



# MANAGING THE STUDENT LIFECYCLE

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*An Inside Higher Ed* webinar  
January 28, 2014 at 2 p.m. Eastern



# Presenter

Scott Jaschik is one of the three founders of *Inside Higher Ed*. With Doug Lederman, he leads the editorial operations of *Inside Higher Ed*, overseeing news content, opinion pieces, career advice, blogs and other features. Scott is a leading voice on higher education issues, quoted regularly in publications nationwide. He is a member of the board of the Education Writers Association. Scott grew up in Rochester, N.Y., and graduated from Cornell University in 1985. He lives in Washington.



# Shifts in Thinking

- From divisional responsibility to a more holistic approach
- From accepting low retention rates to being worried about them
- From assuming an endless supply of students to a more limited supply
- From a limited to a more activist role by the government



# Recruitment I – Trends and Goals by Sector

Pressures on different sectors, post-2008

- Private institutions that are well known and wealthy
- More typical private institutions
- Public flagships
- Public regionals
- Community colleges
- For-profits

# Recruitment II – Growing Pressures

- Changing demographics
- Uncertainty about affirmative action
- Financial pressure on and from parents / families
- Consumer approach to selecting colleges / negotiating with colleges

# Recruitment III – New Scrutiny

- From the White House (undermatching)
- Jobs upon graduation
- Debt



# Orientation – From Parties to Substance

- What's covered and not
- All of the things not to do
- Academic goals
- Testing and placement



# Retention and Completion I – The Problem

- Access vs. Success
- The broad coalition pushing for more of an emphasis on retention and completion
- The critique of the completion agenda





# Retention and Completion II – Data

- The federal rate
- Critiques of the federal rate
- Alternatives to the federal rate
- Concerns of particular types of institutions

# Retention and Completion III – Remediation

- Critique of success rates and policies
- Range of approaches being tried
- Some of the success stories
- Questions about scale

# Retention and Completion IV – Tough Love

- Registration requirements
- Limiting choice
- The role of academic advising
- A focus on milestones

## **No Late Registration**

Effective Fall Semester 2013

All Maricopa Community Colleges will implement a standard no late registration policy ([Policy 2.2.8](#)).

Class Registration Deadlines:

1. For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Self-Service registration for a class through [my.maricopa.edu](#) will end at 11:59 PM on the day before the class starts. Registration for a class on the date it starts must be done in person or on the phone, and must be completed before the class start time.
2. For classes without published meeting times (for example, online classes, special projects), registration in the class must be completed by 11:59 PM on the day before the class starts.

To be eligible for registration, students must have completed the appropriate steps listed under the Admissions section. Tuition and fees must be paid or payment arrangements made by the due date to secure class enrollment. Students may not attend a class for which they are not registered.

## Retention and Completion V – Learning From Failure

What happens when colleges study the courses with the highest failure rates.



# Retention and Completion VI – Articulation

- The problems (where a consensus exists)
- The solutions (where lack of consensus remains)
- Why articulation matters

## Retention and Completion VII – Almost Done

- Those who have left college shy of credits for a degree
- Those who have left community colleges without associate degrees
- Those who are still in college and close to graduation requirements

# Graduate School

- Imperatives for institutions
- Imperatives for students
- Similar issues

## The Master's as the New Bachelor's

By LAURA PAPPANO  
Published: July 22, 2011

William Klein's story may sound familiar to his fellow graduates. After earning his bachelor's in history from the College at Brockport, he found himself living in his parents' Buffalo home, working the same \$7.25-an-hour waiter job he had in high school.



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The Heads of State

It wasn't that there weren't other jobs out there. It's that they all seemed to want more education. Even tutoring at a for-profit learning center or leading tours at a historic site required a master's. "It's pretty apparent that with the degree I have right now, there are not too many jobs I would want to commit to," Mr. Klein says.

So this fall, he will sharpen his marketability  
new master's program in Louisch studies (his



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### Are graduate degrees becoming the new bachelor's degrees?

Print

#### Louisville-area graduate programs help working professionals compete for tomorrow's jobs

By Robert Hadley  
BG Magazine - Greater Louisville

LOUISVILLE, Ky. — There's a version of the American Dream that says if you go to college and graduate with a bachelor's degree, your formal education is complete — you are ready to pursue your chosen career. While it's true that fields such as law, medicine and teaching have long required additional training beyond a four-year degree, the expectation in other fields was that a bachelor's degree was



# Questions?

- Download the booklet here:  
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