



Education Reengagement

Inspiring Reenrollment in
Some College, No Credential (SCNC) Students



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Respondent Profile --- **45**

- Gender Identity
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- Age
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- Current Employer Offer Tuition Reimbursement
- Utilize Tuition Reimbursement
- Feel Supported in Education by Employer
- School Offers Employer Tuition Discount
- Ethnicity
- Racial Identity
- First in Family to Attend College
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- State
- Region



Introduction

Understanding the motivations and needs of individuals with some college experience but lacking formal credentials (also known as some college, no credential or SCNC) is essential for comprehending the landscape of modern learners. In collaboration with EducationDynamics, DegreeSight has undertaken a study to identify and communicate the specific requirements of this vital student demographic while also exploring effective strategies for institutions to engage and support them.

According to the National Student Clearinghouse, in 2022, there were 36.8 million students who fell into this category under the age of 65, reflecting a nearly three percent increase from the previous year. This statistic underscores the significant presence of SCNC students within the broader modern learner population, highlighting the necessity for educational institutions to actively pursue and address this population's unique demands.

This analysis, Education Reengagement, examines the needs of SCNC students, focusing on their past and current enrollment experiences as they consider re-enrollment or transferring to other institutions while emphasizing the critical role of credit transfer policies and their impact on student decisions. In addition to delving into the re-enrollment process, identifying factors that attract students to specific institutions and the essential information that should be conveyed, including credit transfer and pricing policies, this investigation addresses effective marketing strategies and messaging.

Ultimately, this report aims to construct a comprehensive profile of the SCNC student, providing insights into how institutions can tailor their marketing efforts to effectively reach this segment. It serves as a roadmap to understand the factors that contribute to students leaving their institutions, the significance of credit transfer policies and the best practices for attracting this important segment of the modern learner population.



Methodology

From September 30, 2024 to October 8, 2024, 602 student respondents from across the nation were surveyed. These students were sourced using a national research panel and were surveyed using an online survey. To enter the survey, respondents must be currently enrolled but thinking about transferring to a new program or have stopped out of a program and have plans to transfer or are considering reenrolling in a new program. They also must have earned at least one academic credit in their previous or current program. All respondents were ages 18 and older. They were incentivized for their participation.

The sample was comprised of two different groups: “Transfer students” and “some college, no credential” (SCNC). Transfer students are currently enrolled in college and seeking transfer to another institution. SCNS students are those who left postsecondary education without earning a credential and are no longer enrolled (and for the purposes of this report, are seeking reenrollment or have reenrolled elsewhere). We note that while these are two different groups, they are quite similar in their aggregate responses. As such, they will be presented as one group in total. This holds as both have career and subject clarity (indicating a strong sense of direction, regardless of enrollment status) and had similar expectations and demands during the enrollment process when reenrolling or transferring directly.

Key differences include:

- **Age** – those who stopped out have a median age of 37 while direct transfer is 31 (indicating also that the SCNC group is a key component of the modern learner).
- **Career aspirations** – direct transfer students who are currently enrolled have a slightly higher percentage of being motivated by promotions in their career.
- **Cost affinity** – those who stopped out have shown that the program cost has more impact in their reenrollment decision than those who are currently enrolled students from a direct transfer.
- **Level of study** – those who are currently enrolled and seeking to directly transfer are more likely to enroll in bachelor’s degree study.

Recommendations and Key Findings

- 1. Institutions seeking to enroll SCNC students must offer a generous transfer credit acceptance policy.** Over 90% of respondents indicated that the number of transfer credits offered by one school when compared to another would influence an enrollment decision. More than 80% indicated that the number of credits they could transfer would influence their enrollment decision, in general. However, 34% indicated that transferring credits was the most difficult part of the enrollment process.
- 2. Transfer credit acceptance is pivotal in enrolling SCNC students.** As 40% of these students have earned more than 30 credits, they indicated that meetings with credit transfer advisors were influential in selecting a school (29%) and are influenced to enroll based on generous or friendly acceptance of transfer credits (31%). Additionally, 36% found that acceptance of transfer credits was important in their enrollment decision (36%). Maximizing transfer credit is the most important factor in enrollment consideration for 13%.
- 3. Transfer credit acceptance is seen as highly important to SCNC and transfer students, even when building consideration sets.** Nearly all respondents, 97%, indicated that knowing the amount of credit that would transfer before applying was, at the very least, somewhat important, including 67% who indicated it was very important. Most (93%) indicated they would not enroll at an institution before learning how much of their transfer credits would apply to their new program. This includes 50% who, if they did not know how much credit would transfer, would not even apply.
- 4. Institutions seeking to enroll SCNC and transfer students must ensure that transfer credit policies are communicated clearly to students.** Nearly one-quarter of respondents considered an institution based on advertising of maximum credit transfers. Nearly half indicated that more support in understanding transfer credit policies would be helpful in the enrollment process, while 30% said this would be the most helpful in the enrollment process. However, 35% indicated that understanding transfer credit policies was the most difficult part of the enrollment process.

Recommendations and Key Findings (continued)

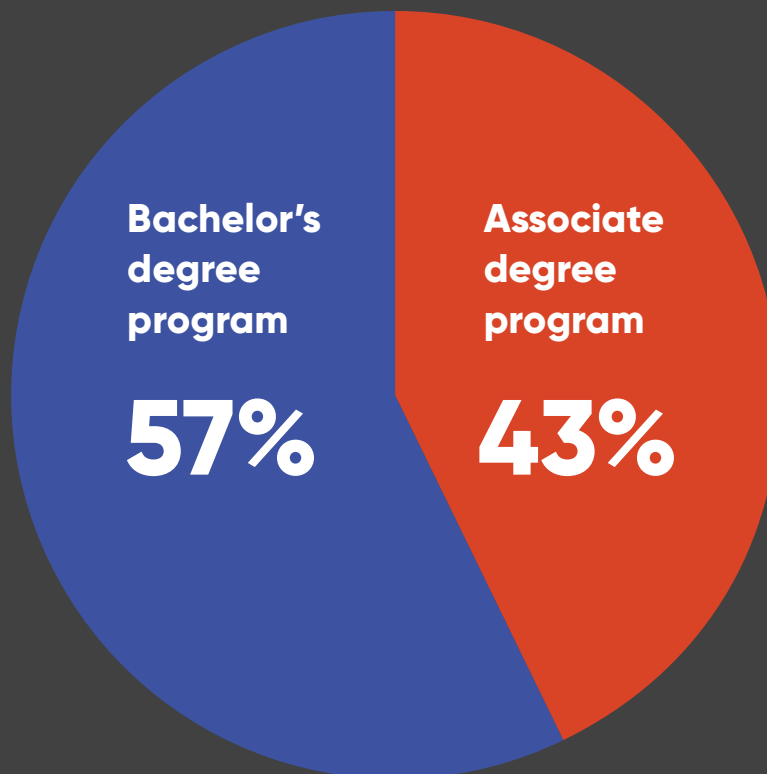
- 5. Schools seeking to enroll SCNC and transfer students should ensure that direct credit transfer occurs for like courses.** When reenrolling in undergraduate study, 84% of respondents indicated that they would enroll in the same subject field as their previous study. As such, credits for like courses should be utilized to allow students to complete these programs with courses that have already been completed. This is important as 82% of respondents are aware that schools may not allow for this type of credit transfer, while 97% indicate this is important in their enrollment decision.
- 6. Institutions should promote online or hybrid learning options for SCNC and transfer students.** While previously enrolled (or currently enrolled by transferring), only 49% of respondents (including only 20% in online study) were enrolled in online or partially study. However, when reenrolling, three-fourths are enrolling in at least partially online study (of which 37% enrolled or will enroll in online study). Of note, fully-classroom course study dropped from 47% to 22% usage.
- 7. Institutions should promote the cost savings that can be found by transferring or utilizing transfer credits.** Nearly all respondents, 98%, indicated that it was important to learn about cost savings when transferring institutions. Given the importance transfer and SCNC students place on cost savings, it is understandable that the leading reason for their initial stop out was cost. Moreover, when considering reenrollment, 44% indicated that cost of tuition and fees was an enrollment decision factor and affordability is what would elevate a school along the student's consideration set. Note that this cost information should be found on a school's website as 47% of respondents began their school selection process there, and 46% of respondents expect to find education cost when first visiting school websites.

Previous Enrollment

Level of Study Prior to Transfer

Among SCNC students, 43% were previously enrolled in an associate degree program, while 57% were pursuing a bachelor's degree. This distribution highlights a significant portion of students who began their higher education journey aiming for a four-year degree, which may influence their decision to restart or transfer in pursuit of completing their bachelor's degree.

Level of Study Prior to Transfer



Motivation for Initially Enrolling

When initially enrolling in an undergraduate program, primary motivations for students varied. The most common reason, cited by 60%, was to start a new career to earn more money, with 36% identifying this as their primary motivation. Additionally, 40% enrolled to pursue a career more aligned with their interests, and 30% saw it as the next step after high school or technical school.

