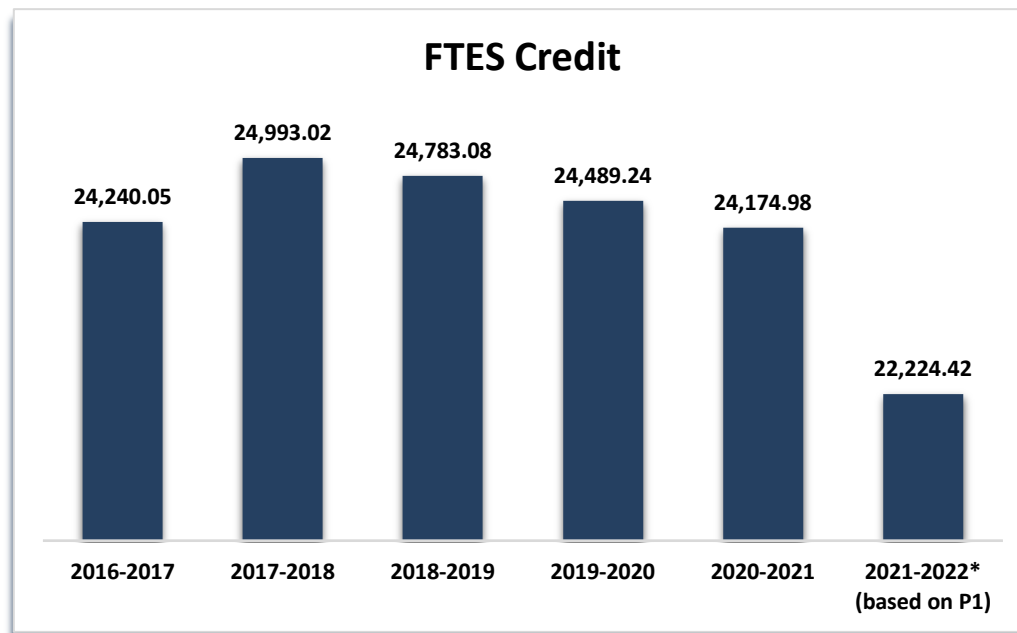




Reconnect and Re-Engage

Office of Instruction

Reconnect and Re-engage: Data Insight



- During Spring 2020, there 1361 students who dropped all of their classes in Fall 2019 and did not return for spring.
- During the Fall 2020, there were approximately 3600 students who dropped all their classes and did not reenroll in Spring 2021, and most of these students were Latinx and female.
- During the Spring 21, there were approximately 960 students who dropped all their classes and did not reenroll in Fall 21, and most of these students were Latinx and female.



Instructional Leadership Team: Reconnect and Re-engage Approach

- Approach: intentional, data informed, dialogue
- Reflect, review, and revise
- Enrollment management strategies for the “new normal” moving forward
- Partnering with community, K-12 districts, and business partners for career and education pathways
- Collaboration and communication across campus to reconnect and re-engage faculty, classified professionals, administrators, and students



Reflection on Lessons Learned

- Communication to the college community
- Increased opportunities for feedback and input
- Virtual opportunities such as professional development
- Academic Support and Achievement Center – services online and in-person
- Online support for faculty and students
 - Increased SPOT training
 - Canvasadors – students helping students
 - Laptop Loaner Program



Collaboration and Communication Strategies

- Leveraging Guided Pathways and DEISA
- Technology support and collaboration
 - Laptop Loaner Program
 - Instruction, student services, information technology
- Increase the visibility of academic support centers services by expanding the marketing of service modalities, hours, and locations.
- EAB Early Alert Pilot (English and math faculty)
- Dual Enrollment and K12 partnerships



Enrollment Management Strategies

- Collaboration, feedback, and communication with faculty, department chairs, and faculty leadership
- Scheduling best practices, enrollment trends, and classroom utilization
- FTES and Efficiency Targets
- CVC-OEI – Course exchange and “teaching” college
- Dual enrollment and k12 partnerships
- Block Schedule (fall 2022)
- Fast Track and weekend classes
- Outreach and marketing activities/events
- Student support services communication and collaboration



QUESTIONS?

