To:	NJ Institutions of Higher Education
From:	NJ Office of the Secretary of Higher Education
Date:	June 11, 2025
Subject:	Recording Now Available from Virtual 'Some College, No Degree' Convening

On May 29, 2025, the New Jersey Office of the Secretary of Higher Education (OSHE) held its second statewide 'Some College, No Degree' (SCND) convening virtually, with partners ReUp and Ithaka S+R, to highlight progress and engage campuses on best practices and lessons learned. The **recording of the convening is now available** to revisit or share with colleagues, here: https://www.youtube.com/watch?v=-xbrehiXSOk

The video includes chapters for the three main speaker sessions:

- Opening remarks from Secretary Bridges
- 'Coaching: Supporting Learners, Driving Results' Session by ReUp Education
- 'Addressing Enrollment Barriers for Students with SCND: Data, Policies and Solutions' Session led by Ithaka S+R.

The slides, as well as additional resources shared by the presenters, are also attached to this broadcast. Highlights from the three breakout sessions held during the convening are forthcoming and will be provided via another broadcast.

For questions regarding the convening or the SCND initiative, please reach out to Stefani.Thachik@oshe.nj.gov.

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New Jersey Office of the Secretary of Higher Education

SECOND STATEWIDE CONVENING FOR 'SOME COLLEGE, NO DEGREE'

May 29, 2025

OPENING REMARKS

Brian K. Bridges, Ph.D.
Secretary of Higher Education

AGENDA

» **Welcome and Opening Remarks**

» **Coaching: Supporting Learners, Driving** **Results** $(ReUp)$

» *Virtual Break*

» **Addressing Enrollment Barriers for Students with SCND: Data, Policies, and Solutions** $(Ithaka\ S+R)$

» **Breakout Sessions**

» **Key Takeaways and Closing**

Coaching: Supporting Learners, Driving Results

Presented by: OSHE & ReUp
May 29, 2025 | 9:45 a.m. Eastern

Agenda

9:45-10:40 a.m.	NJ SCND Initiative

Updates

- ReUp and New Jersey
- Performance Indicators
- Learner Insights
- Persistence Success

Coaching Overview

- Coaching Model
- Operational Model
- Health Spheres

Takeaways and Get Involved

ReUp Education Team

Corey Edwards
Managing Director,
Government Partnerships
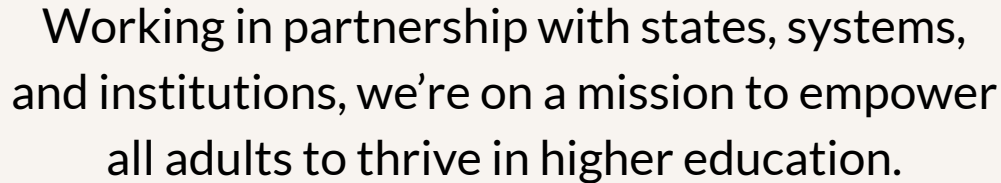
Hannah Oganeku
Director of
Partner Success

Katy VanVliet
Sr. Vice President,
Learner Services

RE
UP

We help stopout students
connect to complete

Working in partnership with states, systems, and institutions, we're on a mission to empower all adults to thrive in higher education.

REUP

We're uniquely positioned to serve adult learners

Find

Our technology and proprietary outreach strategy connects us to adult learners at scale
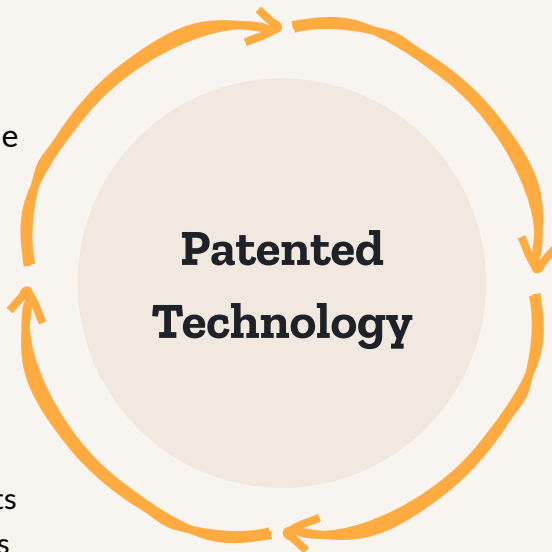
2x more effective

Consult

ReUp provides partner institutions with insights and recommendations for adult learner success

Improvement on 8 key areas for each partner

Patented Technology

Enroll

Our holistic approach takes into account all factors impacting a learner's decision to return

2 in 5 learners who engage, enroll

Support

Meaningful connections with Success Coaches offer support and accountability throughout the entire journey

RE UP

ReUp and New Jersey

ReUp and OSHE's partnership has
boosted re-enrollment, advanced degree attainment,
and enhanced the state's economic vitality.