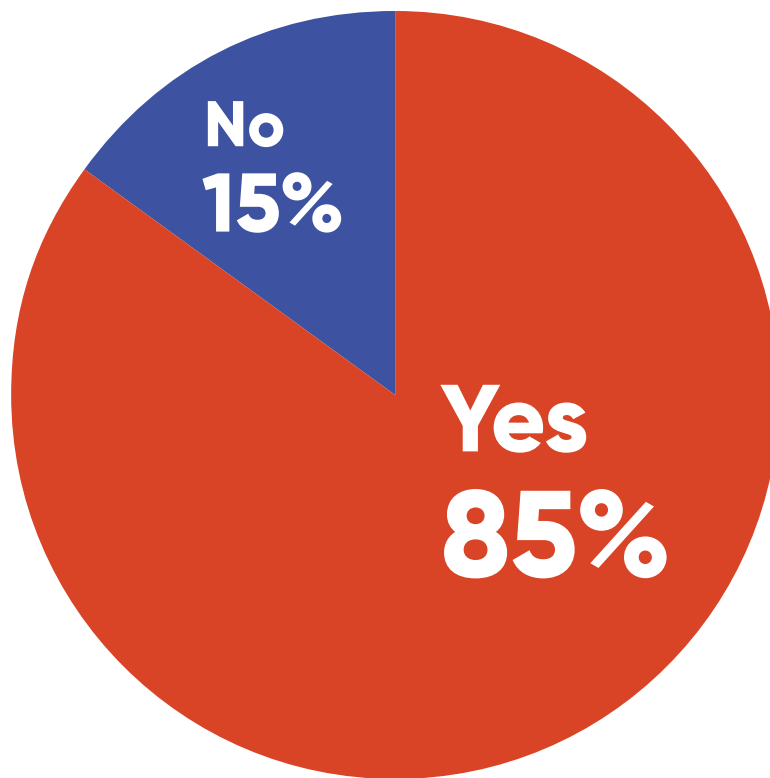
Motivation for Initially Enrolling	Motivations	Primary Motivation
To start a new career to earn more money	60%	36%
To start a new career more aligned with my interests	40%	24%
It was the next step after high school or technical school	30%	15%
To get my first professional/salaried job	27%	9%
To get a promotion within my current profession	16%	4%
To increase my salary within my current profession	15%	6%
My parents wanted me to enroll	14%	4%
It is required by my employer/to keep my current job	5%	1%
Something else:	2%	--



Knowledge of Career Path Before Enrolling

A significant majority, 85%, knew the professional area or career they wanted to pursue before enrolling in their initial program. This clarity in career goals likely plays a crucial role in their educational decisions.

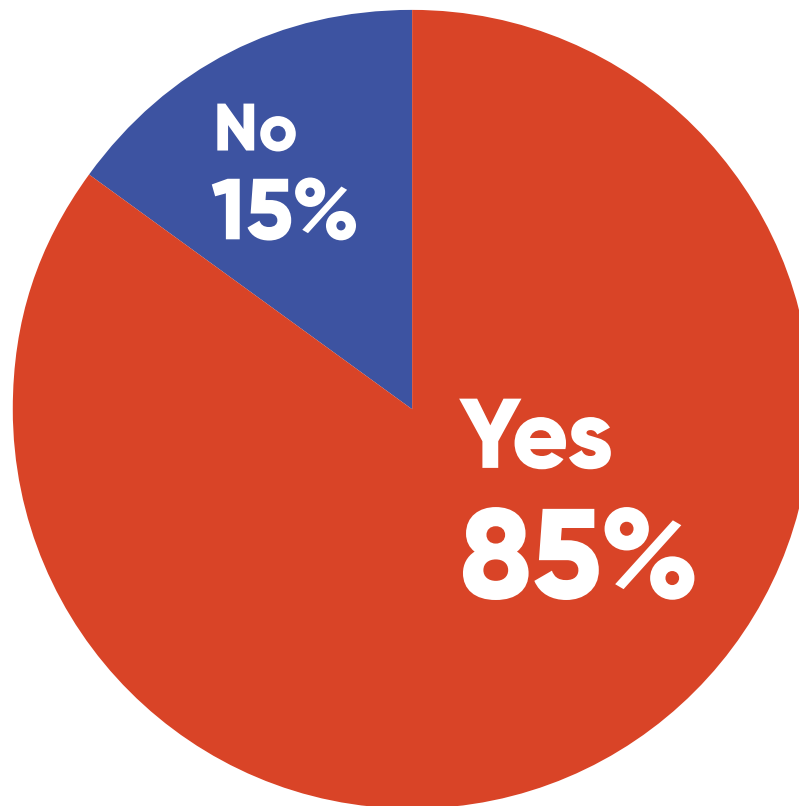
Knew Professional or Career Area Prior to Enrolling Initially



Awareness of Target Careers

Similarly, 85% reported that their initial institution made them aware of the careers available from their target degree. This awareness is essential for students to make informed decisions about their education and career paths.

Made Aware of Target Careers



Knowledge of Subject Field

When initially enrolling, 37% knew the exact major or concentration they wanted to pursue, while 43% had a general idea of the subject but were considering several different majors.

Knew Subject Field

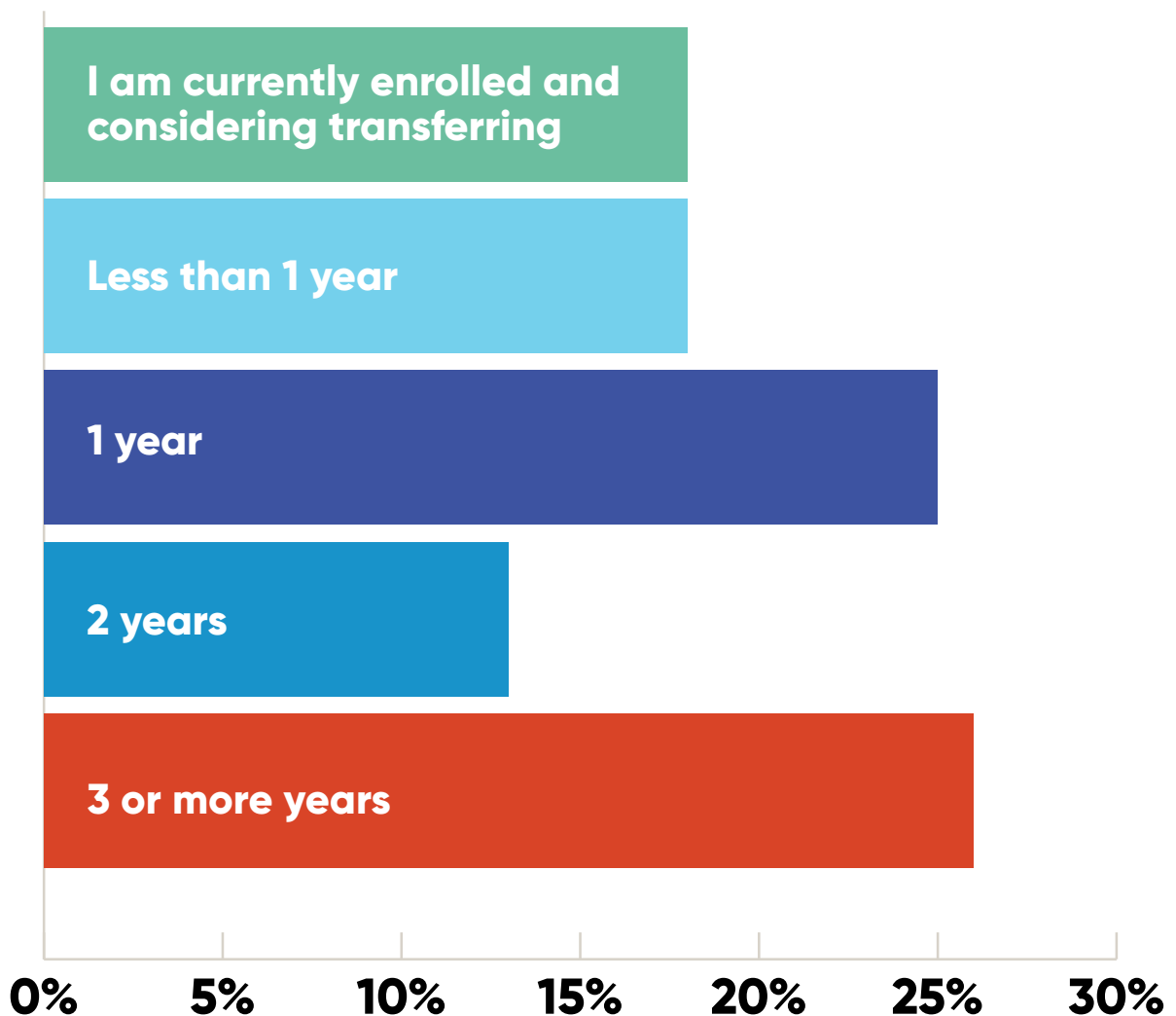
I knew the exact major/concentration in which I wanted to enroll	37%
I knew the subject but considered several different majors/concentrations	43%
I knew the subject but didn't know much about available majors/concentrations	9%
I was considering several subjects	9%
I really didn't know what I wanted to study	2%



Time Since Last Enrollment

Regarding the time since their last enrollment, 18% are currently enrolled and considering transferring, while another 18% have been out of college for less than a year. A notable 25% have been out for one year and 26% for three or more years. This range of time gaps suggests varying levels of urgency and readiness among students contemplating a return to higher education.

Time Since Last Enrollment



Subject Area of Initial Enrollment

The subject areas of initial enrollment for SCNC students are diverse, with 24% in business, 20% in computers and IT and 13% in health, nursing and medicine. Other fields include STEM (11%), social sciences (10%), and arts and humanities (6%). This diversity in academic backgrounds underscores the broad spectrum of interests and career goals among this student population.

Subject Field

Business	24%
Computers & IT, Technology	20%
Health, Nursing & Medicine	13%
Science, Technology, Engineering, or Mathematics	11%
Social Sciences, Criminal Justice, Law	10%
Arts & Humanities	6%
Counseling, Human Services	6%
Education & Teaching	6%
Other	4%