STUDENT SERVICES UPDATE: RETURN AND RECOVERY

**Board of
Trustees Study
Session**

March 12, 2022



WHO WE LOST – SPRING 2020

- Out of 27,249 students who began the Spring 2020 semester
 - **5,678 (21%)** dropped all of their classes or did not complete the term
 - **69%** were Hispanic/Latino (3,890)
 - **12%** were Black/African American (431)
 - **52%** were male (2,928)
 - **66%** were aged 20-29 (3,756)
 - **37%** were receiving financial aid (2,099)



OTHER DEMOGRAPHICS OF WHO WE LOST **SPRING 2020**

- **30%** Foster Youth
- **26%** Students with Disabilities
- **23%** AB 540/Dream students
- **21%** First Generation College students
- **19%** Military Veterans



WHO WE LOST **FALL 2020**

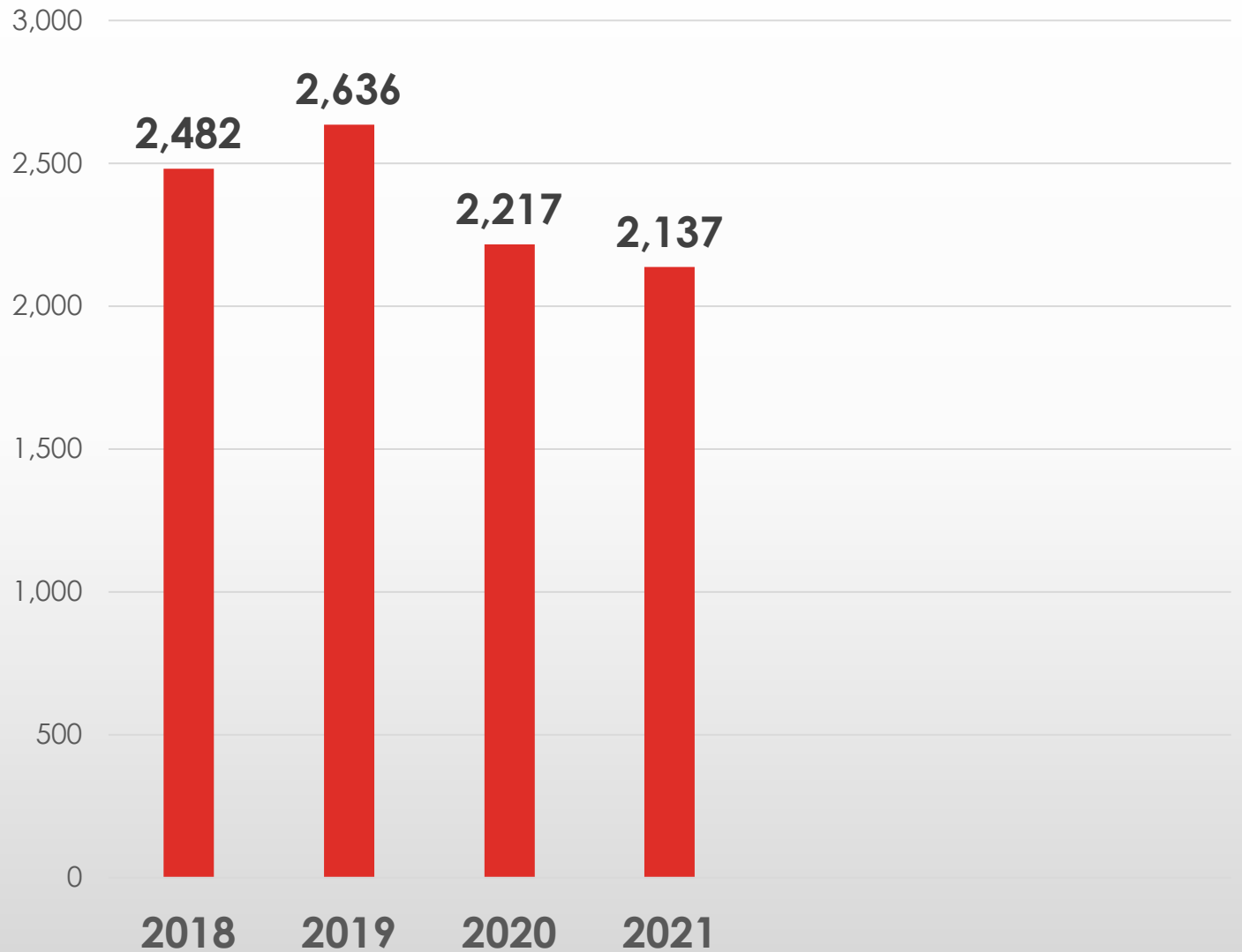
- Out of 28,035 students enrolled for Fall 2020
 - 3,603 enrolled and dropped all classes (13%)
 - 72% were Hispanic/Latinx (2,589)
 - 10% were Asian (375)
 - 52% were female (1,887)
 - 61% were aged 20-29 (2,199)
 - 44% were receiving financial aid (1,581)
 - 740 enrolled for both Spring 2020 and Fall 2020 and dropped all classes for both terms (3%)
 - 582 students were brand new for Fall 2020 and dropped all classes for Fall



