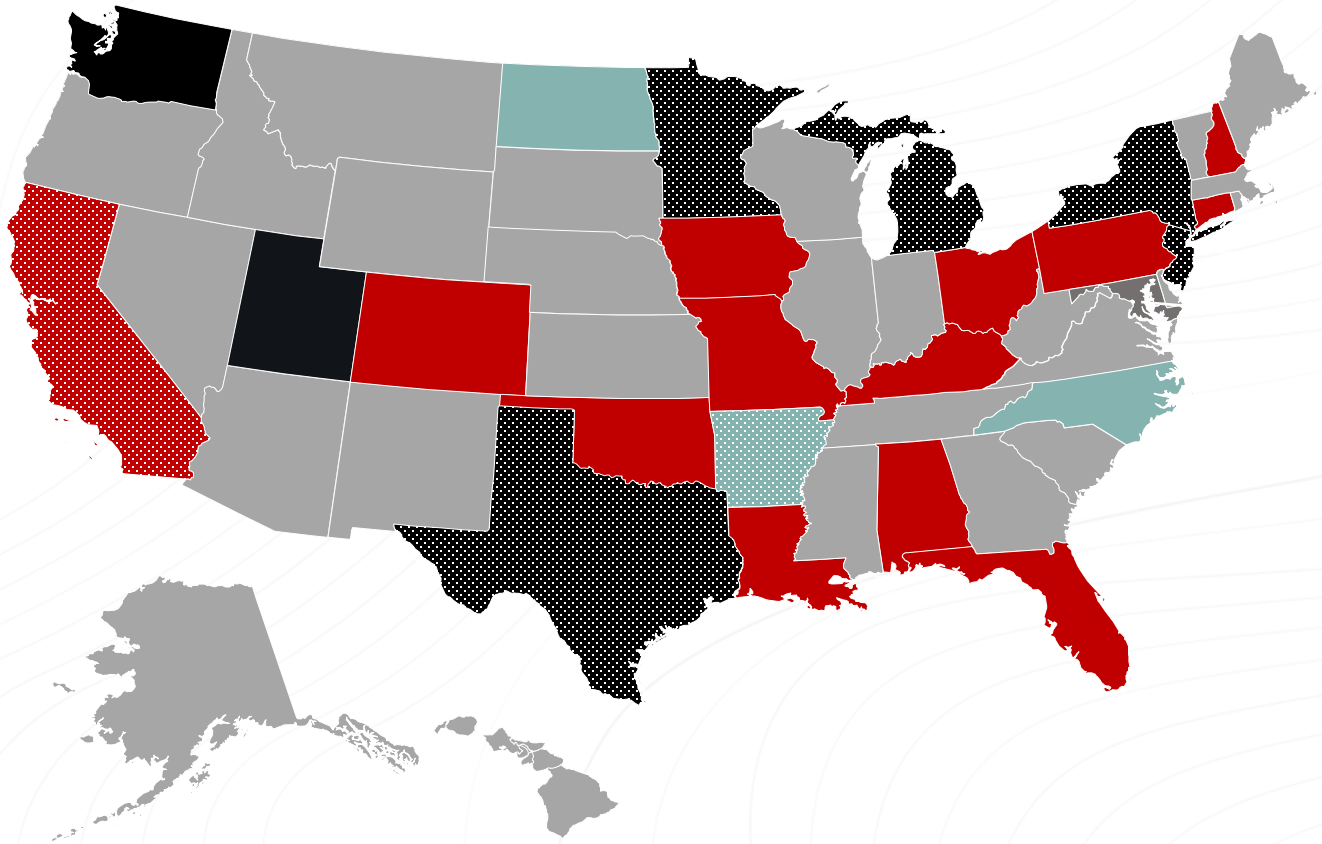
States and Systems

190+

Participating Campuses

59

Minority Serving Institutions (MSIs)



