Improving Financial Predictability with Course Sharing

Stem the Retention Loss
Presenters

Carol Schuler
CIC Vice President for State Council Programs and the Online Course Sharing Consortium, Council of Independent Colleges

Christine Lynn
Director of Online Programming, Catawba College

Megan Hicks
Registrar, Cornell College | Fellow, Acadeum Center of Excellence

Rob Manzer
Co-Founder and Chief Academic Officer, Acadeum
Housekeeping

• Send questions to “Everyone” in the chat.

• Microphones will be muted and cameras will be off until the Q&A.

• Chat between participants is also available on this platform.

• Please chat Kathleen Smith with any technical difficulties.

• Note: The webinar is being recorded. Presentation slides and a link to the recording will be shared later.
Today’s Goal

USING COURSE SHARING DATA & ROI
TO ENHANCE YOUR INSTITUTION’S
FINANCIAL PREDICTABILITY AND STABILITY
Agenda

• CIC Online Course Sharing: Member Update & News

• **Catawba College:** ROI Calculator

• **Cornell College:** Student Progress Tracker

• Q&A

• Key Contacts and Resources
CIC-OCSC Members
CIC Online Course Sharing Consortium

Benefits

• **45%** of CIC members are now participating in course sharing through CIC-OCSC (founded November, 2018)

• National reach

• Like-minded institutions with similar goals

• No additional burden on campus IT
Course Sharing’s Ideation Process

Access to vast CIC-OCSC course inventory... sparks ideas ...on how to solve student problems
Expanding the Data Set

1. Size of Freshman class
2. 1st to 2nd year retention
3. Discount Rate
4. Students falling behind
Catawba College

Christine Lynn
Director of Online Programming, Catawba College
Formerly Executive Director of Adult, Graduate and Online Operations at Walsh University
Catawba College

- Salisbury, North Carolina
- Southern Association of Colleges and Schools Commission on Colleges
- Ranked as one of the best regional colleges in the South
- 1296 students
- 70 graduate students, 145 adult, online students
How to Get Started with Course Sharing: What I Learned

Getting Started at Walsh
- Driving revenue by selling empty seats
- Started as TI

Expanding Usage at Walsh
- Supporting adult and traditional students

Evolving at Catawba
Catawba College pioneers prerequisites strategy of admitting students they had been turning away and adds 50 Nursing and Education students with a $400,000 positive revenue impact.
Instituting a System Approach

Implement budget tracking so that increased revenue due to course sharing is “given credit.”

Increasing awareness of course sharing ROI and improved retention rates will change behavior on campus, adding new positions, and informing strategic conversations.

Directing CFO and Comptroller conversations to assess stacked, direct revenue, and future revenue is more compelling than a general “retention” message.
Catawba College: Impact as an HI and TI

*Member since 2018*

**Home Institution**

23 Active Enrollments for Fall 2021

238 Finalized Enrollments

*Use Cases:* Summer Term, Adult Program, Prerequisite strategy, Athletic Eligibility

**Teaching Institution**

316 Total Enrollments

80/85 seats filled in Winter 2019/2020 courses

Courses offered:

<table>
<thead>
<tr>
<th>Music</th>
<th>Info Tech</th>
</tr>
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<tbody>
<tr>
<td>Biology</td>
<td>Spanish</td>
</tr>
<tr>
<td>Economics</td>
<td>English</td>
</tr>
<tr>
<td>Management</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Marketing</td>
<td>Philosophy</td>
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<tr>
<td>Education</td>
<td>Finance</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Chemistry, Lab</td>
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<tr>
<td>Math</td>
<td>Literature</td>
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<tr>
<td>Accounting</td>
<td></td>
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</tbody>
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*Member since 2018*

The Council of Independent Colleges
Revenue Generated

**Home Institution**

Direct: $195,000+

Stacked: $1,300,000+ *(Est. future tuition)*

96% pass rate

Avg 17-20 enrollments per semester

*Keeping students on track*

**Teaching Institution**

Direct: $106,800+

*Innovative use of course sharing product line (how this is siphoned back into the school)*

*TI revenue for winter/summer courses*
### Equivalent Pass Rates

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>% Distribution</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>58%</td>
<td>98%</td>
</tr>
<tr>
<td>FT Traditional</td>
<td>41%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Cornell College

Megan Hicks
Registrar, Cornell College
Fellow, Academum Center of Excellence
Cornell College

- Mount Vernon, Iowa
- Higher Learning Commission
- 1055 students
- Block schedule
Block Calendar

Students take one course at a time in 3.5 week blocks (8 blocks or courses a year)

Students need 31 courses to graduate
Registration and Student Progress

✔ Registration occurs in March for the following academic year

✔ Registration order depends on that student’s credit threshold

✔ We identify and alert students who are not at the “normal” credit threshold, or are behind others in their year

Most schools follow this process; you can start tracking easily!
Sample outreach email

Dear NAME:

According to my latest records, it looks like you may be a bit behind (one credit or more) on your path to graduation. Not to worry- we will do everything we can to make it possible for you to graduate on time!

To graduate, you must earn 31 total credits from 32 blocks offered during your four years. If you've dropped more than one class, you will need to plan for making up that additional credit(s) in order to graduate.

If you haven't yet met with your academic advisor and/or the Registrar’s office to make a plan, I would like to offer my assistance with this process. I often meet with students to discuss options such as summer courses through Acadeum Course Share to finalize graduation plans.

If you’d like to chat with me about options, please use the link in my signature below to pick a time that works best for you or email me any questions you have!

Take care,
Brooke
Student Progress Tracking Learnings

Students don’t realize they are off-track or behind

Rising Seniors cohort is the most difficult to remedy

Greatest exit risk is in First-Years falling behind

In-person intervention with recommended OCSC courses works
## A Game Changer: The Cabinet Dashboard

**Bringing New Ideas and Accountability to Keeping Students On Track**

<table>
<thead>
<tr>
<th>TRACKER</th>
<th>Beginning 2nd year</th>
<th>Beginning 3rd year</th>
<th>Beginning 4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>95% ON TRACK</td>
<td>87% ON TRACK</td>
<td>80% ON TRACK</td>
</tr>
</tbody>
</table>
To Recap

**BEFORE**

Students were on their own if they fell behind and needed additional credits.

- Overloaded course schedules
- Grade replacement was extremely limited.
- Cumbersome transfer approval processes

**AFTER**

We track student progress and proactively reach out to recommend solutions.

- Draw from CIC-OCSC members’ courses to overcome hurdles
- Students understand how they can get back on track
- Address problems early
Linking Student Progress to Retention

✔ Students who fall behind, and face delays to graduation, are much more likely **not to stay at their institution**.

✔ When students enroll in additional semesters to graduate, they risk **running out of financial aid and tuition** funding--which can lead them to stop-out or drop-out.

✔ At Cornell, recovering just 3 students can increase annual retention rates **a whole percentage point**.
Expanding the Data Set

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4. Students falling behind
Tracking course sharing revenue

Tracking student progress

Enhanced Financial Predictability and Stability
Course Sharing’s Ideation Process

Access to vast CIC-OCSC course inventory... sparks ideas...on how to solve student problems
CIC-OCSC Opportunity

Questions and Discussion

Thank you
To Join CIC Online Course Sharing Consortium:
Contact Scott Cathcart scott@acadeum.com

Additional Information:
www.cic.edu/member-services/online-course-sharing-consortium