ENTERING HIGH SCHOOL GRADUATES

- Many high school students didn't have a full high school experience
- Outreach efforts have been challenging
- Many students "stopping out" and not going to college right away; prioritizing work over school to help families
- Hard to attract students to college when they haven't come onto campus
- Although down in numbers, our yield continues to be fairly strong even though a decline

HIGH SCHOOL OUTREACH YIELD





POSITIVE SIGNS

- **ACCESS:** enrollment has remained relatively steady (2,124 enrolled Fall 2020 and 2,129 enrolled Fall 2021)
- **Financial Aid:** 61% of students have returned (6,198 lost and 3,788 returned)
- **Counseling:** 542 more students received counseling services in Fall 2021 than in Fall 2020
- **EOPS:** Fall 2020 to Fall 2021, loss of only 3.77%; average of area colleges loss of EOPS students is 24%



Communication Strategies

STRATEGIES EMPLOYED TO RE-ENGAGE AND RE-CONNECT WITH STUDENTS

- Direct phone calls to students
- “We Miss You” letters; important dates postcards
- Created Canvas shells to advertise counseling, tutoring, workshops
- Weekly digital newsletters to students
- Quarterly digital newsletters to high school principals and assigned liaison (counselor or career tech)
- Increased social media presence



Engagement Strategies

- Implemented Virtual Front Desk – services at the ready
- Mailed new student “welcome packages”
- Emailed/made contact with students prior to each registration period
- Fall and Spring Virtual Open Houses for high school students and new applicants
- Use of peer coaches to follow up directly with students
- On-campus tours began Summer 2021



Intervention Strategies

- Counselors phoned students who attended in summer and didn't register for fall
- MAP Workshops (educational plans) and Undecided Majors Workshops continued virtually
- Counseling began "EZC": Express Zoom Counseling
- Weekly FAFSA (financial aid) workshops
- Financial Aid liaisons assigned to specific support programs for direct assistance
- Direct follow-up to resolve students' Financial Aid issues
- Tracked students who dropped before the 2nd 8-week session to assist them in enrolling



HEERF FUNDS: EMERGENCY GRANTS TO STUDENTS

\$33,187,453

	Spring/Summer 2020	Spring 2021	Fall 2021
Number of Students	12,807	14,227	17,384
Total \$ Amount Disbursed	\$8,739,500	\$9,046,503	\$15,401,450



SPECIAL PROJECT: **RECONNECT AND ENGAGE**

- **Initiated July 2021** to connect with students we lost from Spring 2020 through Fall 2021
- Made direct contact with almost **6,300** students who dropped between Spring 2020 and Fall 2021
- **871** students have returned for at least one term
- Returning students provided with re-enrollment assistance, book vouchers, food cards, school supplies; financial aid assistance and counseling/ed plans

RECONNECT AND ENGAGE PROJECT

Spring 2020		Fall 2020			Spring 2021			Fall 2021		
# Lost	# Contacted	# Lost	# Contacted	# Returned Winter 2021	# Lost	# Contacted	# Returned Fall 2021	# Lost	# Contacted	# Returned Spring 2022
5,678	2,711	3,603	1,672	120	2,505	1,465	633	2,126	418	118



STUDENT FEEDBACK

- So happy to be back on campus
- Feel energized and more focused
- Enjoy being on campus, spending time, walking around
- Go to the library even if my classes are online
- Great to be able to talk to others in person, to seek and get helped in person
- Taking classes online because it better fits my schedule – due to work and home obligations
- Enjoy having options to receive services in person and online