✓ ReUp's first-ever state partnership, launched in 2023

✓ Built a statewide marketplace model consisting of 22 NJ institutions with the goal of boosting degree completion and align with workforce needs

✓ With its success, this model is now being replicated in other states

RE UP

Performance indicators update

	Outreached	Engaged	Re-Enrolled
06.30.23	84,056	6,462	348
11.27.23	169,617	11,493	2,870
05.01.24	204,282	17,444	5,304
11.18.24	254,303	24,532	9,205
05.28.25	280,709	26,007	11,706

Data as of 5/28/25
Outreached - learners who received communication from ReUp
Engaged - learners who responded to outreach and initiated 2-way communication
Enrolled - learners who re-enrolled in a school term

RE UP

Impact on learners

800+

Stop out learners
re-enrolled and
graduated since launch

RE
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Learner insights

Gender insights

Learners who were Outreached, Engaged and Re-Enrolled

	Outreached	Engaged	Enrolled
Female	52%	62%	61%
Male	47%	38%	39%

Female learners are showing a higher interest in re-enrolling than Males.

~1% Unknown

Race/Ethnicity insights
Learners who were Outreached, Engaged and Re-Enrolled

	Outreached	Engaged	Enrolled
Black	24%	36%	33%
White	46%	38%	39%
Asian	6%	5%	6%
2 or more Races	2.5%	2%	2%
American Indian or Alaska Native	1%	2%	2%
Ethnicity: Latinx	30%	39%	40%

Across racial and ethnic groups, learners engage and enroll at similar rates.

% of Learners with Race/Ethnicity available, 20% Other or Unknown
>1% Native Hawaiian or Other Pacific Islander

Learners are motivated...

Motivation	% of Engaged Learners*

- Achieve a personal goal, including to finish what I started
- Advance in my career or earn a promotion
- Make a career change
- Increase my earning potential
- Build a better life for myself or my family

(x-axis: 0%, 10%, 20%, 30%, 40%)

■ % of Engaged Learners*

*Based on Learners who submitted a nurture form

Motivations play a heavy role in the success of stopout students.

Learners are motivated by many factors, with data showing 40% of learners primarily motivated by the desire to achieve a personal goal and finish what they started.

Persistence

Persistence discussions

Persistence is continued enrollment over time, reflecting a learner's progress toward completing a credential.
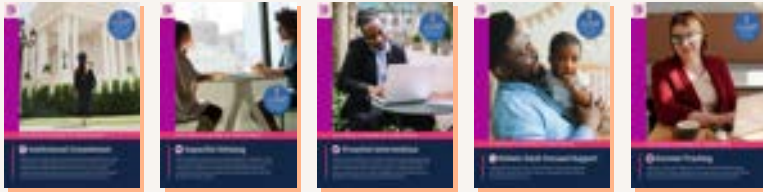
At ReUp, improving persistence is central to increasing graduation rates, supporting adult learners in overcoming barriers, and advancing economic mobility.

5 Resources

Proactive Interventions

Institutional Commitment

Impactful Advising

Holistic Adult Focused Support

Success Tracking

RE UP

IHE story

WILLIAM PATERSON UNIVERSITY

"Your story isn't over. Every chapter you've lived has led you here — now is the time to turn the page and finish what you started."

—Johanna Prado
Dir. Degree Completion and Adult Learning

RE UP

Let's meet Holly...

