Stopping Student Stop Outs
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Anthology

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Today’s Agenda

• Understanding the Stopout Challenge
• What Happens to Stopouts?
• Taking Action:
  • Finding and Re-Recruiting Stopouts
  • Supporting Students and Preventing Stopouts
• How Anthology Can Support
By the Numbers

39M Without a credential
5.3% Increase in 19-months
8.6% Higher than in 2018

Source: National Student Clearinghouse, 2022
According to the National Student Clearinghouse, of the 2.3 million students who entered college for the first time in fall 2020, 75% persisted at any U.S. institution by fall 2021. This is a 1.1-percentage-point improvement over the previous cohort, moving closer to the pre-pandemic level of 75.9%.
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Stopouts. A stopout is a student who withdraws from enrollment at a college or university for a period of time.
What Happens to Stopouts

Why do students not persist?
Why Do Students Stopout?

### REASONS FOR ATTRITION

<table>
<thead>
<tr>
<th>Reason</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had to work</td>
<td>452</td>
<td>51%</td>
</tr>
<tr>
<td>Academically Unprepared</td>
<td>71</td>
<td>8%</td>
</tr>
<tr>
<td>Curriculum/Program Outcomes</td>
<td>57</td>
<td>6%</td>
</tr>
<tr>
<td>Personal – Family</td>
<td>56</td>
<td>6%</td>
</tr>
<tr>
<td>Career Outcomes</td>
<td>51</td>
<td>6%</td>
</tr>
<tr>
<td>Taking Term Off</td>
<td>37</td>
<td>4%</td>
</tr>
<tr>
<td>Personal – Financial</td>
<td>27</td>
<td>3%</td>
</tr>
<tr>
<td>Financial Aid/Cost Challenges</td>
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<td>3%</td>
</tr>
<tr>
<td>Schedule Options</td>
<td>23</td>
<td>3%</td>
</tr>
<tr>
<td>Personal- Health</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td>Entering Workforce</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td>Transportation Issues</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Military Duty</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Poor Academic Experience</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Poor Financial Aid Experience</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Major Not Available</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>
Taking Action

Finding and Re-Recruiting Stopouts
Barriers to reengaging stop out students

- Institutional Bandwidth
- Unclear why they left, so barriers remain unaddressed
- Student confusion about restarting
- Speed to contact
Finding & Re-Recruiting Student Stopouts

**Identify Stopout Population & Refine Your List**
- Pull stopouts into a single bucket, pulling by program may diminish the true scope of the issue

**Create a Scalable Outreach Plan**
- Identify resources and create an outreach plan for modality and cadence that aligns to student expectations

**Train Your Team**
- Those making the calls and outreach should be trained on re-enrollment processes and support resources – and have time to dedicate to systematic outreach

**Have a Feedback Collection Process**
- Ideally, capture student reasons for stopping out in your CRM, this can inform future efforts and continued outreach

#AT22
Outreach must be... *Timely & Multi-Modal*

**BEST TOOLS**
- Phone: 3x more likely to enroll
- Also powerful: email, text, social media

**TIME OF DAY**
- Connect Rates are at their highest between the hours of 4pm-9pm Mon-Fri
- 78% Right Party Connect Rate

**TARGETED EMAIL**
- Targeted email campaign augments a high-touch phone strategy
- Open rates: 45%
- Click-through rate: 9-12%
Right Party Connect (RPC) Rate

% of students with whom the coach connects via phone conversation in each outreach campaign.

The goal is to increase the RPC rate as much as possible to, in turn, increase the number of students who enroll and/or provide valuable qualitative insights.

<table>
<thead>
<tr>
<th>RPC Rate</th>
<th># Contacted</th>
<th>% Interested</th>
<th># Interested</th>
<th>% Enrolled</th>
<th># Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>1200</td>
<td>20%</td>
<td>240</td>
<td>55%</td>
<td>132</td>
</tr>
<tr>
<td>4000</td>
<td>1600</td>
<td>20%</td>
<td>320</td>
<td>55%</td>
<td>176</td>
</tr>
</tbody>
</table>

+10% Connect + 400 Insights + 44 Students
Increasing the RPC Rate

• Advanced dialer technology that enables the team to rapidly make multiple outreach attempts for each student – even when the list includes thousands of records