STUDENT CONCERNS

- Family obligations – caretaking of elderly or ill family members or younger siblings
- Mental health issues – coping with severe illness and death; inability to stay focused and engaged
- Exhausted; need to take time off from school
- Multiple challenges: job loss, housing loss
- More opportunities for work make it hard to come to school
- Can't learn online
- Little interaction with other students and with the instructor in online classes
- Need for childcare to be able to return to campus; to have time/space to study



STUDENT CONCERNS

- Not enough open courses that match my schedule and availability to take classes
- Can't register because owe fees from prior semester
- Communicating with professors in online courses is difficult; sometimes don't hear back
- Very little communication with professors in asynchronous courses



SUGGESTIONS – WHAT ELSE CAN WE DO?

OUTREACH

- Community Open House/Family Day
- Participate in more community events
- Reinforce communications and relations with high school partners
- Develop short videos for students – directions and encouragement



SUGGESTIONS – WHAT ELSE CAN WE DO?

INTERVENTIONS

- Increase access to mental wellness counseling
- Follow up with students when they drop
- Assist students in finding “safe spaces” on campus where they can find support and understanding



SUGGESTIONS – WHAT ELSE CAN WE DO?

INCENTIVES

- Offer free books and supplies
- Provide return “grants” to students to assist with transitioning back to college
- Provide parking passes
- Waive the transportation fee for free bus passes



We're Open!

In-person
classes and
services

Online classes
and online
services

We're Safe!

Daily cleaning
standards

Campus
Safety
oversight

We're Here for You!

Get a job --
get a better
job

Discover your
career--we'll
get you there

Dream it, Be it

- Over 200 educational majors

Free Resources Available

- Financial Aid and Book Grants



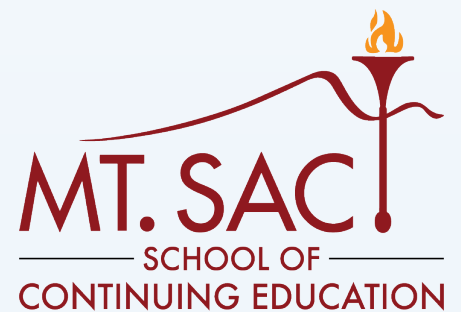
ALWAYS AT THE READY

- Special programs have been a lifeline for students – staying in touch, encouraging, informing, assisting with transitions, providing services in various formats
- As a college, our ability to pivot to provide support in any way possible has led to our success
- At the end of the day, we have been guided by our “**Ethic of Care**”