Success
coaching

REUP

Coaching model

ReUp coaching foundation

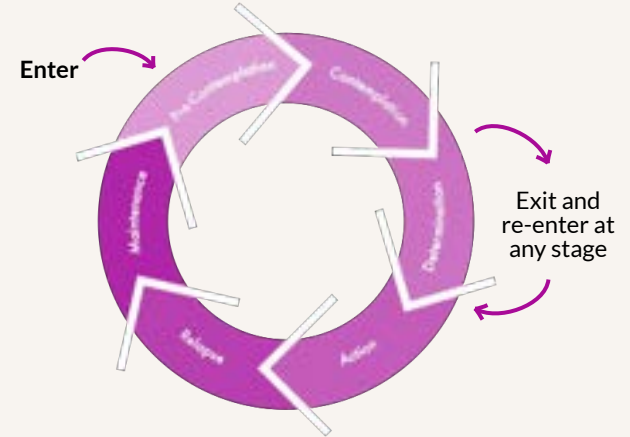## Gates Report

Positive Psychology

Applying Strengths

↓

Positive Emotions

↓

Naming and Nurturing Strengths

The Stages of Change Model

Enter →

Pre-Contemplation · Contemplation · Preparation · Action · Relapse · Maintenance

Exit and re-enter at any stage

The Co-Active Coaching Model

Listening

Curiosity

Intuition

Self-Management
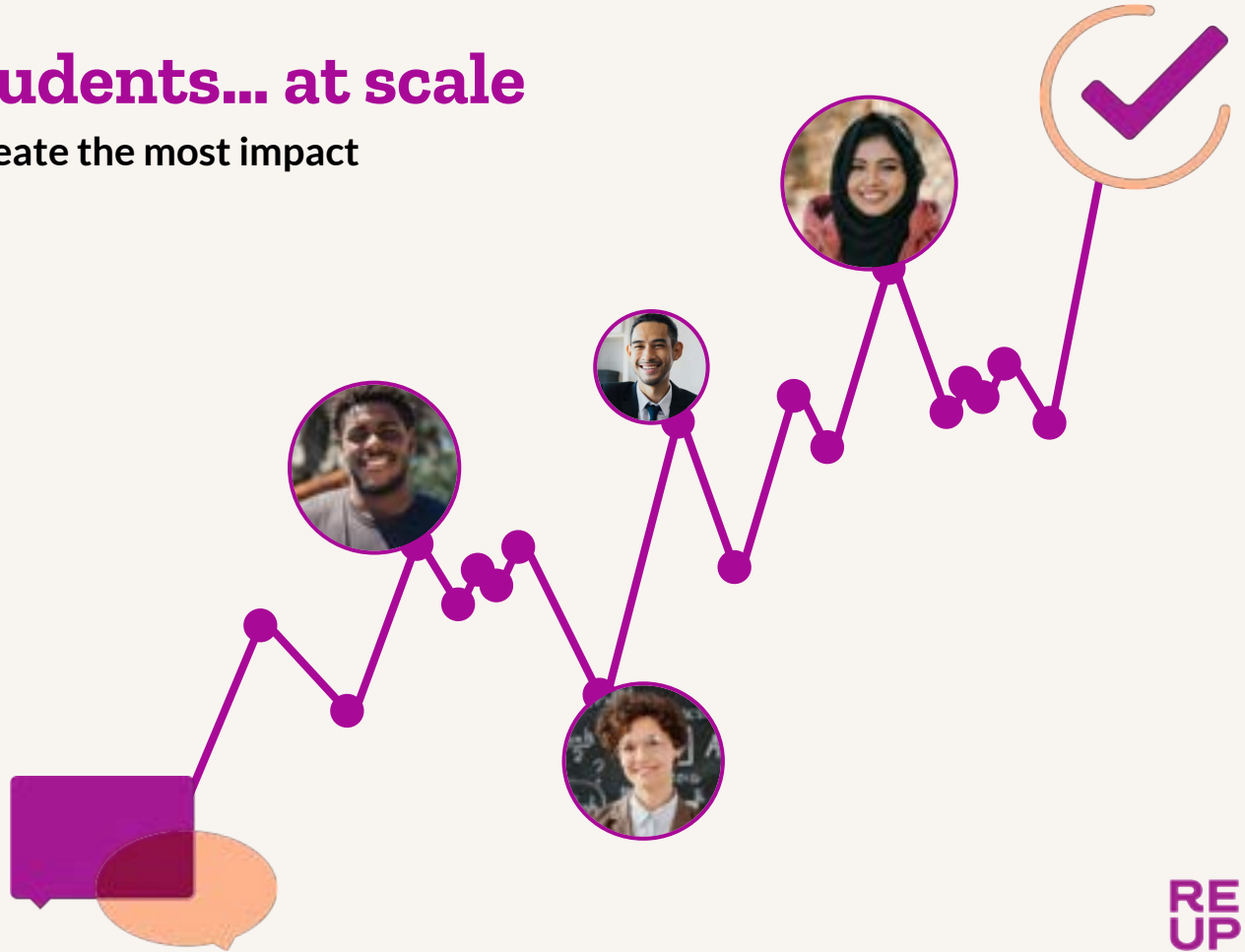
Design Alliance

Action/ Learning

Jobs to be Done

🔍 Escape

🎓 Ideal college experience