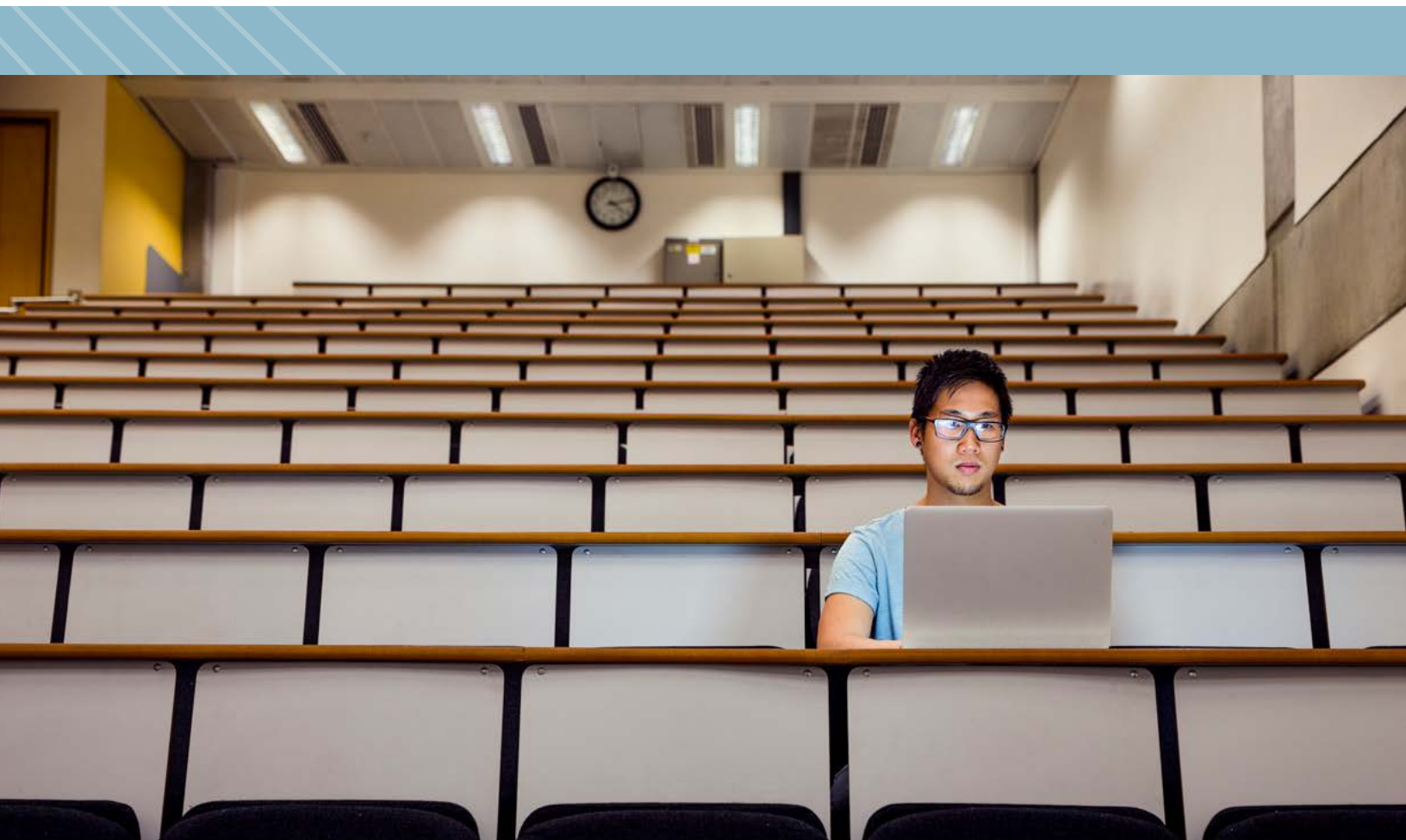


Program Format

In terms of program format, 47% of students were enrolled in on-campus programs, 20% were in fully online programs and 29% participated in partially online or hybrid programs. This variety in learning formats reflects the flexibility and different preferences students have, which can influence a decision to transfer to programs that better fit their learning styles and life circumstances.

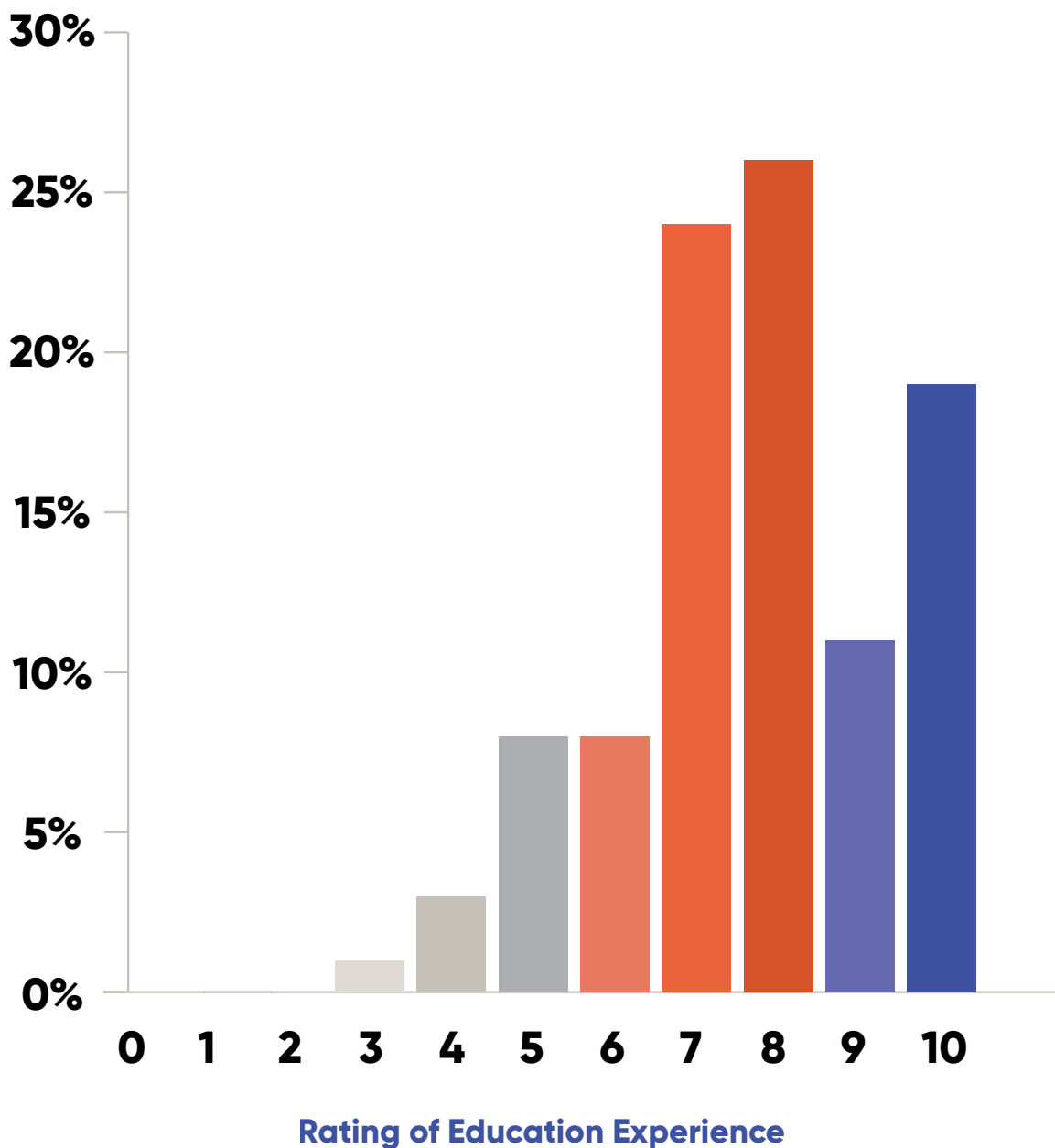
Program Format

On-campus/classroom program	47%
Low residency programs	5%
Partially online or hybrid programs	29%
Online programs	20%



Rating of Education Experience

When rating their education experience based on format, only 20% responded with a perfect level of satisfaction. Moreover, the same number of respondents offered a 3-6 rating. These mixed reviews highlight the varying levels of satisfaction among students, which can be a significant factor in their decision to transfer in search of a better educational experience.



Reasons for Stop-Out

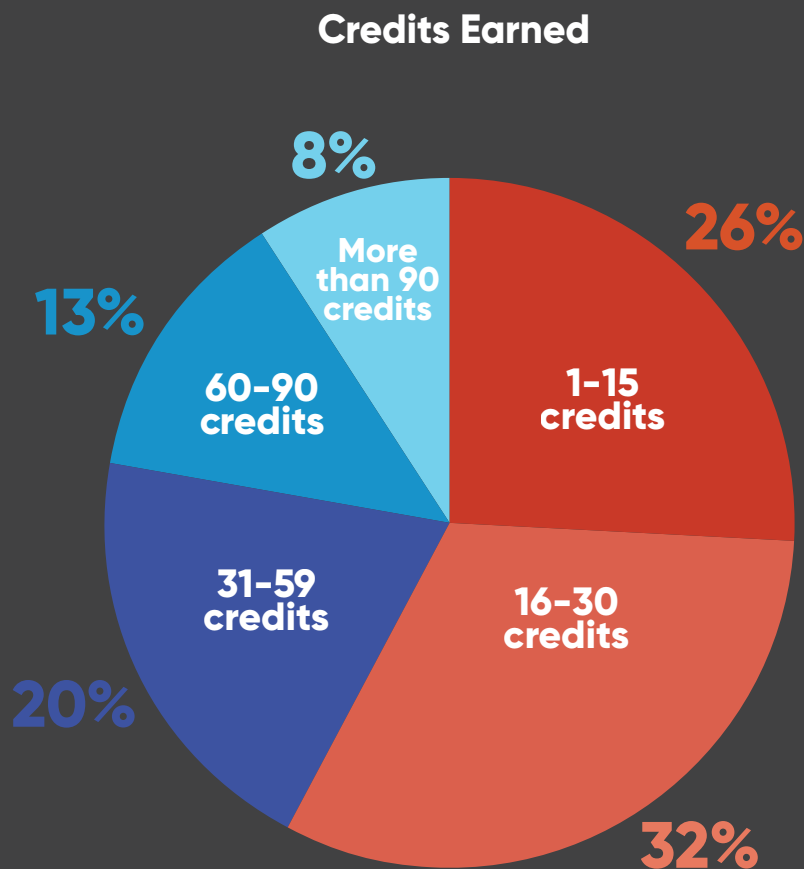
The primary reason students cited for leaving their programs was the cost, with 41% indicating it as a factor and 32% identifying it as the main reason. The financial burden of higher education remains a significant barrier, prompting many to reconsider their enrollment. Note that as students reenroll, the acceptance of prior credit can be positioned as a way to minimize cost outlays.

Reasons for Stop-Out	Reasons for Stopping Out	Primary Reason for Stopping Out
Cost	41%	32%
Covid-19 related reasoning	20%	15%
Lack of flexibility in the program	19%	5%
Inability to use federal financial aid	15%	10%
Program length	14%	1%
Study format did not meet my needs	10%	--
Decided not to continue college study for personal reasons	9%	8%
Contact from staff did not meet my needs	8%	3%
Still currently enrolled in college	8%	--
Other	6%	1%
School did not offer my major/changed mind about major	6%	1%
Contact from faculty did not meet my needs	5%	1%
Contact from professors did not answer my questions	4%	1%
Contact from staff did not answer my questions	4%	1%
School took too long to respond to questions	4%	--
School closed or merged with another school.	3%	3%
School did not hold a high reputation among friends/family	3%	0%
School took too long to process my application	3%	4%

Consideration of Previously Earned Credits When Reenrolling

Previously Earned Credits

The distribution of undergraduate credits earned by SCNC students reveals significant variation in their academic progress. A notable 32% of these students have accumulated between 16 and 30 credits, indicating that a substantial portion has completed at least one semester of coursework.



