Leveraging the EM Core for Success

Promoting Persistence Across the Student Lifecycle
Launched in 2007 as a division of the Advisory Board Company, EAB strives to provide the unique insight, collaboration opportunities, and expert advice needed to help make higher education smarter.

### WHO WE ARE

- **650+** researchers, consultants, and technologists on staff

### WHO WE SERVE

- **1,000+** colleges and universities across North America
- **26,000+** academic and administrator leaders supported
- **78%** of US undergrads attend EAB member institutions

### WHAT WE DO

#### RESEARCH AND INSIGHTS

Research Forum Memberships offer strategic insights and actionable practices, as well as tools and expert advice to help with their implementation.

**Our Research Forums:**
- Academic Affairs Forum
- Business Affairs Forum
- Student Affairs Forum
- Continuing and Online Education Forum
- Enrollment Management Forum
- Advancement Forum
- IT Forum
- Facilities Forum
- Community College Executive Forum
- University Systems Forum

#### TECHNOLOGY COLLABORATIVES

We provide web-based software with dedicated support to help members install technology-based best practices. Bringing hundreds of institutions together to collaborate around a common platform facilitates the sharing of lessons and generation of new insights.

**Our Areas of Focus:**
- Academic and career advising
- Student retention and graduation
- Student registration and course planning
- University procurement

#### DATA AND ANALYTICS

Our data scientists take disparate and disconnected member datasets, apply world class analytics and industry understanding, and provide members with insight into their own performance, as well as performance relative to peer institutions.

**Our Areas of Focus:**
- Academic costs and efficiency
- Faculty workload and time allocation
- Academic program performance
- Enrollment capacity and growth
- University supply costs and pricing

#### MANAGED SERVICES

With our 2015 acquisition of Royall & Company, the industry leader in strategic enrollment management and advancement services, EAB now partners with members to help grow undergraduate and graduate enrollments, manage financial aid, and increase alumni giving.

**Our Areas of Focus:**
- Undergraduate recruitment
- Graduate recruitment
- Financial aid optimization
- Alumni participation
Schools of All Stripes Feeling Greater Pressure to Graduate Students

Greater Pressure Than Ever to Improve Success

“Student success is our top priority!”

Pressure on Net Tuition

Performance Funding

 Political Pressure

Mission Concerns

Open Access
- Politics and performance funding force action
- Vulnerable to competition from above

Regional Private
- Pressure to compete on outcomes
- Every tuition dollar counts

Highly Selective Research
- Mission imperative to serve at-risk students
- “Keeping up with the Joneses”
Doing Well by Doing Good

Even Moderate Increases in Retention Mean Huge Revenue Gains

Revenue Gains from 1% Annual Improvement in Institution-Wide Retention Over Three Years

Mid-Sized Public University
15,000 Undergraduates

Year 1: 120 Additional students
$2.1M
$6.1M
$12.0M

Small Private University
8,000 Undergraduates

Year 1: 68 Additional students
$1.6M
$4.4M
$5.5M

Source: EAB interviews and analysis.
Still Not Moving the Dial

1st-Yr Retention Stagnant Since Recession Despite Renewed Attention

Running to Stay in Place on Retention

1st-Year Retention for First-time (PT & FT) Students, 4yr Public and Private Non-Profit Inst., 2009-2013

Retention at Privates Actually Slightly Below 2009 Levels

Increase in retention at **publics**, ’09-’13

-0.3% Decrease in retention at **privates**, ’09-’13

Not Just About Dollars and Cents
Redesigning Aid to Promote Persistence

“In the last 15 years, there has been a dramatic increase in research on the effects of financial aid on student persistence... [One] collective limitation of research in this area is that too little attention has been given to how various design elements of financial aid programs contribute to student persistence.”

Hossler et al.