📙 Do what's expected

🚩 Extend myself

📣 Step it up

RE UP

Add value to students... at scale

Allocate human talent to create the most impact

- Right Student
- Right Time
- Right Intervention

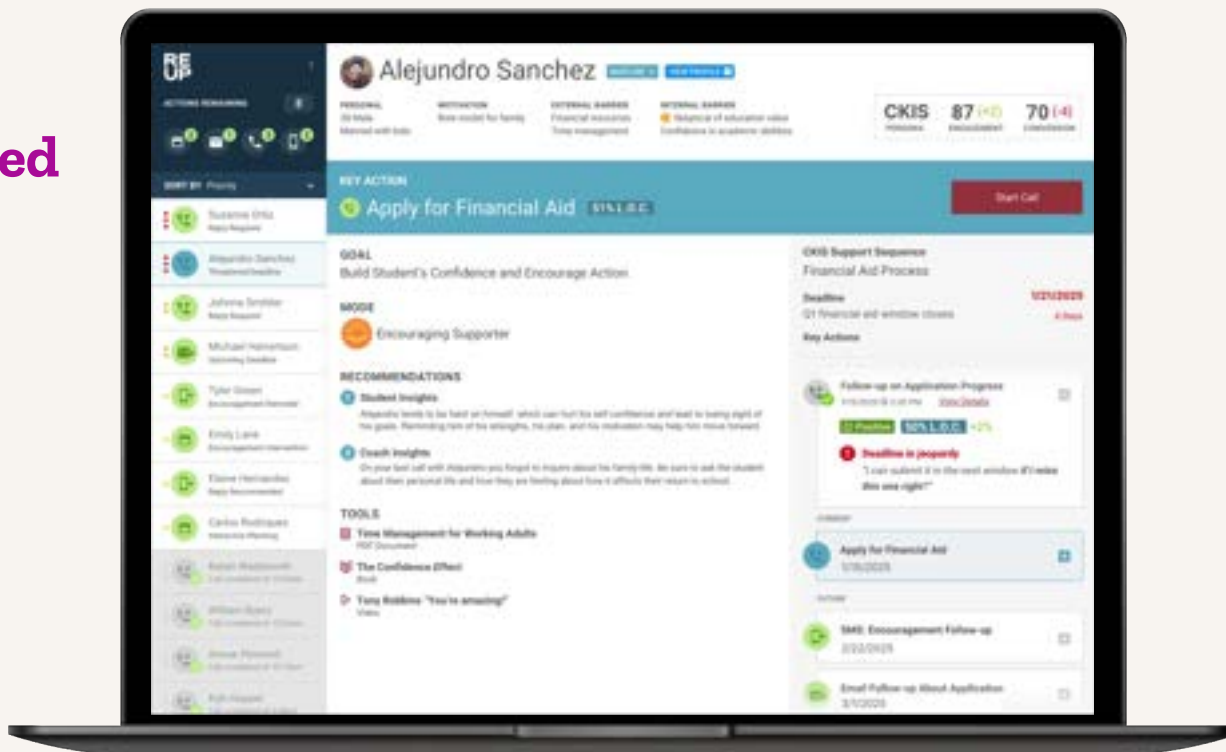# Meeting learners where they are

Learners come to us in all phases of decision making

They experience all manner of problems, thus Learners need sustainable solutions and value adds that are also variable...
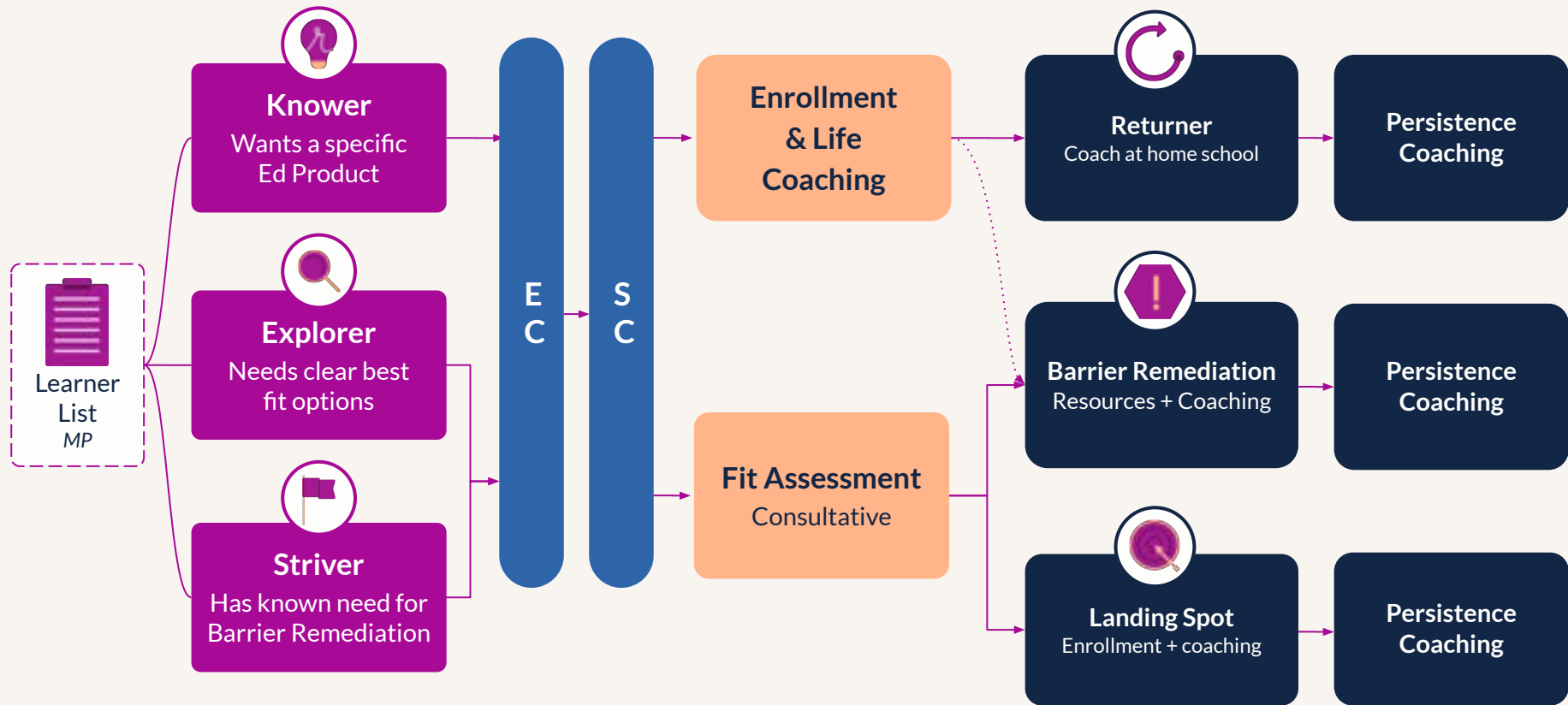
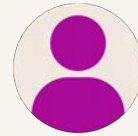Reinforce changes, reminder communications