Alternative Credit Pathways

In addition to the credits they have earned before stopping out, students have various pathways to earn alternative credits. A significant 70% of students could qualify for credits through Prior Learning Assessment (PLA), which recognizes learning gained outside traditional academic environments. Similarly, 69% could benefit from competency-based education, which awards credits based on demonstrated skills and knowledge rather than time spent in class. Microcredentials and badging, which validate specific skills or competencies, are recognized by 41% of students, though a notable 26% are unfamiliar with this option. Professional licenses and certifications offer another viable pathway, with 64% of students qualifying for credits through these credentials.

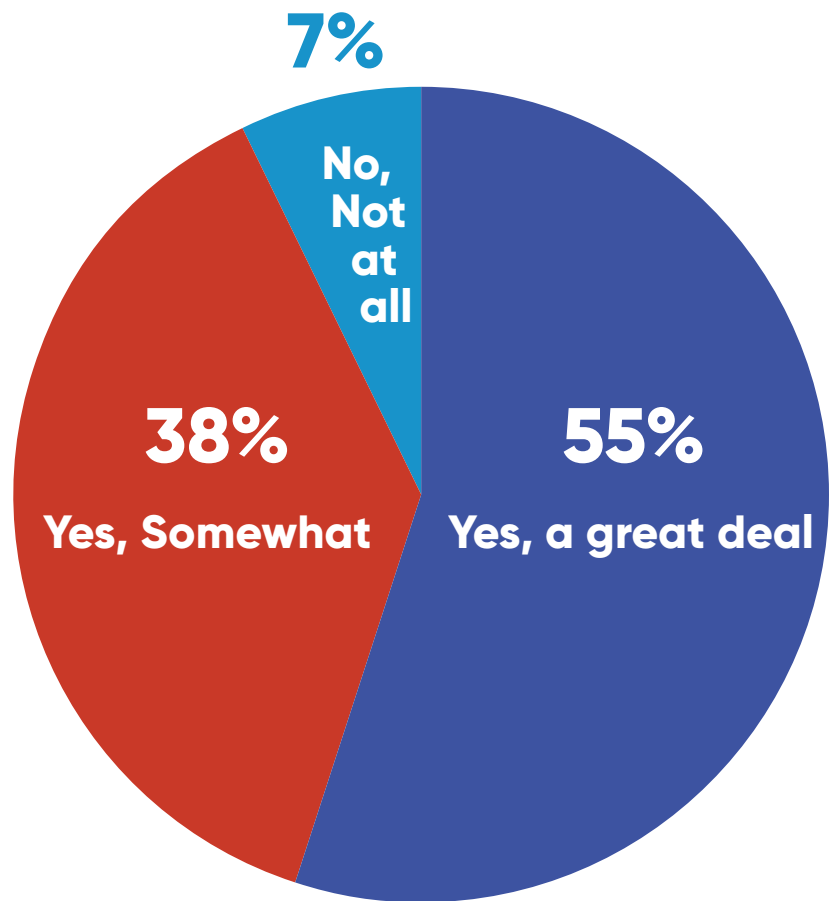
Additionally, 59% could use a portfolio to showcase their work and learning experiences for credit, while 70% could earn credits through examinations. Faculty review, which involves faculty assessing a student’s prior learning, is an option for 58% of students. Military experience, evaluated by the American Council on Education (ACE), is a pathway for 32% of students. Lastly, Advanced Placement (AP) credits are recognized by 64% of students, providing a head start for those who excelled in AP courses during high school. These diverse pathways highlight the importance of recognizing varied learning experiences and competencies in facilitating degree completion.

Credit Pathways	Yes	No	Not Sure What This Is
Prior Learning Assessment	70%	16%	14%
Competency based education	69%	19%	12%
Microcredentials/badging	41%	33%	26%
Professional license/certification	64%	27%	9%
Portfolio	59%	30%	11%
Examination	70%	21%	9%
Faculty review	58%	30%	11%
Military Experience/ACE	32%	58%	10%
AP Credit	64%	28%	8%

Additional Credits Applied Impact Transfer Decision From One School to Another

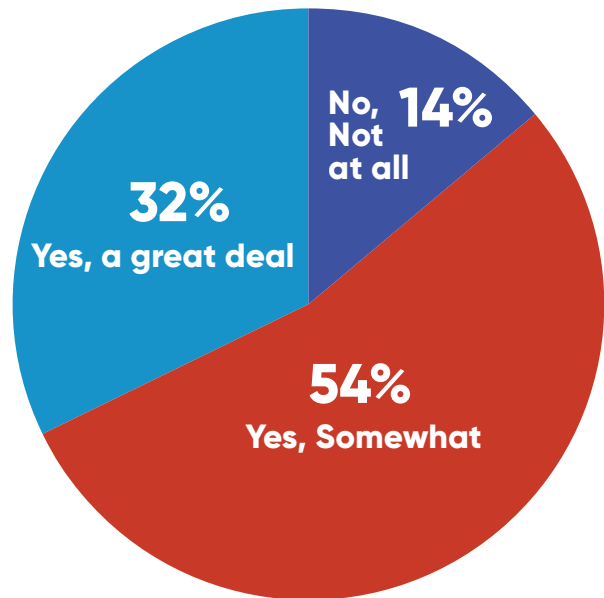
The number of credits a school is willing to transfer significantly influences enrollment decisions from one school to another. The majority, 93%, of respondents indicated that the number of transfer credits applied to their program would impact their transfer decision over another school that offered fewer credits, including 55% who indicated it would have a large impact on this decision. This data underscores the importance of institutions offering clear and generous credit transfer policies to attract potential transfer students, as the ability to retain previously earned credits can be a decisive factor in their enrollment choices.

Additional Credits Applied Impact Transfer Decision From One School to Another



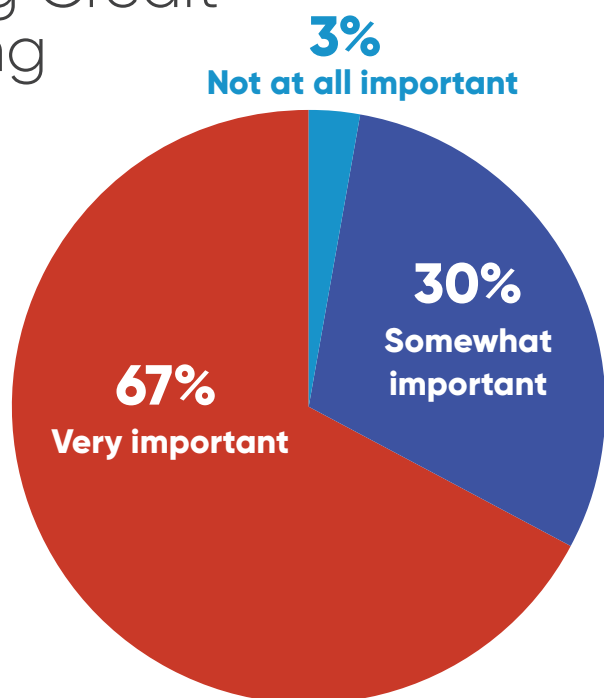
Previously Earned Credits Accepted Impact Transfer Decision

The acceptance of previously earned credits plays a crucial role in the decision to enroll at a new institution. The majority, 32% of student respondents, reported that the amount of accepted credits greatly impacted their decision, and 54% said it somewhat influenced their choice. Conversely, 14% indicated it did not affect their decision. These findings highlight the necessity for institutions to provide transparent and favorable credit transfer policies, as they are pivotal in helping students continue their education without losing valuable progress.



Importance of Knowing Credit Transfer Before Applying

Knowing the amount of credit that will transfer before applying is of paramount importance to students. Nearly all respondents, 97%, indicated that this was somewhat important—including nearly 70% who indicated that it was very important. This emphasizes the critical need for institutions to offer clear and accessible information about credit transfer policies upfront, as it significantly impacts application decisions and confidence in the transfer process.



Knowledge of Credit Acceptance Impact on Application

The awareness of how much previously earned credit will apply to a new program is a significant factor in application decisions. Half of the respondents (50%) said they would not apply if they did not know how much credit would transfer, while 43% were comfortable finding out after applying but before enrolling. Only 7% did not consider it important. These insights stress the importance for institutions to provide detailed credit transfer information early in the application process to encourage potential applicants.