“Student Aid and Its Role in Encouraging Persistence” (2009)
Leveraging Financial Aid for Non-Financial Risks

Integrating Financial Aid with the Success Core

Aid Offers Additional Leverage for Academic, Engagement Interventions

Financial Aid Office

Financial
• Packaging
• Counseling
• Emergency funds

Academics
• Incent positive academic behavior
• Supplement state merit aid programs

Engagement
• Incent part-time campus work
• Show institutional commitment

5-6%
Point increase in fall-spring retention for Pell students from academic behavior incentive

11%
Point increase in 2nd-yr retention from campus work program

Source: EAB interviews and analysis.
Creating Scalable Responses to Financial Risk

The Need for Innovation

Most Success Investments Address Academic, Engagement Concerns

Our New Bread-and-Butter Success Interventions

**Academic Risk**
- Poor academic preparation
- No academic plan
- Bad major fit

**Engagement Risk**
- No activities
- Unresponsive to contact
- Missing assignments or paperwork

**Financial Risk**
- Failure to complete aid process
- Persistent unmet need
- Unpaid balances in later years

Persistent Problem, Fewer Solutions

![Diagram](image)

- Early Alert
- First-Year Experience
- Summer Bridge
- Degree Planning
- Intrusive Advising

... *larger aid budgets?*
Roadmap for Our Conversation

1. Screening for Success
   - Predicted Retention Index
   - Application Behavior Retention Modeling
   - STEM-Specific Major Counseling

2. Incentivizing Success Behaviors
   - On-Pace Academic Grant
   - Year-Round Enrollment Incentive
   - Career-Linked Paid Internships

3. Reducing Financial Attrition Risk for Continuing Students
   - Targeted Continuing Student Outreach
   - Continuing Student Merit Award
   - Unpaid Balance Grant

4. Re-Enrolling Stop-Outs
   - Tiered Outreach Plan
   - Re-Recruitment Aid Leveraging
   - Returning Student Concierge
The EM’s Role in Promoting Academic Progress

EM Can Improve Academic Progress through Financial Incentives

Not Using All Our Levers....

- Marketing Campaigns
  “15 to Finish” initiatives increasingly common, effective

- Intrusive Advising
  Prescriptive advising, CRM-driven outreach increasingly successful

- Financial Incentives
  Surprisingly rare but potentially high ROI

... to Promote Good Academic Behaviors

- High Credit Velocity
- Meeting Regularly with Advisors
- Early Major Declaration
- Early Milestone Course Completion
Incentivizing Success Behaviors

Existing Aid Programs Fail to Change Behaviors

Current Aid Incentives Have Limited Effect on Academic Behavior

Our Current Toolbox

- **Traditional Merit Scholarship**: Scholarship tied to GPA requirement and SAP
  - Typical Limitations:
    - Fails to incentivize specific behaviors
    - Rewards existing high performers

- **Graduation Rebates or Guarantees**: Students receive cash, free courses for being ready to graduate in four years
  - Typical Limitations:
    - Four-year time horizon too long to change behavior
    - Rewards existing high-performers

- **Performance-based Scholarships**: $2-4K state grants tied to behavior, e.g., taking 6+ credits per term
  - Typical Limitations:
    - Effective, but performance criteria not stringent
    - Only one or two behaviors incented
    - May not address all financial need

Practice #4: On-Pace Academic Grant

More Directly Linking Money to Behavior

Behavior-Based Grant Avoids Existing High Fliers, Targets At-Risk Students

Grant Keeps Students On Pace Throughout Lifecycle

Target Renewable Funds to At-Risk Students
- $4K annual institutional award for 500 low-SES¹ students
- Target grant candidates during pre-enrollment
- Renewable annually

Link Renewal to Immediate Behaviors, Not Just Grades
- 30+ credit hours completed per year
- Priority course registration
- Meet at least once per term with advisor
- Set and follow a four-year degree plan

Implement Degree Progress Safety Nets
- Degree progress audit before senior year
- Students who fulfill criteria but have missing requirements receive additional courses free

Source: EAB interviews and analysis

1) Avg. EFC for scholarship recipients in 2014-15 was $657.
Practice #4: On-Pace Academic Grant

Tailoring Interventions to Student Needs

Two-Pronged Approach Benefits Low- and Higher-Income Students

Success Behavior Grant

**Focus: Incentive, Reducing Need**
- Reduces attrition risk for neediest students
- Limits need to work for pay
- Incents academic behaviors for students most likely to struggle

Success Behavior Pledge

**Focus: Marketing, Peer Support**
- Non-grant students pledge to fulfill *same behavioral criteria*
- 88% of Temple freshmen took the pledge in fall 2014 (including grant students)

**“Fly in 4” Early Results, Fall 2014**

- **Fall-spring retention advantage for grant students** over non-participants with similar need: 5-6%
- **Share of grant students on track to finish 30 credits** in first year: 82%
- **Avg. first-term GPA for grant students** vs. 2.52 for non-participants with similar need: 2.9