Maintenance
Works to sustain the behavior change

Facilitate Action

Action
Practices the desired behavior

Educate

Preparation
Intends to take action

Persuade and Motivate

Contemplation
Aware of the problem and the desired behavior change

Creating awareness; change values & beliefs

Precontemplation
Unaware of the problem

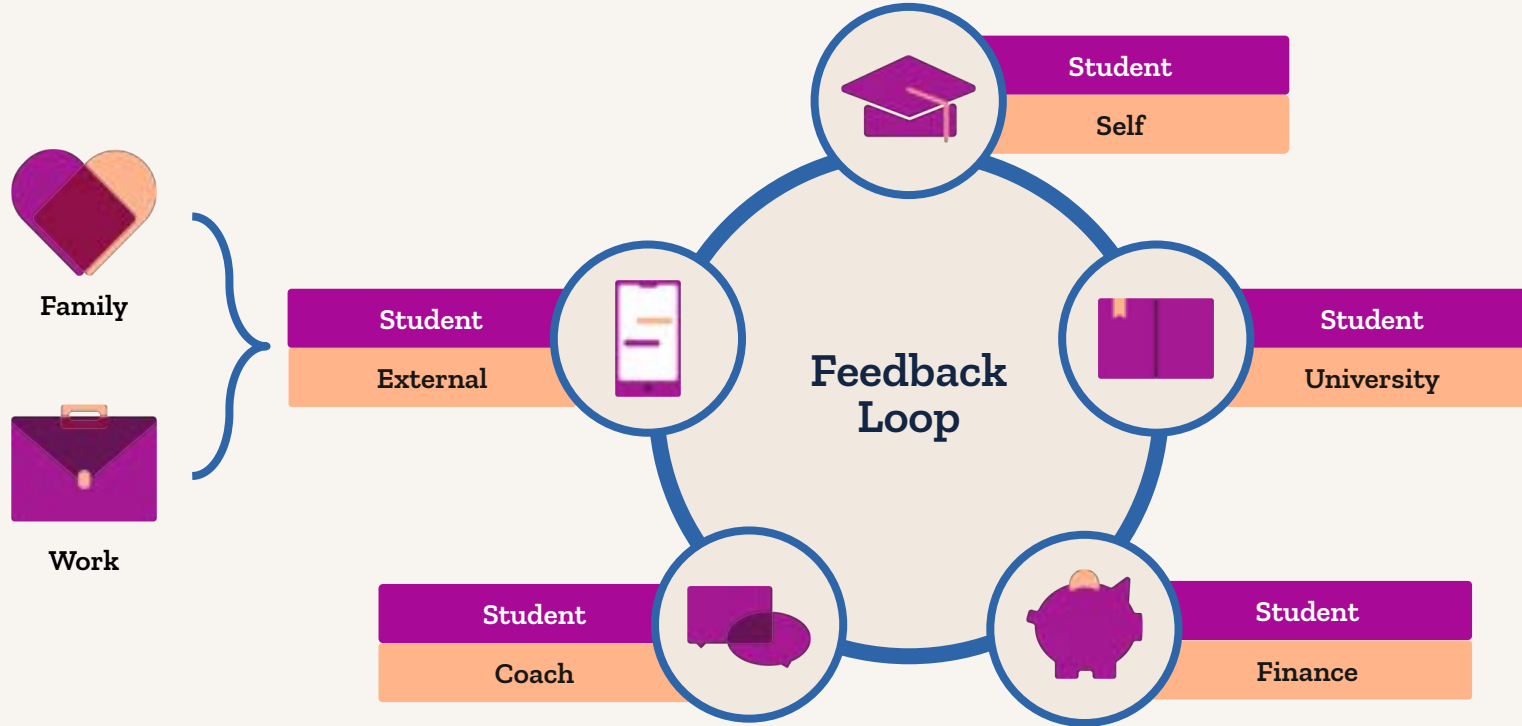**And personalized support**

Operational model

A **learner-first digital experience** that leverages ReUp's patented technology to deliver real-time learner support.
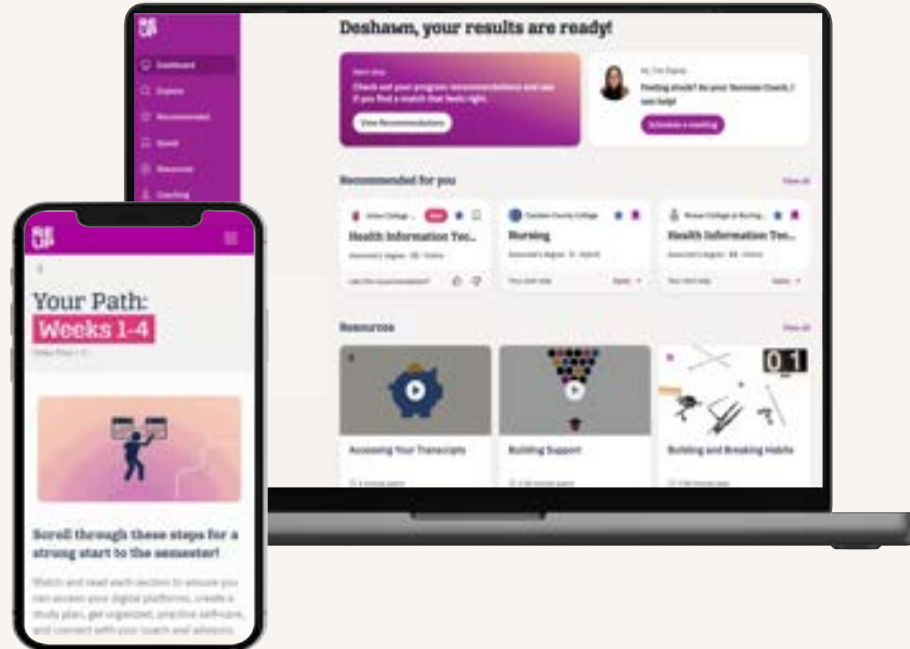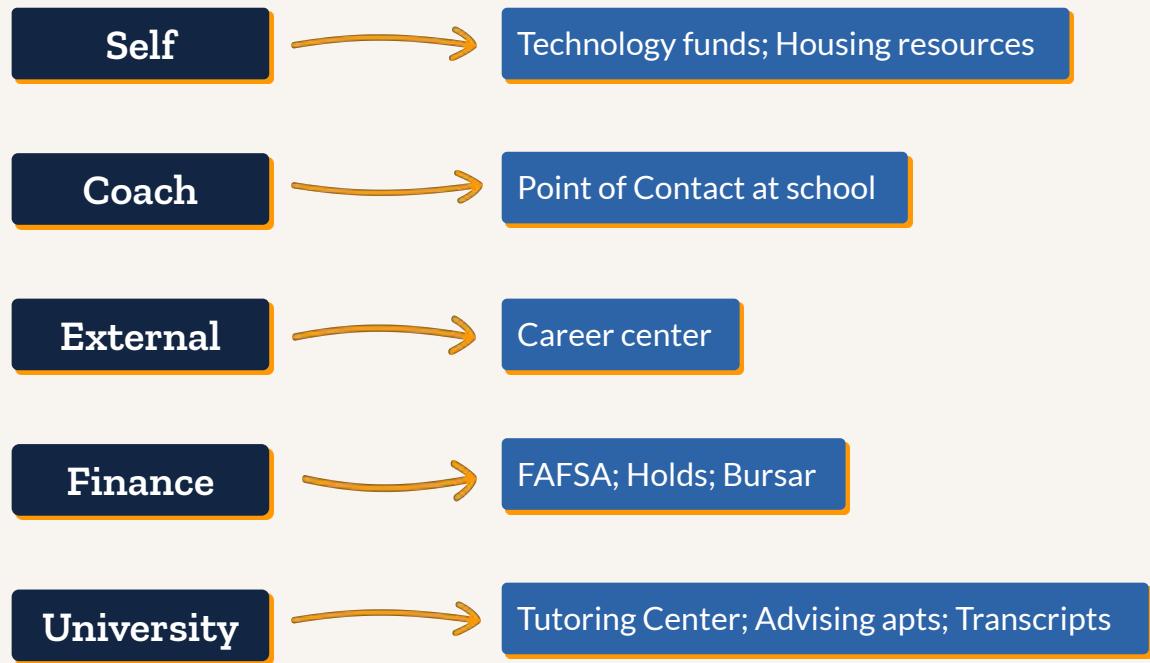
Health spheres

Key relationships drive ReUp spheres

Family

Work

Student
External

Student
Self

Student
University

Student
Coach

Student
Finance

Feedback Loop

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Relationship spectrum

	Self	University	External	Coach	Finance
Enabling (+)	Confident	Promoting	Supported	Engaged	Able
Inhibiting (-)	Uncertain	Skeptical	Isolated	Reluctant	Need

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Health Spheres → Functional areas in higher ed

Self → Technology funds; Housing resources

Coach → Point of Contact at school

External → Career center

Finance → FAFSA; Holds; Bursar

University → Tutoring Center; Advising apts; Transcripts

RE UP

Thanks to you [Coach], ReUp, Middlesex, I feel the most supported I ever felt in life. It's been such a beautiful, wild journey...

— Holly (Middlesex College)

RE UP

A strong start: First term back

✳ **P**ast **experiences matter** and these emotions will impact decision making

✳ Provide tailored experiences like making **orientation adult-friendly**

✳ **Every touchpoint counts**, be purposeful and intentional

✳ **C**reate a **sense of belonging** for returning and adult learners

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UP

Touchpoint audit - Speed round

Let's spend a few minutes perspective-taking. We want you to imagine you're a Stopped Out student wanting to return to your school.

✳ Instructions: Review systems with fresh eyes and real-life relevance.

On a piece of notepaper or a computer, write down a few touchpoints a returning student might encounter in their first term (emails, advising calls, website orientation, etc.)

✳ Reflect: Are those touchpoints welcoming? Adult-friendly? What needs to change?

✳ *Prompt: What's one small step you can take today that can make an impact tomorrow?*

RE UP

Empower. Support. Reengage.

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UP

Q&A

VIRTUAL BREAK

See you back at 10:45 a.m.