Return and Recovery School of Continuing Education

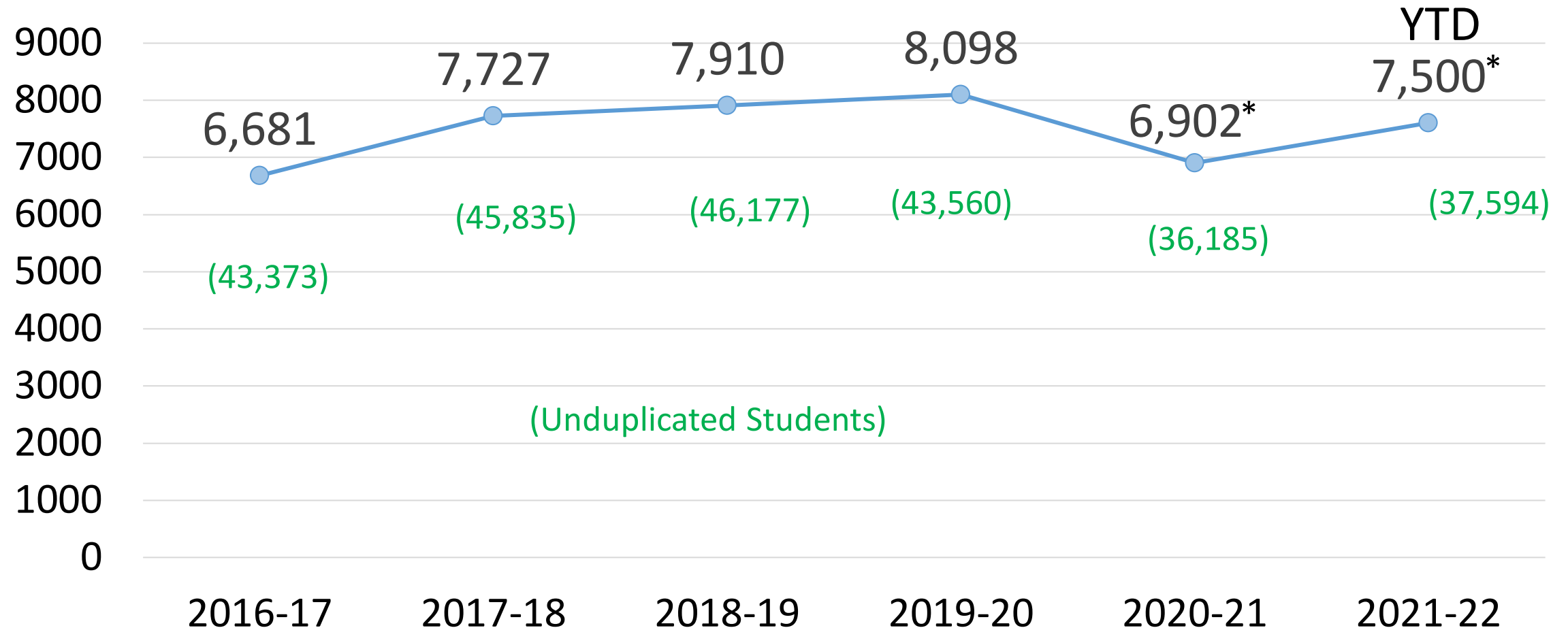
Board Study Session – March 12, 2022

Madelyn Arballo, Provost, SCE



School of Continuing Education (SCE)