**“15 to Finish” Marketing Program Results, 2011-13**

- **Share of freshmen taking 15+ credits system-wide** increased from 21% to 25%

Source: University of Hawai‘i System “Update on HGI & 15 to Finish,” CCAO-CSSAO Joint Meeting (May 21, 2014); EAB interviews and analysis
Practice #5: Year-Round Enrollment Incentive

Working Smarter (Not Harder) to Progress

Summer Courses: Under-Exploited Means to Reach 30 Credits per Year

Summer Enrollment A Practical Path to 30 Credits

- Loading more into fall/spring may overwhelm students (especially if at-risk)
- Students can save 2 terms by taking 6 credits all four years

Why Don’t More Students Do It?

- Bias Against Summer School
- Disappearance of Summer Pell

Source: EAB interviews and analysis.
Making 30 Credits Attainable

Incentive for Part-Time Summer Enrollment Reduces Time-to-Degree

Overview of Indiana State’s Year-Round Enrollment Incentive Incentive

- Student on track to complete 24 credits by end of spring
- Less likely to graduate on time than those completing 30+ credits
- Potentially risks losing 30-credit grant

Pre-Scholarship

Fall-Spring

Scholarship Allocated

Late Spring

Scholarship Period

Summer

• Registrar identifies students on track to complete 24 credits
• Financial aid offers grant (6 free credits, $300 for textbooks)
• Grant applies to in-person or online courses

• Scholarship students typically at-risk, require support
• Two-day summer term orientation planned
• Additional on-campus and online tutors hired to maintain student/staff ratios

Source: EAB interviews and analysis.
Practice #6: Career-linked Paid Internships

Work-Study: A Bigger Impact Than We Thought?

Part-time Work on Campus Promotes Retention, Particularly for Low-Income Students

The Benefits of Part-Time Work Study

<table>
<thead>
<tr>
<th>Percentage Point Increase in Select Student Outcomes, Full-Time Dependent Students (n=14,064)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in 6-yr Graduation Rates</td>
</tr>
<tr>
<td>Increase in Chance of Employment On Graduation</td>
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</tbody>
</table>

A Boon for Needy Students

<table>
<thead>
<tr>
<th>Greater graduation rate effect for low-income over high-income students</th>
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<tr>
<td>2.4x</td>
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</table>

<table>
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<tr>
<th>Greater employment effect for low-income over high-income students</th>
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<td>1.7x</td>
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</table>

How Do We Increase Work-Study Funding for Low-Income Students?

“... The effectiveness of Federal Work-Study funds might be increased by modifying the [federal fund] allocation formula – which currently provides disproportionate support to students at elite private institutions...”

Scott-Clayton & Minaya (2014)

1) Includes students at or below the median income level for FWS students, or about $49,000.

Practice #6: Career-linked Paid Internships

Filling in Federal Work-Study’s Gaps

Insufficient Funding, Lack of Career Outcomes Limits Effect of Work-Study

Common Limitations of Federal Work-Study (FWS)

Not Enough Jobs:
Many institutions can’t finance enough FWS jobs for still-vulnerable middle-income students

Missed Opportunity for Career Training
FWS effective at building engagement, but jobs often unrelated to disciplinary, career interests

Disciplinary Training
Major-relevant jobs could prepare students for later internships or research

Career Advancement
FWS jobs often don’t lead to greater responsibility or management training

Practice #6: Career-linked Paid Internships

Melding Campus Jobs with Practical Training

Institutionally-Funded Jobs Reduce Need, Increase Engagement

Learn and Earn Advantage Program (LEAP)

Proactive Targeting of Freshmen

- **Targets Low-Middle Freshmen**: Many needy students too “high income” for federal work-study
- **Proactive Invitation**: Packaging algorithm identifies candidates; no student opt-in

Discipline-specific Part-Time Jobs

- Program works with units to create $8/hr part-time jobs (up to $2.4K/yr)

Sample Jobs

- Media Asst.
- IT Intern
- Lab Asst.
- PR Intern

Professional Development

- **Sophomore LEAP**: ~45% of students move on to LEAP II
  - Higher-level jobs prepare students for internships
- **Peer Mentors**: Sophomores mentor LEAP I freshman
- **Curriculum**: Workplace readiness and financial literacy courses

Source: EAB interviews and analysis.
Practice #6: Career-linked Paid Internships

Targeting (Often Neglected) Sophomores

Sophomores See Outsized Benefits; Improved Retention Pays for Program

Investment
- $400K for LEAP wages
- $33K in staff/administrative costs

Freshman Program
- ~150 students per year

Sophomore Program
- ~60 students per year

Substantial Student Success Results...