Reminder: Questions, feedback or ideas? Reach out to Stefani.Thachik@oshe.nj.gov and Donna.Rogalski@oshe.nj.gov.

Addressing Enrollment Barriers for Students with SCND:

Data, Policies, and Solutions

Christy McDaniel
Toni-Anne Richards
Jonathan Barefield

NJ OSHE SCND Convening
May 29, 2025

Agenda

- Project Overview
- New Jersey Learners with some college, no degree (SCND)

- Challenges and solutions for students and staff:
  - Administrative holds
  - Past due balances
  - Engagement and enrollment needs

- Utilization of SCND grants and state support

- What's next?

- Q & A

ITHAKA S+R

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ITHAKA S+R

Project Overview

1) Collect data on administrative holds and past due balances

2) Explore opportunities to support learners with SCND

3) Propose ways to improve and build on existing interventions

4) Share findings with stakeholders from institutions and NJ OSHE

Data Collection Process

- Interviews
  - ReUp Education
  - New Jersey Council of County Colleges
  - 18 institutions
    - 8 public two-year colleges
    - 10 four-year institutions (7 public, 3 private)
- Aggregate and Policy Data
  - 21 institutions
    - 10 public two-year colleges
    - 11 four-year institutions (8 public, 3 private)

ITHAKA S+R

Students with SCND: In New Jersey

- Over **800,000** individuals have stopped out with SCND

- Approximately **267,000*** learners stopped out since 2013

- Approximately **63,000*** learners stopped out and have holds due to balances

* Numbers may differ from ReUp's because of the group of institutions and the time period of our data collection

Learners with SCND: Addressing Barriers to Re-Enrollment

- Recruiting, re-enrolling, and retaining stopped out students requires addressing:

  - Administrative holds

  - Unpaid balances

  - Engagement and enrollment needs

Administrative Holds:
Challenges and Solutions

Defining Administrative Holds

- Holds place restrictions on a student's account until some requirement is met (paying a (past) due balance, advisor meeting, etc.)

- **Transcript*** and **registration** holds were the focus of this project

* The 2024 Federal DOE regulation requires institutions release transcripts for any semester where 1) a student received federal aid and 2) their balance was paid in full

Administrative Holds in NJ: By the Numbers

23%
percentage of stopped out students with transcript or registration holds

$0.01-$3,001
Threshold for hold triggered by past due balances

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Transcript Hold Policies <u>before</u> July 2024

18
Institutions

withheld official transcripts until past due balances were settled (a few also restricted access to unofficial transcripts)

2
Institutions

eliminated transcript withholding for past due balances in the 2021-22 and 2022-23 academic years

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Transcript Hold Policies <u>after</u> 2024

15
Institutions

do not hold transcripts at all

5
Institutions

withhold transcripts for students not receiving Title IV aid

1
Institution

holds transcripts for past due fines, but not past due tuition balances

Administrative Holds in NJ: Challenges

Challenges for institutions

- Delays caused by coding errors or lack of clarity around who has authority to release a hold

- Reduced ability to attract former students without a way to address previous balances

Challenges for students

- The timing of when a student can complete a task to release a hold impacts the classes they can register for the next semester

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Administrative Holds in NJ and Other States: Promising Practices

- **Strengthen communication**
  - Ensure that students who have stopped out can see what holds are on their account, as well as contact information and next steps. (Stockton)
- **Audit holds**
  - Review and streamline the full spectrum of holds that can be applied to a student's account.

- **Centralize information**
  - Establish clear processes between departments responsible for holds.

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Impact of Federal Transcript Withholding Regulation

Opportunities for institutions

- Increased opportunities to enroll students with SCND

- Review of hold policies and debt resolution options to re-enroll students

- Using new resolution options as a starting point to re-engage former students

Opportunities for students

- Potential access to full transcripts for education and/or career goals

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Past Due Balances:
Challenges and Solutions

Past Due Balances in NJ: By the Numbers

$97 mil

Total amount owed to the 21 institutions that participated

	Average amount owed per student	Average collection rate
All institutions	$1,357	19%*
Four-year institutions	$1,461	23%
Two-year institutions	$1,250	13%

*16 institutions reported the amount of repaid debt

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Past Due Balances in NJ: Challenges

Challenges

- Past due balance management requires communication with students, which can be made more difficult when students stop out.

- There is limited flexibility that can be offered to students in helping to resolve a balance and move forward with enrollment.

- Unpaid balances are one of the biggest barriers to re-enrollment.

Past Due Balances in NJ: Promising Practices

Implement tools for continued or re-enrollment

- Develop payment plan and more flexible registration options to help keep students with past due balances on a path to re-enrollment. (NJIT)

- Design debt relief options when students re-enroll or finish semesters. (Atlantic Cape Community College)

Community Share Out

- Chat question: What existing policies or processes could you leverage to help students with institutional debt re-enroll at your institution?

Enrollment and Engagement Needs:
Challenges and Solutions

Proactive Enrollment and Engagement: Overview

Targeted support is an important part of addressing enrollment barriers for students with SCND

- Institutions have an opportunity to address other enrollment barriers these students may face (e.g. navigating re-enrollment, transferable credits).

- Returning students bring many diverse experiences to a classroom, and need support to navigate the barriers to re-enrollment and degree attainment.