• Proven multi-modal communication plan designed to maximize efficiency and increase the likelihood of student connection

• Flexible hours of operation that include outreach during peak connect times: Mon-Fri 4-9pm and Saturday outreach

Sample Communication Outreach

Attempt 1: SMS Text (Increases likelihood of connection)
Attempt 2: Live Agent Outbound (1 week after SMS)
Attempt 3: Live Agent Outbound (1 week after Attempt 2)
Attempt 4: Auto Voice Message (1 week after Attempt 3)
Attempt 5: SMS (1 week after Attempt 4)

80% of successful contact occurs within the first 3 attempts
Outreach must be... *Consistent & Responsive*

- **75%** of students expect a response within 48 hours.
- **80%** of contact occurs within the first 3 call attempts.

**Qualitative Insights**

A systematic approach to engagement provides valuable insights to prevent future stopouts.
How long to re-engage stopouts?

Within last 12 months

TYPICALLY YIELDS

40% engagement rate with focused contact strategy

5-7% Re-enrollment rate
Taking Action

Supporting Students and Preventing Stopouts
<table>
<thead>
<tr>
<th>Dynamic, online learning curriculum</th>
<th>Students want more regular communication</th>
<th>Nondegree and skill-based education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now weighing into decision-making process and important to retention</td>
<td>From institutions weekly via email, text, or calls</td>
<td>Increasing demand with students aligned with workforce</td>
</tr>
</tbody>
</table>
Virtual Student Support Demand

Student Support Offered Contacts (k)

Student Support Average Handle Time

Trend

2022

2019

Establish a task force with members from different areas within the university to determine how best to expand support.

Quickly mobilize your virtual workforce, "advertise" the expanded service and prepare for higher volumes.

Consider third-party support for overflow, during afterhours and weekends to provide true 24/7/365 support.
One Stop Success Story

**Solution** Dedicated 24/7 One Stop Financial Aid Support Services

**Goal** Measure the impact of One Stop services on term-to-term registration rates

**Study** Track retention across students who interacted with Blackboard services versus a control group of students with no interaction with Blackboard services.

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**RESULTS**

- **56%+ Retention**
  - 64% of the active student population interacted with a Blackboard agent
  - Blackboard supported students registered at higher rates across every degree level

- **336% ROI**
  - An average of 3.71 incidents per student ID handled
  - Students with 1+ account holds were 31% more likely to register for the next term in the Blackboard supported group
  - 336% return from incremental term revenue over incident investment

- **56.3%** of students who interacted with Blackboard agents were registered for at least one course compared to 44.74% of students who had no interaction with Blackboard.
Identifying At-Risk Students
1. Be proactive, not reactive, with intake assessments and predictive analytics

2. Equip front-line faculty & staff with a holistic view of students

3. Engage the entire campus in retention efforts with early alerts

4. Maximize use of limited resources by being strategic with interventions

5. Better understand the impact of your interventions on student success
Resiliency

Educational Commitment

Social Comfort

Campus Engagement

Academic Engagement

Academic Self-efficacy

Student Strengths Inventory
Holistic View of a Student

Autty (Autumn) Ohlsen

47% Retention Probability
63% Academic Success Probability

Student Strengths Inventory
Incoming Students - Fall 2019 Results
Taken 4/25/2019 at 5:19 PM

Low Score
Academic Self-Efficacy
Your responses suggest that you may lack confidence in one or more areas necessary to succeed in college. Students with higher confidence tend to be more successful. Having some positive academic experiences is the greatest source of academic self-efficacy. Consider talking with your professors or seeking help from a tutor to support your academic efforts.

What's Next?
- Talk with your professors or seek help from a tutor to support your academic efforts.
- Visit the academic success center to create an academic success plan.

Academic Engagement
Your commitment to school work and the value you place on academics.

Your responses suggest that you may have difficulty getting to class, preparing for class, or completing your assignments. This is a serious matter in need of your attention. You should take advantage of campus resources that can help you develop the skills needed to be a successful student.

Network
You are not connected to this student.

Stream
Create Notification
2 Open Alerts
13 Lowered Alerts
1 Encouragements
0 Check Ins

Alert Open
by Campus_Labs_Administrator - 11/6/2019 at 1:47 PM
Autty answered "Strong Agree" to the Baseline Student Satisfaction Survey Statement "I am likely to transfer out of Hometown University."