<table>
<thead>
<tr>
<th></th>
<th>Advantage in first year GPA over freshman average</th>
<th>Point advantage in first year retention over cohort average (80% vs. 83%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>.16</td>
<td>3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>.30</td>
<td>11%</td>
</tr>
</tbody>
</table>

... That Help Defray Their Own Costs

$142K

Expected net tuition increase from LEAP cohort

Source: Hossler et al., "Student Aid and Its Role in Encouraging Persistence," in The Effectiveness of Student Aid Policies: What the Research Tells Us, College Board/Lumina, 2008
Key Takeaways from Our Discussion

Incentivizing Success Behaviors

1 Triage Aid Incentives to Neediest Students, Not Existing High-Performers

• Merit aid, graduation rebates, etc., mostly flow to affluent students already likely to perform well; “ROI” in terms of behavior change is limited
• Programs should target specific at-risk groups, such as Pell students, who are needier and more likely to benefit from an incentive

2 Incentivize Behaviors, Not Outcomes

• Wealth of research into what makes students successful: taking 30 credits per year, meeting regularly with advisors, etc.
• At-risk students have less cultural capital and are less likely to practice success behaviors without prescriptive guidance

3 Tailor Lower-Cost Interventions to Less Needy Students

• Incentives for higher-risk students should be large to maximize likelihood of behavior change
• Lower-risk students more likely to practice success behaviors on their own, but can benefit from low-touch approach such as a marketing campaign
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The Rising Role of Financial Aid in Student Success

Financial Attrition a Greater Problem Than Ever

Leavers Increasingly Citing Finances as a Primary Cause for Departure

An Emerging Trend
Exit Survey Responses at Privates and Publics

Humboldt State University

#1 reason for leaving

Seattle University

1 in 5 leavers cite finances

UC Davis

31% list finances as a major reason for departure

University of Washington

75% increase in financial attrition over 20 years

Texas Tech University

$11K

University of New Mexico

$9K

University of San Francisco

$15K

Where is Your “Need Cliff”?
Sharp Declines in Retention for Unmet Need Levels >$10K

The Rising Role of Financial Aid in Student Success

A Closer Look at the Unmet Need Cliff

Students Beyond the Cliff May Have 2-3x Attrition Risk of General Population

Two-Year Total Attrition Rates Based on Unmet Need

*Entering Class of 2012, Private Research University in the Northeast*

n=1,643 Students

- Attrition rates for low unmet need typically between 7-13% (n=1,409)
- Attrition rates for unmet need above $25K typically above 25% (n=98)

Source: EAB interviews and analysis
Upper Division Students Receive Less Attention but May Face Greater Risk

- Freshmen
  - Receive most aid, packages designed to entice students
  - Comparatively high levels of financial counseling & outreach

- Sophomores
  - Vulnerable to reductions in aid packages after freshmen year
  - Tuition increases often outpace aid
  - Students suffer waning engagement (“sophomore slump”)

- Juniors
  - Closest to completion, stymied by unpaid balance
  - Assisting seniors has high ROI in completion terms

- Seniors

“For first-years, the most significant [attrition] factors are academic in nature. When you look at sophomore leavers, you see a lot more financial factors – unmet need, loan debt, Pell status.”

Andrew Morris
Asst. Vice President for Student Services & Retention, Nazareth College

Reducing Continuing Student Risk Economically

Budget Pressures Mean Interventions for Continuing Students Problematic

We’d Like to Meet Full Need Up Front, But...

- We can’t afford further increases in unfunded aid!
- You’re pricing us out of your institution!