Recovery in Progress



*Hold Harmless at 2019-20

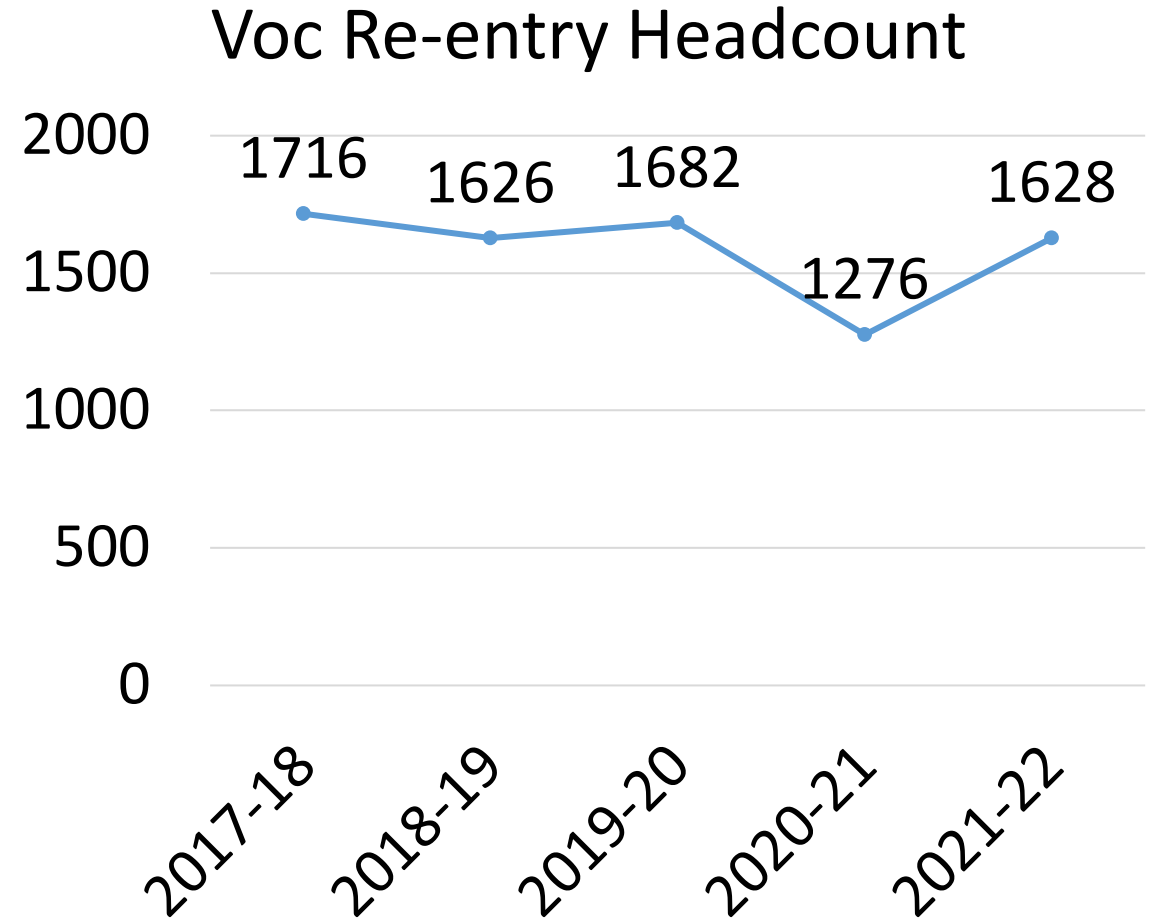
Re-engaging SCE Students

Increasing NC Headcount



Vocational Re-entry

- Within 54 students of pre-COVID headcount after Winter 2021
- Pre-vocational courses, gig work, entrepreneurship
- Skill-building for employment, college or additional income
- In person in the community or on campus
- 77% of courses in person; 23% online

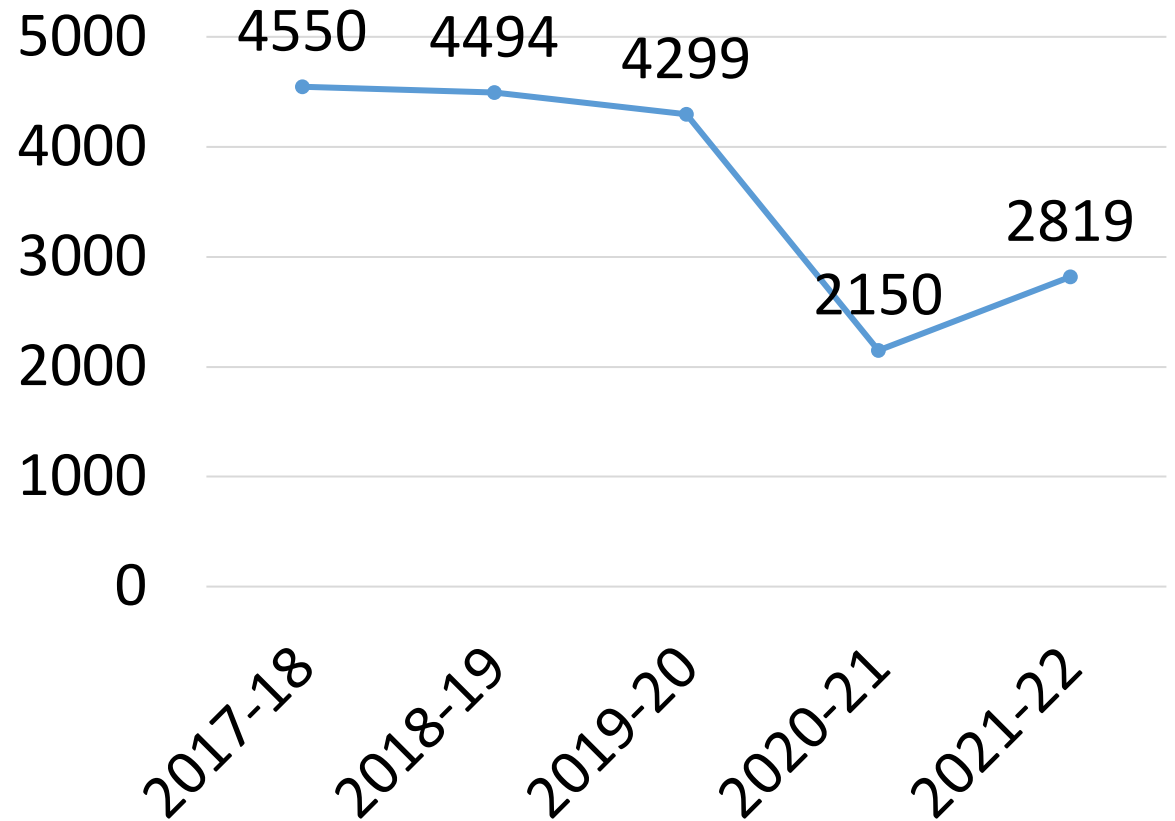


English as a Second Language

- Recovered almost 700 of 2,149 students
- Middle skill levels returning at higher rates
- Intensive outreach and re-engagement by faculty and staff
- Distance education remains in high demand
- 51% courses online; 49% in person