Enrollment and Engagement Needs: Challenges

Challenges for institutions

- Returning students bring credits from multiple sources

- Existing staff capacity is limited

Challenges for students

- Finances, whether they left school with an unpaid balance or not

- Class modalities and schedules do not meet their needs

- Students who stopped out often require more support

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Enrollment and Engagement Needs: Promising Practices

Center belonging

- Designate an office or singular point of contact (Rowan)

- Strategic partnerships like those with ReUp allow schools to supplement their active engagement with students (County College of Morris)

- Expand operating hours where possible (NJIT)

Recognize prior experiences

- Prioritize the recognition of previous experiences (transfer credit and credit for prior learning) to streamline the path to degree completion (William Paterson)

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Community Share Out

- Poll question: What supports - internal or external - would be helpful for your institution in navigating these potential engagement and enrollment practices?
  - Skills training and learning opportunities
  - Inter-departmental communication
  - Dedicated staff capacity
  - Buy-in from leadership
  - Shared data
  - Marketing

NJ OSHE SCND Grant Utilization and Importance

NJ OSHE SCND Grant Usage

Institutions used the grants in a variety of ways to address key challenges for students with SCND

- Often used to help students close basic needs and supplies gaps

- Have been crucial in providing partial or full past due balance relief

- Important for increasing capacity to support students

What's Next?

ITHAKA S+R

Policy and Practice Report

This fall, Ithaka S+R will develop an internal policy and practice report that is informed by our conversations and aggregated data collection, which will be followed by a public one-pager based on the report:
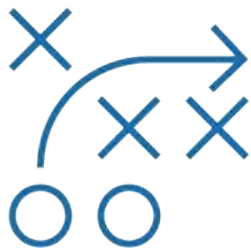
Key Findings

Promising Practices

Recommendations

Q&A

Thank you!

BREAKOUT SESSION OPTIONS

Unlocking Insights: Data Collection, Analysis, and Sharing Strategies for Adult Learners (1)	From Stagnation to Success: How Policy Adjustments can Support SCND Students (2)	From Pause to Progress: Engagement Supports that Contribute to Student Persistence (3)
The discussion will include best practices for data collection and analysis, as well as provide insights into how to strategically communicate findings on the adult learner experience.	The panel will explore how institutions have reflected on and adjusted policies to better support SCND students.	Hear from peers on promising practices, specialized programs, and coaching to help returning students re-navigate their new academic environment.
Moderated By: Dr. Thomas Zimmerman	Moderated By: Dr. Stefani Thachik	Moderated By: Dr. Donna Rogalski

Thank you!
Questions/Feedback:
Stefani.Thachik@oshe.nj.gov

Additional Resources Referenced During
Statewide 'Some College, No Degree' Convening

May 29, 2025

Coaching: Supporting Learners, Driving Results, **ReUp Education**

- https://www.nj.gov/highereducation/documents/pdf/broadcast/OSHE-Broadcast-20250319-New-SCND-Resources.pdf

ReUp has released a series of resources focused on how to help some college, no degree students persist to complete a degree. The documents, linked above, cover these persistence themes: Proactive Interventions, Institutional Commitment, Impactful Advising, Holistic Adult Focused Support, and Success tracking.

- https://www.nj.gov/highereducation/somecollegenodegree.shtml

ReUp shared outcomes since launching in NJ in April 2023. To see results from previous years, visit the link above to view past highlight documents.

- https://reupeducation.com/institutions/partner-stories/county-college-of-morris/

Want to see what the partnership looks like in practice? ReUp shares their partner story with County College of Morris. View the profile to learn more about how CCM is focusing on their SCND population.

Addressing Enrollment Barriers for Students with SCND: Data, Policies, and Solutions, **Ithaka S+R**

- https://sr.ithaka.org/blog/turning-debt-into-credentials/

Learn more about Ithaka S+R's work with the Ohio College Comeback Compact working to address past due balances for SCND students.

- https://sr.ithaka.org/blog/op-ed-in-the-hill-highlights-opportunities-following-education-departments-new-transcript-withholding-ban/
- https://sr.ithaka.org/publications/solving-stranded-credits/
- https://sr.ithaka.org/blog/a-state-by-state-snapshot-of-stranded-credits-data-and-policy/

Ithaka S+R has been working to address stranded credits, academic credits that are not accessible due to students having past due debt. The link above highlights their research and includes an overview of the issue, what it looks like across states, and potential solutions.

- https://www.federalregister.gov/documents/2023/10/31/2023-22785/financial-responsibility-administrative-capability-certification-procedures-ability-to-benefit-atb
- https://www.ed.gov/sites/ed/files/policy/highered/reg/hearulemaking/2021/non-ge-final-rules-fact-sheet.pdf

The presentation included a focus on the US Department of Education's transcript withholding regulation, which can be reviewed using the links below.

- https://sr.ithaka.org/publications/supporting-adult-learner-engagement-in-kentucky/

In addition to working with New Jersey, Ithaka S+R is engaging several other states in supporting adult learner engagement, including Kentucky. Learn more about how Kentucky is addressing administrative holds and past due balances, as well as providing targeted supports.