Board & Cabinet

Enrollment Manager

Students

Three Imperatives for Low-Cost, High-Impact Aid Interventions

1. Help Continuing Students With Paperwork
   - Continuing students just as likely to not complete aid paperwork as freshmen
   - Ensure students complete FAFSA, verification to retain federal aid

2. Offer Proactive Grants for Outsized Impact
   - At-risk students require less aid to stay than to come
   - Small grants ($100-1000) limit more serious retention threats down the line

3. Waive Small Balances
   - Needy high-performers purged despite paying most of balance
   - Balance forgiveness can return multiple times their value

Source: EAB interviews and analysis.
Practice #1: Targeted Continuing Student FAFSA Outreach

Not Just a First-Year Problem

Many Students Lose Financial Aid Because of Failure to Refile FAFSA

The Problem  →  The Consequences  →  The Losses

1 in 10
Returning Pell-eligible students file the FAFSA in 1st year but not 2nd

-28%
Difference in sophomore-to-junior retention for Pell-eligible sophomores who fail to re-file

$332M
In Pell aid left on the table, nationwide, by returning students who do not refile

Key Failures in Continuing Student Aid Outreach

No Segmentation of Outreach
- High-touch outreach becoming common for freshmen, continuing students often ignored
- Continuing student outreach often limited to mass e-mail reminders

Delayed Outreach to At-Risk Students
- High-touch outreach begins late in spring after other methods fail
- State and institutional aid exhausted by the time riskiest students are contacted

Practice #1: Targeted Continuing Student FAFSA Outreach

Segmented and Simultaneous Outreach

Target the Most Vulnerable Students with Immediate, High-Touch Outreach

**All Undergraduates**
- **E-Mails**
  Repeated e-mail reminders works for most students
- **Aid “Caravans”**
  Station financial aid staff with computers in high-traffic areas for on-the-spot consultations

**At-Risk Students**
- **Phone Calls**
  Phone outreach to at-risk students
- **Knocking on Doors**
  Hand-deliver aid warnings to persistent non-repliers

Targeted Phone Campaign

- **Phone outreach:** Called Pell-eligible students to remind/assist them with FAFSA re-filing
- **Surprising results:** Randomized control trial showed phone calls increased re-file rates among Pell-eligible students

8 percentage-point increase in share of students refiling by priority deadline

In-Person Aid Reminder

- **Partnering with Student Affairs to extend reach:** Financial aid staff prepared warning letters; RAs hand-deliver letters to students in dorm rooms.
- **Useful for multiple class levels:** Effective for freshmen or on-campus upperclassmen

100% connection rate

13% overall increase in submitted FAFSAs by February 2015

Source: EAB interviews and analysis
A False Dichotomy in Financial Aid:

Fosters Affordability Anxiety and Limits Innovation in Aid Delivery

Increasing freshman aid budget to remain competitive

Reducing financial attrition among continuing students

Three Principles for Affording Continuing Student Merit Grants

1. Leveraging Existing Underutilized Funds
   Unspent endowed funds and aid freed up by stop-outs can be re-allocated to continuing students

2. Small Awards, Large Returns
   Even small awards show commitment to student, increasing engagement

3. Rewarding Proven Merit to Maximize Impact
   Helps students highly likely to persist with financial aid, but highly likely to stop out without it
Practice #2: Continuing Student Merit Award

Smart Targeting of Limited Aid Funds
Merit Grant Triages Scarce Funds to High-Achieving, Needy Students

Overview of Continuing Student Merit Grant

Target At-Risk Freshmen
- Pell-eligible, non-merit students targeted
- Build engagement with early notice
- Merit grants (~5% of list price) offered to at-risk freshmen

Link to Demonstrated, Ongoing Performance
- Students must hit 3.25 GPA in first term to receive grant allotment
- Grant begins in 2nd term of 1st year
- Grant made permanent if total 1st-yr GPA >3.0

Reward Late Bloomers
- Students who miss 1st-term GPA mark can still receive grant with 3.0 total FY GPA
- Eligibility criteria (GPA floor, income levels) flexible, based on aid budget

“We want to be as strategic as we can, as early as we can, and as resource-practical as we can.”

Josh Krawczyk,
Director of University Retention Initiatives, Seattle University

Source: EAB interviews and analysis
Practice #2: Continuing Student Merit Award

Overcoming Risk Factors with Incentives

Grant Recipients Exhibit Strong Retention Performance Despite Need

Incentivizing Performance from the Academically and Financially At Risk

Challenge Grant Pilot identified 83 Pell-eligible, non-merit freshmen in fall 2014 (approximately half of the total Freshman Pell Population).