ESL Headcount

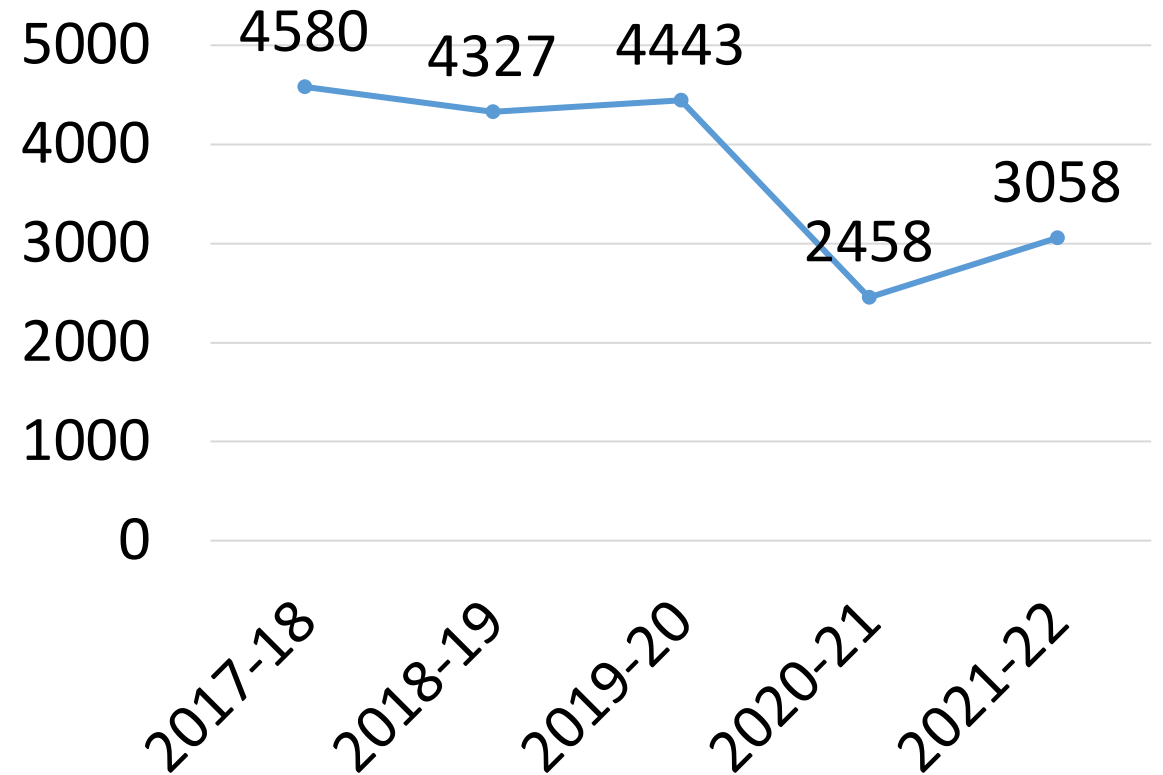


Education Older Adults

- Recovered 600 students
- Loss of 2,122 students due to pandemic
- 35 Community sites closures during pandemic
- EOA students increased digital literacy
- 34 sites currently open and 5 remain closed
- 74% courses in person; 26% online