Knowledge of Credit Acceptance Impact on Application

Yes, I would not apply if I did not know how much credit would apply

50%

No, I would be ok finding out how much credit would apply after I apply but before I enroll

43%

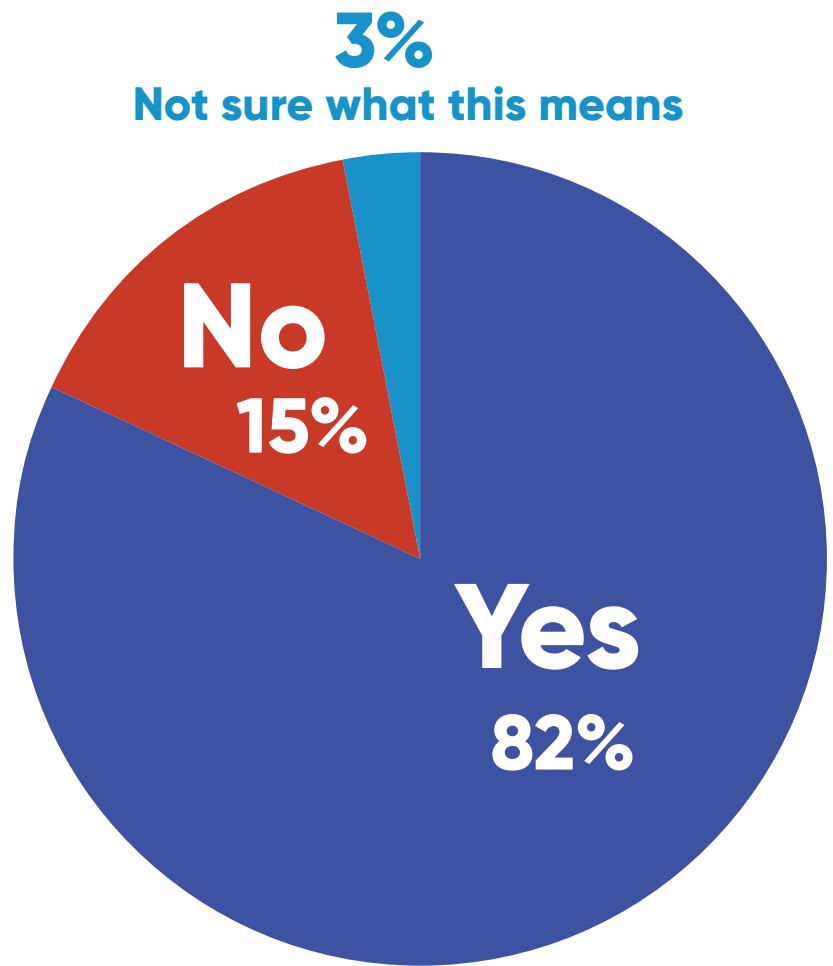
No, it is not important to me how much of my previously earned credit would apply to my new program

7%



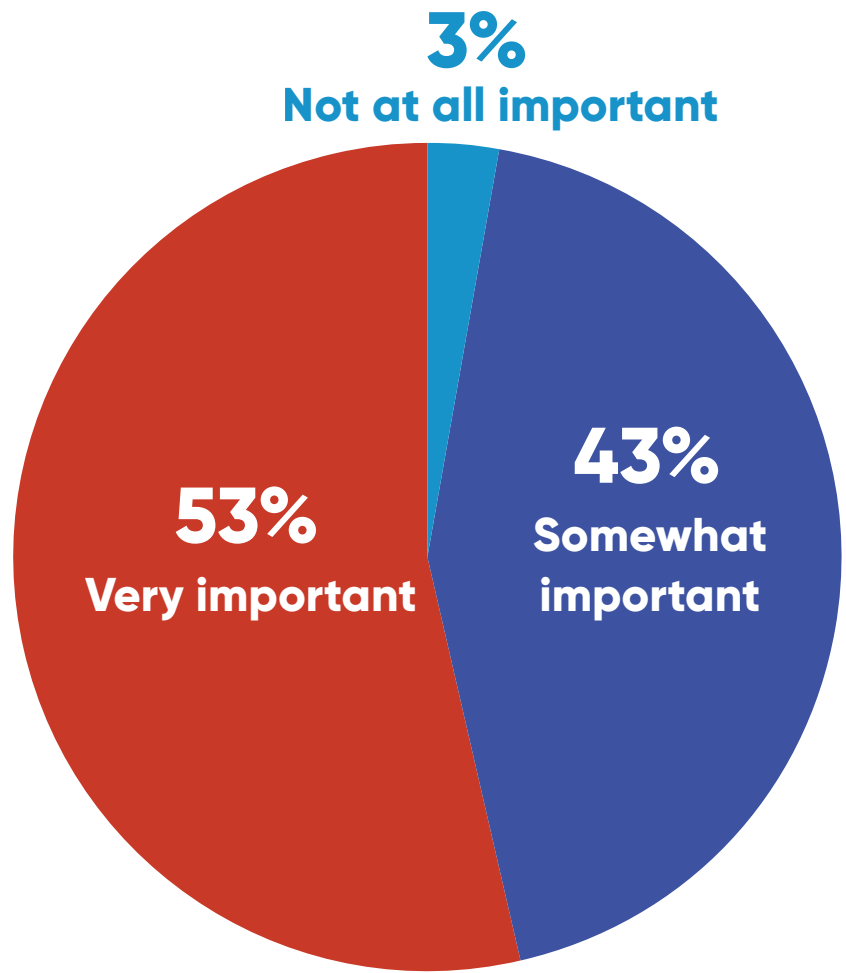
Awareness That Schools May Not Accept Previously Earned Credits

A substantial majority of students, 82%, are aware that schools may not accept previously earned credits for specific courses—15% were unaware and three percent were unsure what this meant. This awareness indicates that students are cognizant of potential credit transfer issues, making it essential for institutions to communicate their credit transfer policies clearly and manage expectations effectively.



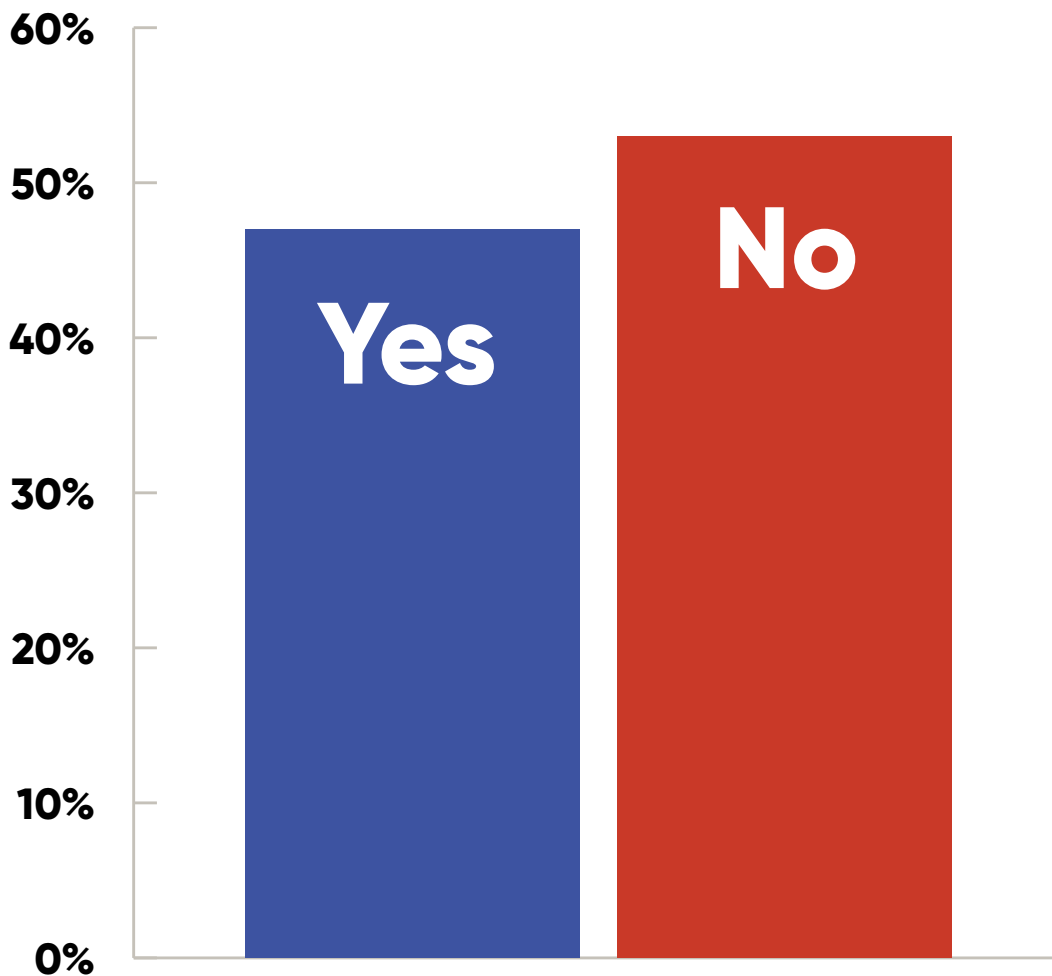
Importance of Course Application of Previously Earned Credits

The specific application of previously earned credits to corresponding courses is highly important to students: 53% considered it very important and 43% found it somewhat important. Only three percent did not see it as important. This data highlights the necessity for institutions to ensure that transferred credits align well with their course offerings, as this alignment is crucial for academic planning and student satisfaction.



College Credit Transfer Not Acceptable Prevent From Adding School to Consideration Set

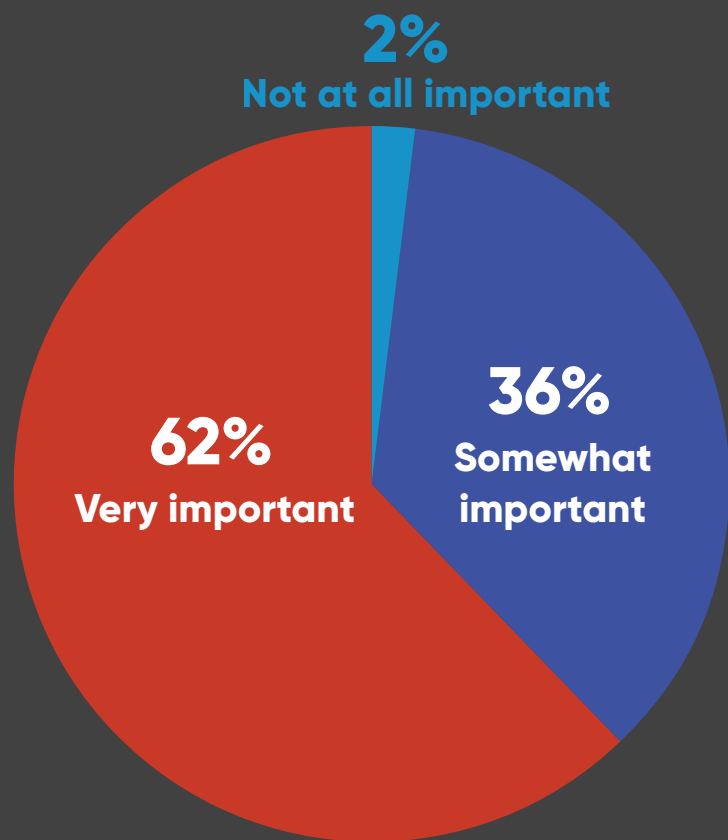
The acceptability of credit transfer policies can determine whether students consider enrolling at a particular institution. Forty-seven percent of students indicated that unacceptable credit transfer policies would prevent them from considering a school, while fifty-three percent said it would not. This finding underscores the importance of institutions offering favorable and transparent credit transfer policies to remain competitive and attractive to prospective transfer students.