Encouragement
by Michael Weismann - 9/20/2019 at 12:08 PM
Active Participation
I really appreciated you level of participation in today's group class activity.

Update
by Allison Laske - 9/20/2019 at 12:03 PM
Autty and I met to discuss her career goals. She is excited about exploring Pre-Med and Nursing this semester and has plans to shadow two people in

Message
by Kelli Rainey - 9/20/2019 at 10:31 AM
Good afternoon,
Additional Assessments

• Continuing Student Assessment
• Graduate Student Inventory
• Social Support & Connectedness Inventory
• Remote Learner Readiness
• Take the Pulse Surveys
Take the Pulse Surveys

~2-3 Questions Surveys  ~Administered throughout the term

Confidence in Courses
Perception of Support
Confidence in Grades
Financial Confidence
Attrition Risk
Track Resource Usage with Check-ins
Track Location Usage and Trends

*Average wait times do not include data for unprocessed visits.*
Holistic View of Student
Engage Entire Campus in Retention Efforts

- Dean of Students
- Orientation Leader
- Academic Support
- RA
- Peer Mentor
- Coach
Easy-to-Create Notes + Alerts

Choose a Notation Type

- **Update**
  Updates allow you to share information about a student with members of their Success Network.

- **Alert**
  Alerts are very important updates and will require a response from the Success Network.

- **Encouragement**
  Encouragements help students adopt a growth mindset and reorient their attitudes toward learning.
Stay in the Loop with Digests & Notifications

Success Network Updates

New notifications are available as of Wednesday, May 27, 2020.

Assigned Alert for Isabel Caruso
by Amy Feder on 5/27/2020, 3:11 PM
Isabel told me today that she is having a hard time making friends and she thinks she would benefit from meeting with someone in the Career Services office.

Update for Safia Hosein
by Elisa D'Alessandro on 5/20/2020, 3:21 PM
I had a great meeting with Safia today. We talked about her interest in pursuing careers in the STEM field. She is going to attend the STEM career fair to talk with some of the recruiters. Despite being a junior, she is going to attend the event. She is also going to meet with the Career Services office to talk about what classes she should take in order to be well-prepared for her future.

Assigned Alert for Kelly Ormsby
by Kate Griffin on 5/27/2020, 3:24 PM
Kelly had a conversation with me today about how she wants to transfer to a school with a better music program. She is feeling very engaged in her classes, but she's bored. She doesn't like her current major and is looking for a change. I told her about the music program at University Arts College, where she could study music education. I also mentioned that they offer a variety of majors within the music department.

Audience: Professional Staff
Assigned To: Amy Feder

You are receiving this email based on your role as a member of a success network in Beacon.

You were assigned an alert for Kelly Ormsby
by Kate Griffin on 5/27/2020 at 3:24 PM
Kelly had a conversation with me today about how she wants to transfer to a school with a better music program. She is feeling very engaged in her classes, but she's bored. She doesn't like her current major and is looking for a change. I told her about the music program at University Arts College, where she could study music education. I also mentioned that they offer a variety of majors within the music department.

You can always unsubscribe or edit your email notification preferences from your Beacon profile.

Beacon is a system that promotes student success and is powered by your involvement. You are receiving this information because of your role as a member of the Hometown University staff/faculty. The content of this message may contain confidential information that should not be shared outside of our campus community. You can learn more about our privacy policies on the Office of Educational Records and Policies website.
Identify Patterns of Notations & Alerts
## Anthology Suite of Products & Services

A connected set of capabilities to support institutional partners how and where they need it most

<table>
<thead>
<tr>
<th>Admissions + Enrollment</th>
<th>Teaching + Learning</th>
<th>Engagement + Retention</th>
<th>Alumni + Advancement</th>
<th>Institutional Effectiveness</th>
<th>Student Success</th>
<th>Enterprise Applications</th>
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<tbody>
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<td>Anthology Apply</td>
<td>Blackboard Ally</td>
<td>Anthology Engage</td>
<td>Alumni + Advancement</td>
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<td>Blackboard Assist</td>
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<td>Blackboard Retention</td>
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<td>Anthology Portfolio</td>
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### Anthology Together

#AT22