- **40%** Share of contenders reaching cumulative 3.0 GPA mark and receiving permanent award

- **91%** Fall-to-fall retention for those achieving cumulative 3.0 GPA mark and full Challenge Grant

Grant Recipients’ Retention Exceeds Historical Rates for High-Need Students

1st-yr Retention (Fall-to-Fall) of Low EFC students (2013-2014) vs. Challenge Grant Recipients (2014-2015), Seattle University

- **91%** Challenge Grant Recipient
- **86%** Low EFC

Source: EAB interviews and analysis.
Out of Balance

Small Unpaid Balances Hurt Persistence and Graduation Rates

The Standard Story of Non-Payment

So Many Lost for So Little

19% Size of avg. unpaid bill as share of total net price (Georgia State University)

2-4% Share of all undergrads dropped for non-payment per term (estimated contact institution averages)

Pre-Registration

GPA: 3.5
Fees Paid: $2700
Balance: $900

“The Purge”

The Bad:
- Re-enrolls, misses classes
- Potential graduation delay
- Bears cost of added term

The Ugly:
- Stops out, unlikely to return
- “Life gets in the way”

Source: EAB interviews and analysis.
Practice #3: Unpaid Balance Grant

Unpaid Bills: A Hierarchy of Need

Segmentation of Balances Necessary to Find and Help Likely Stop-Outs

The Universe of Unpaid Balances

>15,000 unpaid balances before classes begin

Quick Fix (Most Students)

- Student waited until last minute to pay, unaware of balance
- Resolves immediately with reminder

Medium Effort

- Student unaware of balance, has complex problem
- Resolves with parental assistance or professional guidance

High Risk

- Insufficient resources to resolve balance
- Student aware of hold, difficult to contact
- Resolves with grant covering part of balance

Easy Wins

- Student waited until last minute to pay, unaware of balance
- Resolves immediately with reminder

Close Calls

- Student unaware of balance, has complex problem
- Resolves with parental assistance or professional guidance

Threat to Enrollment

- Insufficient resources to resolve balance
- Student aware of hold, difficult to contact
- Resolves with grant covering part of balance

Source: EAB interviews and analysis


## Practice #3: Unpaid Balance Grant

### Our Penny-Wise Approach to Enforcing Balances

**Common Objections to Balance Grants Are Misplaced**

<table>
<thead>
<tr>
<th>The Conventional Wisdom</th>
<th>Insight from EAB Research</th>
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<tbody>
<tr>
<td><strong>Revenue Implications</strong></td>
<td></td>
</tr>
<tr>
<td>• Students will end up attending for free</td>
<td>• Students with balances often can pay most of their bill</td>
</tr>
<tr>
<td>• Waiving balances means lost revenue</td>
<td>• Any revenue better than no revenue</td>
</tr>
<tr>
<td><strong>Perverse Incentives</strong></td>
<td></td>
</tr>
<tr>
<td>Waiving balances will lead to huge increase in hand-outs</td>
<td>Targeted selection process decreases chance of “double dip”</td>
</tr>
<tr>
<td><strong>Student Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>Students free to return if their finances improve</td>
<td>Only $\approx 37%$ of stop-outs ever return on their own (<em>California</em>)</td>
</tr>
</tbody>
</table>

### Institutional Policy

- **Students Must Pay Bills in Full:** Stop-out Risk

- **Partial Balance Grant:** Students Persist

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Practice #3: Unpaid Balance Grant

Meeting Urgent Need of High-Risk Students

Maximize Retention Impact of Balance Forgiveness via Proactive Targeting

Overview of Georgia State’s Panther Retention Grants

1. Risk Sorting
   - Resolve most balances with reminders
   - Pull lists of likely grant candidates
   - Gather insight from advisors on student issues

2. Proactive Grants
   - Offer grants before deadline to avoid missing courses
   - 75% of grants

3. Reactive Grants
   - Reinstate eligible students purged for non-payment
   - 25% of grants

4. Financial Literacy
   Recipients must complete financial literacy modules in person or online.

Criteria
- Student must have unmet need
- FAFSA completed
- Eligible aid exhausted
- On track to graduation (senior status preferred)

Source: EAB interviews and analysis
A Student Success Story: Unpaid Balance Grants

Selection Method, Targeting Distinguish Grants from Other Emergency Funds

Key Principles for a Successful Grant Program

1. Collaborate with Academic Affairs
   - Academics, financial aid cooperate on selection, ensuring students are needy and on track to completion
   - Leverages academic advisors’ student knowledge