Consideration of Costs When Reenrolling

Importance of Learning Cost Savings When Transferring

Understanding potential cost savings is crucial for students considering transferring to a new institution. According to 62% of the respondents, it is very important to know how much money they could save by transferring, while 36% found it somewhat important. Only two percent deemed it not important at all. This highlights the significant role that financial considerations play in transfer decisions. Institutions can improve their appeal by clearly communicating potential cost savings and offering tools such as cost comparison calculators to help students make informed decisions.



Tuition Considerations

When balancing tuition with other factors, students' decisions varied—27% chose programs with the least expensive tuition, while 29% prioritized programs with ideal formats, schedules, or locations despite higher costs. Of the rest, 28% selected more expensive programs because the degree offerings were ideal, and 12% valued the reputation of the school or program over lower tuition costs. Only four percent did not prioritize tuition in their decision-making. These insights suggest that while cost is a significant factor, other elements such as program quality and convenience, also heavily influence enrollment decisions. Institutions should provide comprehensive information on tuition and additional benefits to help students weigh their options effectively.

Tuition Considerations

Tuition was/is the least expensive among the programs I evaluated.

27%

Tuition was/is higher than some others but the available format, schedule, or location are ideal.

29%

Tuition was/is more expensive than some, but the degree programs are ideal.

28%

Tuition was/is more expensive than some, but the school/program has the best reputation.

12%

Tuition was among the most expensive, but this was not a priority in my decision.

4%

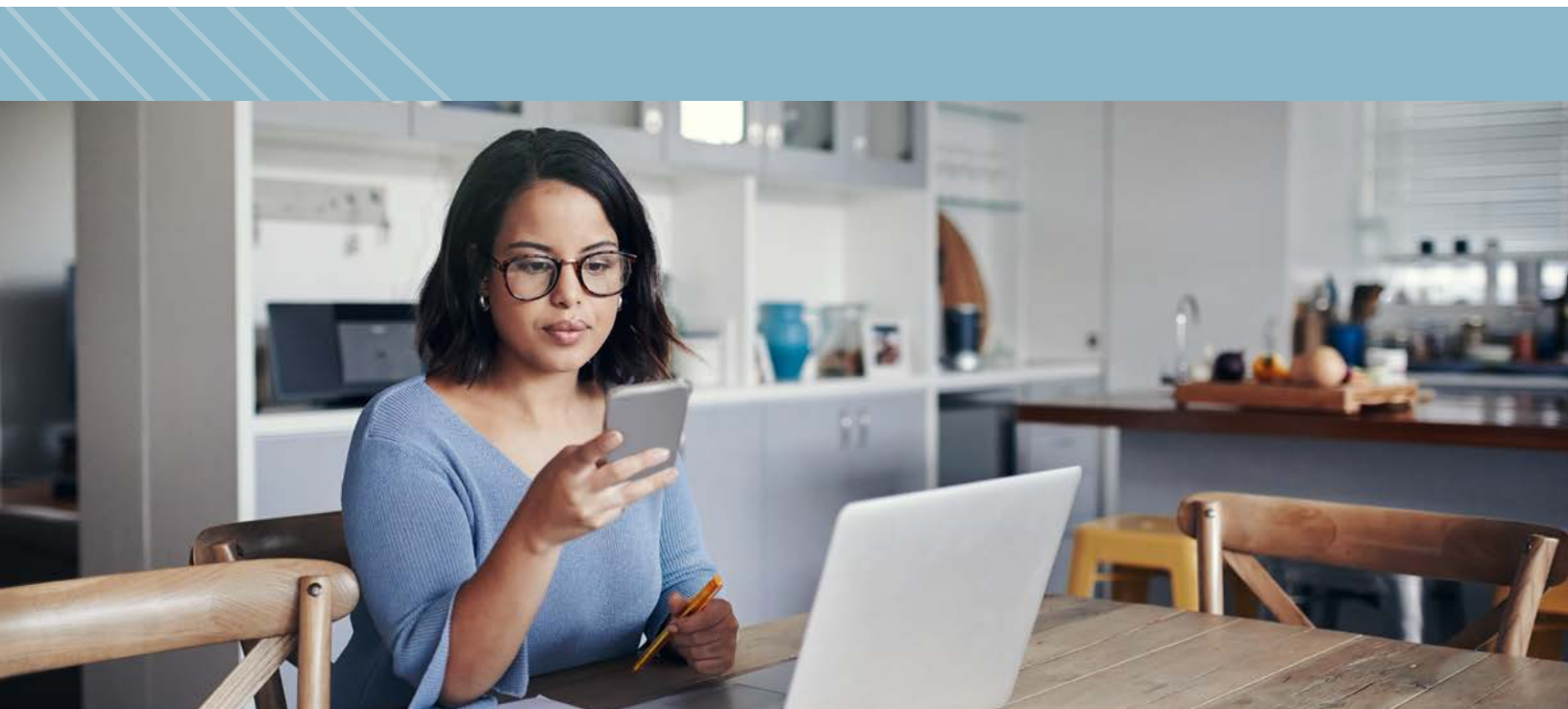


Education Payment Methods

Students utilize a variety of methods to finance their education. Government grants are the most common, used by 48% of students, followed closely by student loans at 47%. Personal or family funds support 37% of students, while 23% benefit from employer tuition support. Work-study programs assist 22%, and 19% rely on private loans. Private third-party scholarships help 16%, and one percent have other means. These diverse funding sources underscore the importance of institutions offering flexible payment options and financial aid information to accommodate different financial situations.

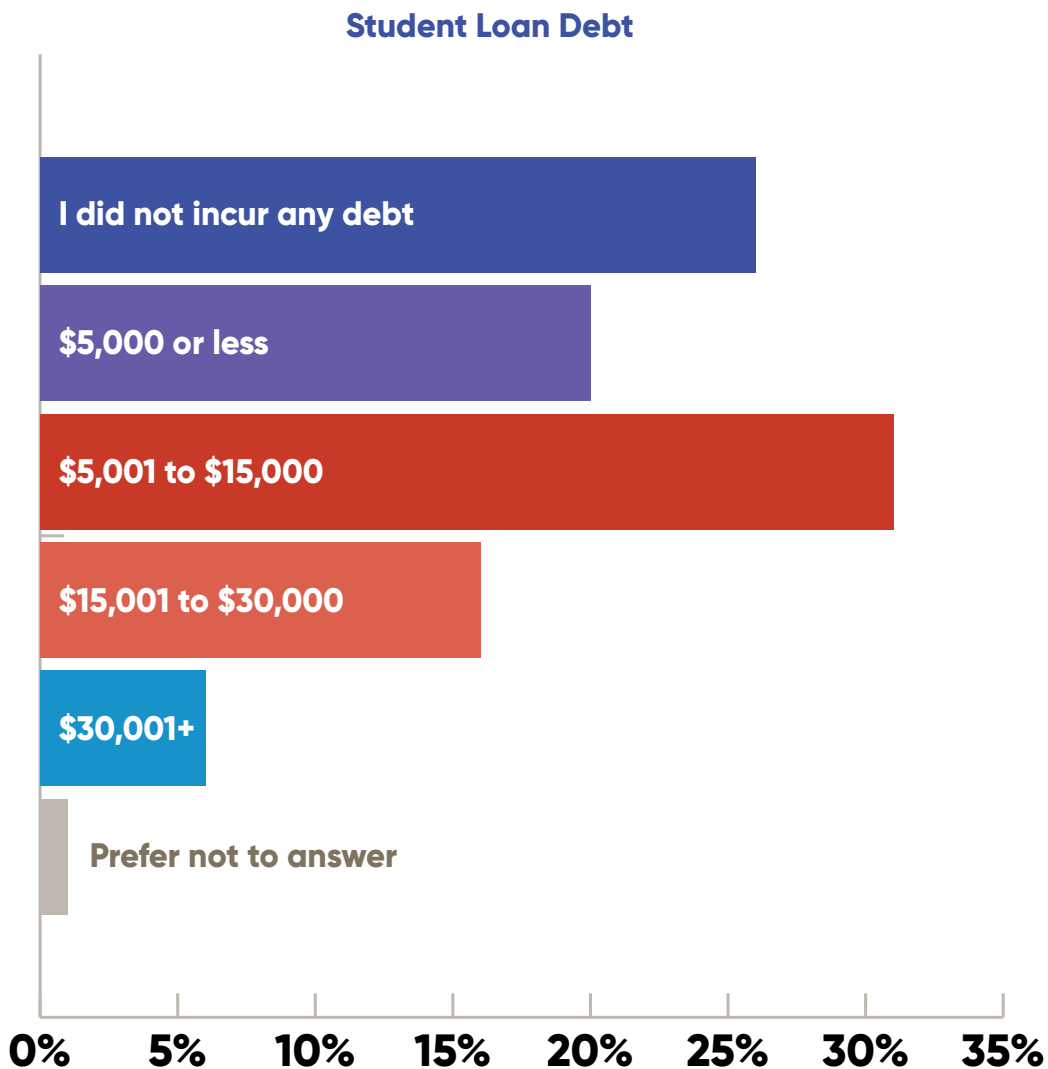
Education Payment Methods

Government grants (Pell, Federal, state, local, etc.)	48%
Student loans (Government, subsidized, unsubsidized, etc.)	47%
Personal/family funds	37%
Employer tuition support benefits	23%
Work-Study	22%
Private loans (from a bank)	19%
Private third-party scholarships	16%
Other	1%



Student Loan Debt

The amount of student loan debt held by students varies widely. Some, 26% of our respondents, did not incur any debt, while 20% have debt of \$5,000 or less. Still others, 31% hold debt between \$5,001 and \$15,000, 16% between \$15,001 and \$30,000, and 6% have more than \$30,000 in debt. Only 1% preferred not to disclose debt amounts. This variation in debt levels highlights the financial burden many students face, influencing their decisions about continuing education and transferring institutions. Institutions should provide clear information on financial aid and debt management resources to support students in making informed decisions.