- COHORT 1
- COHORT 1 & 2
- COHORT 2
- COHORT 1 , 2, & 3
- COHORT 3
- COHORT 2 & 3

DWD in Missouri

Two-Year Institutions

Crowder College

East Central College

Jefferson College

Metropolitan Community College

Moberly Area Community College

State Fair Community College

Three Rivers College

Four-Year Institutions

Avila University

Central Methodist University

Harris-Stowe State University

Lincoln University *

Missouri Southern State University

Missouri State University – West Plains

Northwest Missouri State University

Southeast Missouri State University

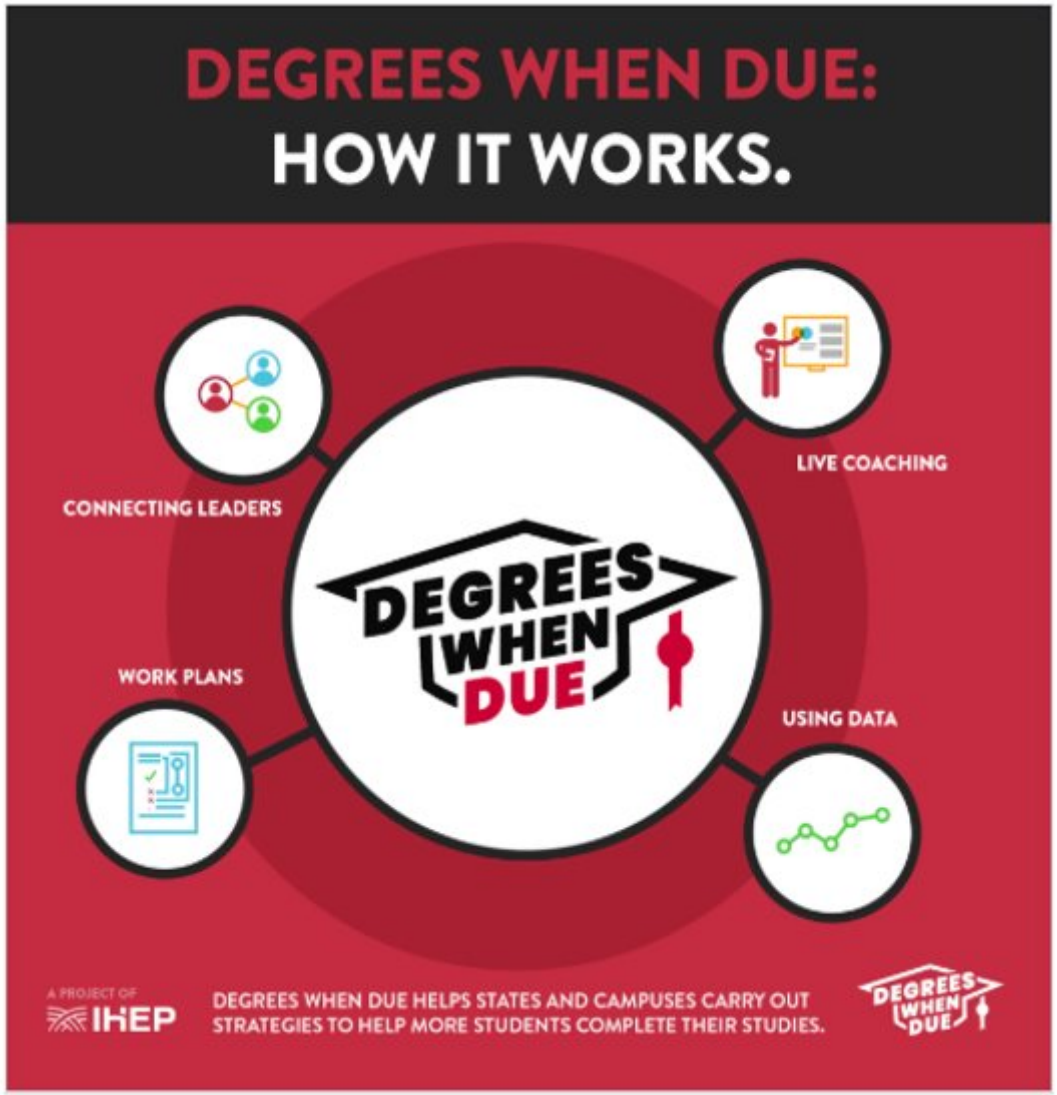
University of Central Missouri

University of Missouri – Kansas City

University of Missouri – St. Louis

BOLD - HBCU

* - DWD Research Site


DEGREES WHEN DUE:
HOW IT WORKS.
CONNECTING LEADERS
LIVE COACHING
DEGREES WHEN DUE
WORK PLANS
USING DATA
A PROJECT OF
IHEP
DEGREES WHEN DUE HELPS STATES AND CAMPUSES CARRY OUT STRATEGIES TO HELP MORE STUDENTS COMPLETE THEIR STUDIES.
DEGREES WHEN DUE

DWD Goals

Increased Postsecondary Attainment

Equitable Postsecondary Attainment

Institutional Capacity Change

Source: Robert Wood Johnson Foundation

Using Your Data

Use disaggregated data to determine where specific populations are leaving the educational pipeline.