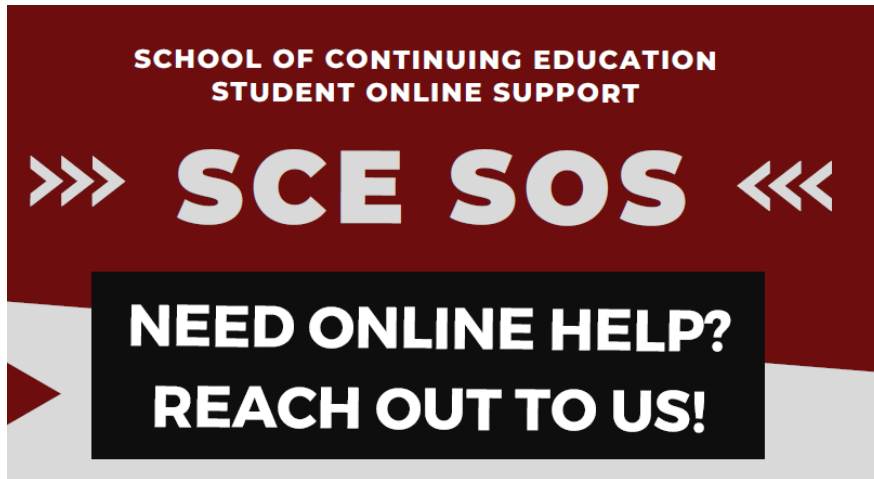


Older Adult Headcount





SCE Successful High Touch Interventions



- SCE Student Online Support (SOS) and ESL Technical Support – 2,041 students served
- Evaluating student needs upon entry; “tell us your story”
 - Case management, referrals
- Late evening and weekend counseling
- Phone calls, text and email by faculty, staff
- Targeted outreach campaigns - 1,128 inquiries
- Online orientation tailored to noncredit students



SCE Faculty Canvas Enhancement Project

Retention = Recovery

- NC faculty familiar with barriers affecting NC students
- Improved online learning experience for noncredit students without digital literacy
- Enhances layout for easier navigation
- Accessibility requirements
- Faculty video recordings of lectures, skills, and other resources
- Faculty community of practice

“Our noncredit students are sometimes less familiar with tech. We also tend to have students who are coming back to school after a long break. The continuity and clarity that our Canvas Expert has been able to give our Canvas shells has been helpful for students who aren't "digital natives", or for those who just aren't as comfortable online. It has lowered frustration levels for students and therefore increases retention.” - ABE Faculty





College and State Investments Impacting Recovery



Laptop loaners, emergency grants, food pantry, bus passes, parking passes add text



Supports from state re-engagement funds (2 years)

- Basic needs Professional Expert
- FT Re-engagement professional expert



SCE Instructional Equipment supply budget (EOA new computers)



Outreach funds for targeted populations



Online orientation software –personalized to noncredit students, self-paced

Increasing & Sustaining Student Return



- Continue NC distance education
- Short-term vocational program expansion
- Noncredit parking fee structure
- Ongoing investments for technology, cash grants, basic need support, mental health referrals
- Outreach funds (engagement coordinator, marketing)
- Sustaining partnerships





Using the Right Message at the Right Time

Marketing Support for
Student Reengagement and Retention

Steady Communication

- **Emergency Communication:** Urgent information (ex. Announcing changes to COVID-19 requirements)
- **Email Communication:** Regular information (ex. Path to Recovery emails)
- **Call Center:** High-touch outreach to strategic audiences (ex. Students who applied but never enrolled)
- **Website Communication:** Central hub of information (ex. Expansive COVID-19 site at www.mtsac.edu/covid19)
- **Portal Posting:** Refers to critical information
- **Social Media Outreach:** Reaches students where they are
- **Monitors and Corner Marquee:** Reaches people while in transit



Advertising

Media chosen based on national and local data from Media Preferences and Ruffalo Noel Levitz. Top examples:

- **Direct Mail:** Since the pandemic, it has emerged as a top media preference
- **Digital Ads:** One of the top ways people under 25 want to be reached
- **Video Ads:** A great unifier among generations
- **Signage:** Broad range of banners, posters, signage supporting enrollment and retention



Full Marketing Campaign: Mt. SAC Online

- Website www.mtsac.edu/online
- Email Campaign
- 30 Second Video Ad
- Radio Ads
- Digital Ads



Online Learning for **Real World Success**

Full Campaign: Mt. SAC is Back

- Website www.mtsac.edu/back
- Email Campaign
- Direct Mail Campaign
- Call Center Outreach
- 30 Second Video Ads
- Digital Ads

1 of 3 Finalists
for National
Paragon Award
from NCMPR

**MT. SAC
IS BACK!**