Debt Impact Enrollment Decision

Student loan debt significantly impacts enrollment decisions. Many, 40% of respondents, holding debt specifically looked for programs with assistantships to help cover costs, while 27% sought programs that did not require borrowing money. Others, 18%, did not consider some programs due to cost, and 20% decided to enroll part-time to control costs each semester while 13% delayed enrolling to save up or pay off existing loans. These findings emphasize the need for institutions to offer financial support options and transparent cost information to help students manage debt and make informed enrollment decisions.

Debt Impact Enrollment Decision

I didn't consider some of the programs I liked due to cost	18%
I specifically looked for programs for which I wouldn't have to borrow any money	27%
I looked for programs that had assistantship to help cover costs	40%
I decided to enroll part time in order to control costs each semester	20%
I delayed enrolling in order to save up or pay off existing loans	13%

Preference of Learning Education Cost

SCNC students prefer to learn about the cost of enrolling at a school at different stages of their decision-making process. Of the survey respondents, 46% want to know the cost when they first visit the school's website, while 29% prefer to learn it after their initial inquiry. Another 16% want cost information after submitting their application, and 9% after being accepted. This indicates that timely and accessible cost information is crucial in the decision-making process. Institutions should ensure that tuition and fee details are prominently displayed on their websites and communicated early in the inquiry and application stages to meet preferences and support informed decision-making.

Preference of Learning Education Cost

When I first visit the website of the school	46%
When I hear back from the school after my initial inquiry	29%
When I hear back from the school after I submit my application	16%
After I am accepted	9%

Considering New Institutions

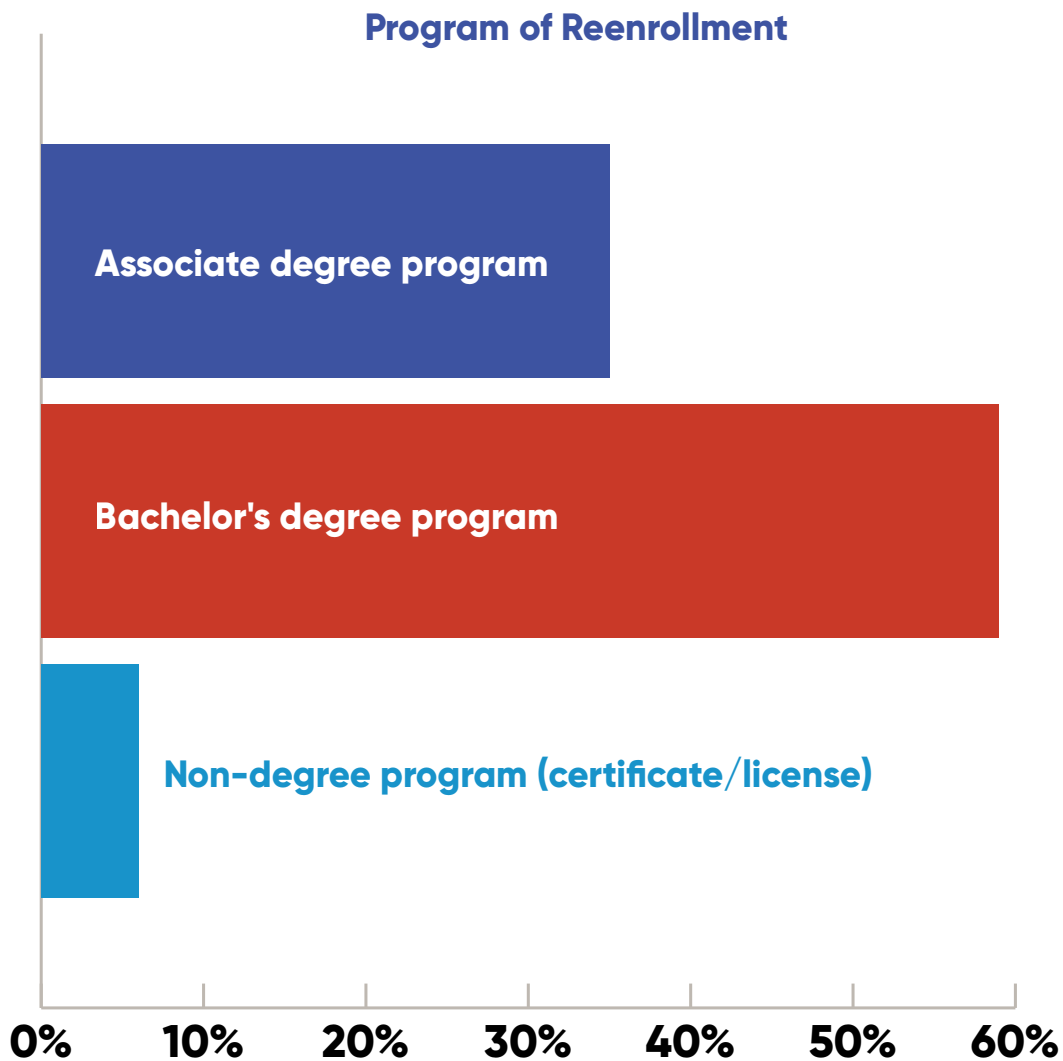
Reason for Reenrollment

The primary reasons for reenrollment among SCNC students are varied. Among them, 30% cited a change in their financial situation as the main reason for returning to complete their undergraduate program. Other significant factors include moving to a new location (10%), changes in living arrangements (8%), and transferring to save money at a lower-cost institution (8%). Additionally, job loss (7%), having a baby (7%), and being passed over for promotion due to lack of education (6%) were also notable reasons. These insights suggest that life changes and financial considerations are critical motivators to reenroll. Institutions can attract these students by offering flexible financial aid options and support services tailored to their unique circumstances.

My financial situation changed	30%
I moved to a new city/location	10%
My living arrangements changed (e.g.: I moved in with someone, I left home, etc.)	8%
Transferred to save money at a lower cost institution	8%
I got laid off/let go from my job	7%
I/we had a baby	7%
I was passed over for promotion/advancement due to lack of education	6%
Transferred due to academic challenges	5%
I ended a relationship/divorced	3%
I started a new relationship/got married	3%
My kids went to school/college	3%
Transferred for athletic opportunities	1%
Something else	6%

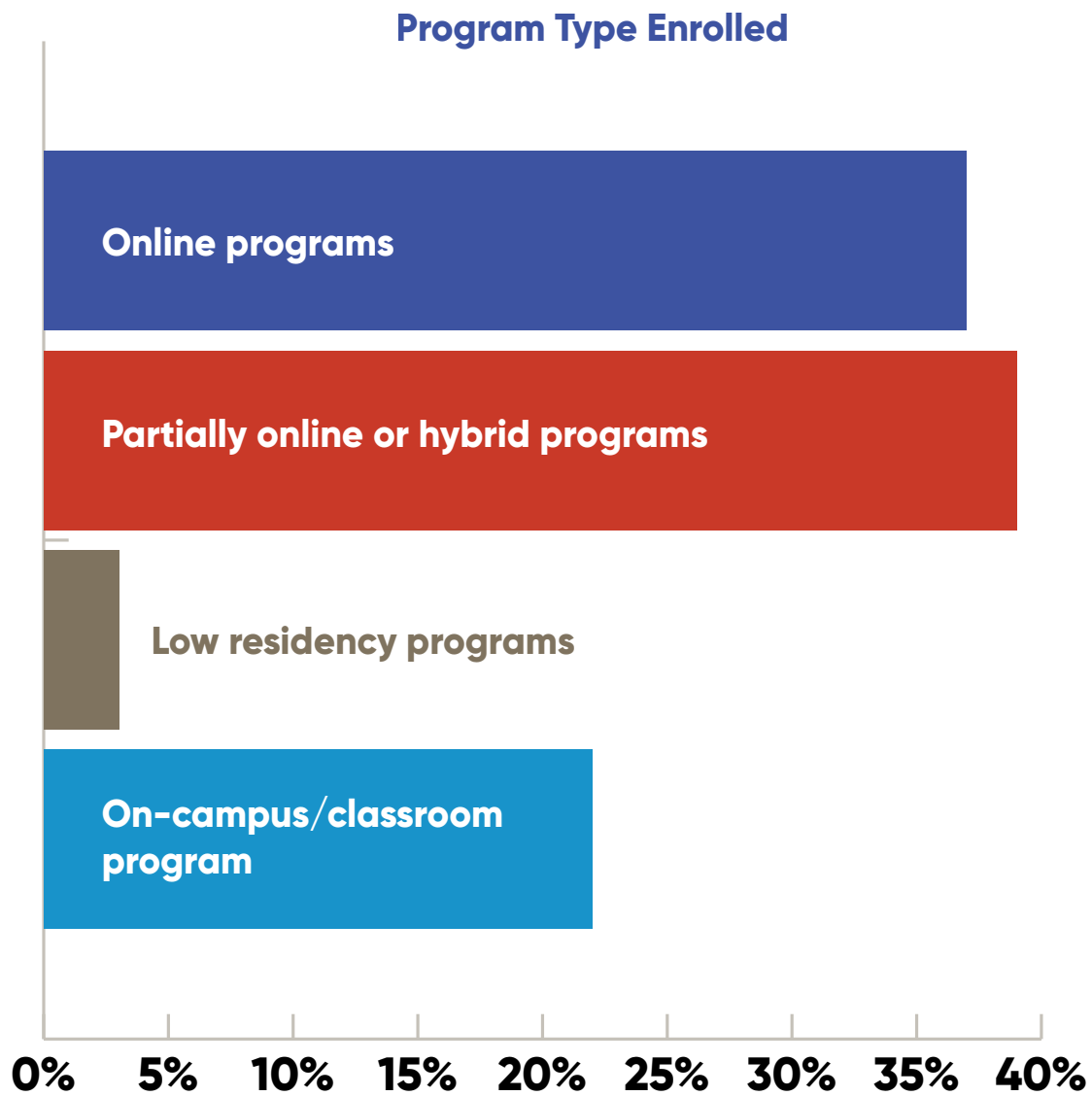
Program of Reenrollment

When considering reenrollment, 59% plan to enroll in a bachelor's degree program, while 35% aim for an associate degree, and six percent are looking at non-degree programs such as certificates or licenses. This distribution indicates a strong preference for completing a four-year degree among students with some college experience. Institutions can leverage this data by highlighting pathways to bachelor's degree completion and offering clear information on how previously earned credits can be applied towards these programs.