- Race / Ethnicity
- Pell eligibility status
- Age
- Sex
- GPA

Using Your Data

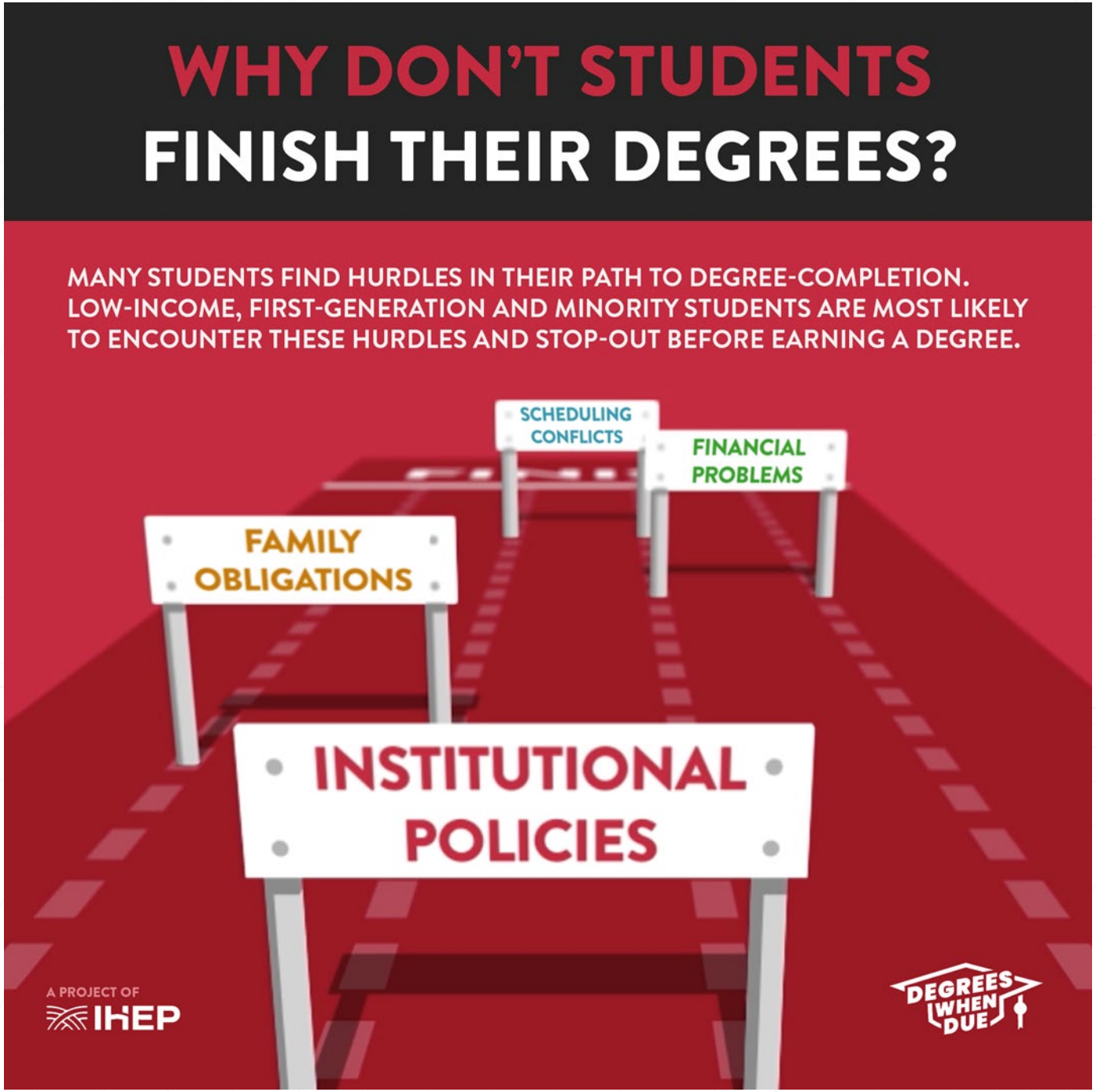
Which other populations does your campus serve?