2. Prioritize Eligible Seniors
   - Ensures highest impact in degree completion-per-grant terms
   - Limits chance recipients will need another grant

3. Forgo Student Applications
   - Allows grants to follow institutional priorities, such as maximizing completions
   - Limits chance students can game the system

Increases Revenue and Completions, Little Evidence of Double Dipping

$900
Average Panther Retention Grant

$3M
Net-tuition revenue preserved since 2011

70%
Graduate within two semesters

20%
Require additional awards

Source: EAB interviews and analysis.
Reducing Financial Attrition Risk for Continuing Students

1 **An Unmet Need Cliff is a Powerful Attrition Indicator**
   - Attrition risk generally increases with unmet need, but may rise sharply after a certain unmet need level ("need cliff")
   - Unmet need may indicate non-financial as well as financial risk, is an effective indicator for identifying students for extra support

2 **Ensure Students Re-File For Aid After Freshman Year**
   - Over 25% of students who file FAFSA in freshman year file to re-file as sophomores
   - Students who fail to re-file FAFSA, complete aid process are highly likely to attrit if they re-enroll
   - Loss of non-institutional aid puts unnecessary pressure on stretched aid budgets

3 **Forgiving Small-to-Moderate Balances is Revenue-Positive**
   - Many students with unpaid balances can pay most of their way
   - Purging students for non-payment means immediate and long-term revenue loss
   - Risk of students “gaming the system” for additional grants is limited by combining SIS data with qualitative advisor feedback to identify neediest students
Serving Our Members

Sample Resources for Members of the Enrollment Management Forum

Print Publications

- Paving the Path to Transfer
- Incenting Retention and Graduation with Financial Aid Dollars
- Strategic Allocation of Endowed Scholarships

Onsite Presentations

- The EM State of the Union
- Tuition Revenue Growth in an Era of Price Sensitivity

On-Demand Expert Access

- AskEAB
- Unlimited Research Team Access
- Private-Label Webconferences

Webconferences

- Increasing Pre-Enrollment Price Transparency
- Leveraging Pre-College Programs for Enrollment
- Growing Community College Transfer by Reducing Barriers to Enrollment
- Redesigning Financial Aid to Set Students Up for Success
- Repackaging Financial Aid for Continuing Student Persistence
- Growing International Student Enrollment
- Reaching “Search and Shop” Students
- Future Students, Future Revenues

www.eab.com/emf
The Education Advisory Board (EAB)

Launched in 2007 as a division of the Advisory Board Company, EAB strives to provide the unique insight, collaboration opportunities, and expert advice needed to help make higher education smarter.

WHO WE ARE

650+
researchers, consultants, and technologists on staff

WHO WE SERVE

1,000+
colleges and universities across North America

26,000+
academic and administrator leaders supported

78%
of US undergrads attend EAB member institutions

WHAT WE DO

RESEARCH AND INSIGHTS

Research Forum Memberships offer strategic insights and actionable practices, as well as tools and expert advice to help with their implementation.

Our Research Forums:
- Academic Affairs Forum
- Business Affairs Forum
- Student Affairs Forum
- Continuing and Online Education Forum
- Enrollment Management Forum
- Advancement Forum
- IT Forum
- Facilities Forum
- Community College Executive Forum
- University Systems Forum

TECHNOLOGY COLLABORATIVES

We provide web-based software with dedicated support to help members install technology-based best practices. Bringing hundreds of institutions together to collaborate around a common platform facilitates the sharing of lessons and generation of new insights.

Our Areas of Focus:
- Academic and career advising
- Student retention and graduation
- Student registration and course planning
- University procurement

DATA AND ANALYTICS

Our data scientists take disparate and disconnected member datasets, apply world class analytics and industry understanding, and provide members with insight into their own performance, as well as performance relative to peer institutions.

Our Areas of Focus:
- Academic costs and efficiency
- Faculty workload and time allocation
- Academic program performance
- Enrollment capacity and growth
- University supply costs and pricing

MANAGED SERVICES

With our 2015 acquisition of Royall & Company, the industry leader in strategic enrollment management and advancement services, EAB now partners with members to help grow undergraduate and graduate enrollments, manage financial aid, and increase alumni giving.

Our Areas of Focus:
- Undergraduate recruitment
- Graduate recruitment
- Financial aid optimization
- Alumni participation

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