- Does your campus enroll a significant number of veterans?
- Is your campus located in a reentry community where formerly incarcerated students would like to enroll?
- Are your students also parents or caregivers?
- How many of your students work full-time or part-time while also attending college?

Example Comparison Tool

3-year Average			Total number	American Indian or Alaska Native	Asian	Black or AA	Hispanic	Native Hawaiian or PI	White	Two or more	Unknown	Nonresident
		Institution Average	**31366**	0.54%	11.15%	8.09%	24.85%	0.85%	40.34%	5.64%	8.19%	0.37%
	Average	**Universe of Interest**		1.00%	5.00%	15.00%	30.00%	1.00%	33.00%	6.00%	8.00%	1.00%

	Institutional Average	**Universe of Interest**
Pell Average	22%	31%
Percent Adult Average	52%	66%
Percent Full-Time Average	20%	17%



Using Your Data to Identify Barriers to Completion

Policy and Practice Considerations

Examples from DWD institutions:

IDENTIFY & REMOVE ACADEMIC BARRIERS TO COMPLETION

INSTITUTIONALIZE DEGREE RECLAMATION PROCESSES

Early MO DWD Outcomes

MO DWD Universe of Interest

4,100 +

Near-Completers Identified

25%

Students of Color

61%

Pell-Eligible Students

MO DWD Policy and Practice Considerations

Building Campus Teams

Improving Processes, Policies, and Procedures

Addressing Financial Barriers

Upcoming DWD Opportunities

DWD Essentials | *Workshop Series*

DWD Essentials Workshop 1

Identifying Degree-Eligible Students and Near-Completers

Tuesday, June 22 from 3-5 pm ET

DWD Essentials Workshop 2

Conferring Degrees to Eligible Students and Reenrolling Near-Completers

Tuesday, July 20 from 3-5 pm ET

DWD Essentials Workshop 3

Sustaining Degree Reclamation Efforts and Telling Your Data Story

Monday, October 4 from 3-5 pm ET

Register: degreeswhendue.com/essentials-series

Limited space is available for DWD Essentials. Registration for the entire series will close on June 16, 2021.

Welcome to the **Degree Mining Tool!**

IHEP's Degree Mining Tool provides a set of action-ready strategies that postsecondary institutions can immediately put to use to identify credentials that students have earned, but have not yet been awarded.

It's My First Time Here

Answer a few quick questions and we'll suggest strategies that may be a good fit for your institution.

START

I Know Which Strategy I Want to Use

Go straight to the degree mining strategies and explore on your own.

START

© 2021, Institute for Higher Education Policy

IHEP INSTITUTE FOR HIGHER EDUCATION POLICY

Thank you!

Leanne Davis

ldavis@ihep.org

@leannemdavis

For more information, please email dwd@ihep.org.

Communicating with Students

What works?

01

Be persistent

02

Use multiple channels

03

Personalize the message (use your data)

04

Provide clear steps or a call to action

05

Let the student know how the institution has changed

Reasons for Initial Departure:

Finances, Work, Family, And Priorities

Students offered multiple reasons for initially leaving college, including:

- Finding employment to pay for basic needs
- Raising and supporting children and a family
- Changing priorities

Although students initially aspired to attend and complete college, **life interfered and they had to reprioritize family, life, and work.**

Reenrollment Motivation:

Family and Work

Two primary motivating factors for returning to college as an adult:

- **Serving as a role model for family** - returning students wanted to serve as a role model for their children, particularly since several of the returning students had initially left college due to their parents.
- **Improving employment opportunities** - most students were motivated to return to college because they need a degree for a job promotion or a job that they want.

Administrative, Social, and Academic Barriers to Belonging:

Bureaucracy and Belonging

The process of returning to college was not easy for returning adult students and they described both administrative barriers and social barriers.

- **Administrative Barriers** - Students were frustrated with complex and burdensome systems for reapplying to college and paying for college. They were easily frustrated with confusing admission and financial aid processes and students could often not access the information they needed in a timely manner.
- **Social Barriers** - Returning adult students were concerned that they would not fit in and belong in a college environment with so many young students. They also expressed concerns about their ability to keep up with their academics, given how long they had been away from school.