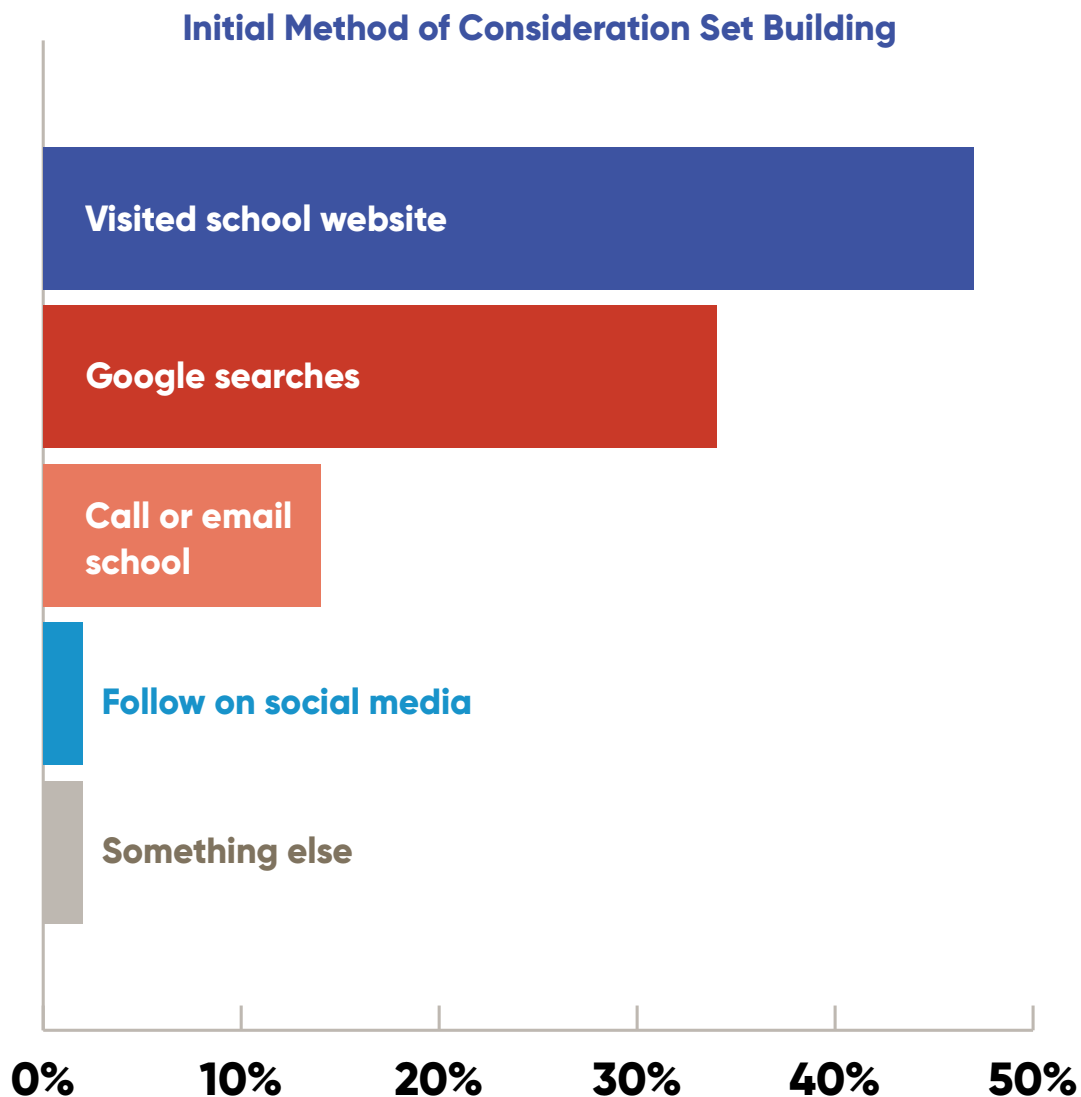
Program Type Enrolled

Preferences for program types show a significant inclination towards flexible learning formats. This is a departure from the earlier data in which nearly half of these students were previously enrolled in an on-campus program.



Initial Method of Consideration Set Building

The initial method students use to begin their school selection process is predominantly digital with 47% starting by visiting the school websites, and 34% using Google searches. Of the rest, 14% call or email the school directly, while two percent follow the school on social media or use other methods. This data highlights the critical role of a strong online presence and user-friendly website in attracting prospective students. Institutions should focus on optimizing their websites for easy navigation and providing comprehensive information to facilitate the school selection process.



Consideration Set Advancement Methods

Several factors influence which schools students consider more strongly when deciding where to reenroll. Affordability is the most important factor for 66% of students, followed by credit acceptance policies (44%), programs offered (41%), and scholarships (32%). Other considerations include proximity to home or work (21%), overall reputation (21%), and ease of admission (21%). This data underscores the importance of transparent credit transfer policies and financial information. Institutions should ensure that these details are easily accessible and clearly communicated on their websites.

Consideration Set Advancement Methods

Affordability	66%
Credit acceptance policies	44%
Programs offered	41%
Scholarships offered	32%
Proximity to home/work	21%
Overall reputation of school	21%
Ease of admission	21%
Ease of finding information on school/program webpage	20%
Its values matched my own	20%
Quality of faculty	15%
Reputation of specific program	13%
Testimonials from current/past students	13%
Familiarity with school	10%
Ease of finding financial information on school webpage	9%
Testimonials from employers	8%
Videos on the school/program website	7%
Blog posts on the school/program website	6%
Something else	1%

Outreach Methods

The most influential methods in selecting a school include conversations with staff and advisors (34%), meetings with credit transfer advisors (29%), and in-person events such as campus tours (26%). Online events (17%) and search engines (14%) also play significant roles. This data suggests that personalized interactions and direct engagement are crucial in influencing students' decisions. Institutions should invest in robust advising services and organize events that allow prospective students to interact with faculty and staff, providing them with detailed information about credit transfer and program offerings.

Outreach Methods

Conversations with staff/advisors	34%
Meetings with credit transfer advisors	29%
In-person events (campus tour, class audits, etc)	26%
Online events (webinars, online tours, online social events, etc)	17%
Search engines (Google, Bing, Safari, etc)	14%
I live near the school	13%
Social media (Facebook, Instagram, etc)	11%
Emails from schools	8%
Online chats with schools	6%
Community members (friends/family/coworkers/academic advisor)	5%
Media awareness (Television, Radio, Streaming Services, magazines, newspapers, billboards, podcasts)	4%
Past association with the school	4%
Direct letters and postcards from schools	3%

Most Difficult Part of Enrollment Process

Understanding credit transfer policies is the most challenging aspect of the enrollment process for 35% of students, followed closely by getting previous credits transferred (34%) and completing financial aid forms (34%). Providing dedicated support services and resources to assist SCNC students with transfer credit policies and applications can greatly enhance their enrollment experience and attract more students.

Most Difficult Part of Enrollment Process

Understanding credit transfer policies	35%
Getting previous credits transferred	34%
Completing financial aid forms	34%
Determining how to pay for school	27%
Understanding community and social activities at the institution	13%
Gathering transcripts	12%
Deciding if I was able to go to school with other family and work obligations	11%
Scheduling courses	9%
Completing the application	8%
Registering for courses	8%
Writing essays	6%
Understanding the enrollment process	6%
Gathering recommendations	5%
Understanding the job opportunities that would come from a degree	3%
Something else	1%

Helpful in Enrollment Process

The enrollment process for students with some college experience but no credential is influenced by several key factors. Understanding how credits will transfer is paramount, with 48% of SCNC students finding it helpful and 30% considering it the most helpful aspect. Financial support, including scholarships and aid, is also crucial, as indicated by 44% of students, with 25% identifying it as the most helpful. Frequent contact from enrollment staff and faculty, application and course registration assistance, and the ability to engage with the school online are significant aids in the process. Additionally, social and community opportunities, simplified application processes and the absence of standardized test requirements further ease the enrollment journey. Institutions can attract and support these students by providing clear credit transfer policies, robust financial aid information and personalized, accessible support throughout the enrollment process.

Support in understanding how credits will transfer is crucial for many students, with 48% finding it helpful and 30% calling it the most helpful aspect of the enrollment process. This underscores the importance of clear and accessible credit transfer policies. Institutions can attract transfer and SCNC students by providing detailed credit transfer guides and personalized advising sessions to help them navigate the process.

	Helpful in Enrollment Process	Most Helpful in Enrollment Process
More support in understanding how my credits will transfer	48%	30%
More support with scholarships and financial aid	44%	25%
Frequent contact from enrollment staff	31%	12%
Application assistance	24%	5%
Course registration assistance	24%	5%
Frequent contact from faculty	21%	6%
Ability to engage with school through online chat on webpage	20%	5%
Ability to request more program information on program webpage	16%	2%
Social and community opportunities at the destination institution	14%	4%
Ability to apply to program from webpage link on program webpage	13%	2%
No standardized test score requirements	12%	3%
Something else	1%	--

School Influence Methods

The most attractive methods for influencing SCNC students to select a school include generous or friendly acceptance of transfer credits, tuition payment plans and higher scholarships and grants, each cited by 31% of respondents. These factors are crucial as they directly address financial and academic continuity concerns, which are significant for students looking to complete their education efficiently and affordably. The acceptance of transfer credits is particularly impactful, as it allows students to leverage previous academic efforts, reducing the time and cost required to earn a degree.

School Influence Methods

Generous or friendly acceptance of transfer credits	31%
Tuition payment plan	31%
Higher scholarships and grants	31%
Free course	22%
Lower tuition	16%
Free textbooks	14%
Free technology equipment (computer, iPad, tablet, etc.)	12%
Accelerated program options to finish faster	7%
Programs match my career objectives	5%
Lifetime career services	5%
Faster time to complete my program	3%
More course/class options	2%
Blended/Hybrid Courses	2%
Feeling like I belonged	2%
Alumni discount	2%
Military discount	2%
Proximity to my home/work	2%
Fee waivers (such as application, registration, or deposit)	2%
Audit a class for free	2%
Linkages to area industry and employers in my study field	2%
Student services	1%
Reputation of school	1%
Smaller school	1%
Its values match mine	1%
Apprenticeships	1%
Improved communication when I inquire or apply	0%
Larger school	0%

Enrollment Decision Factors

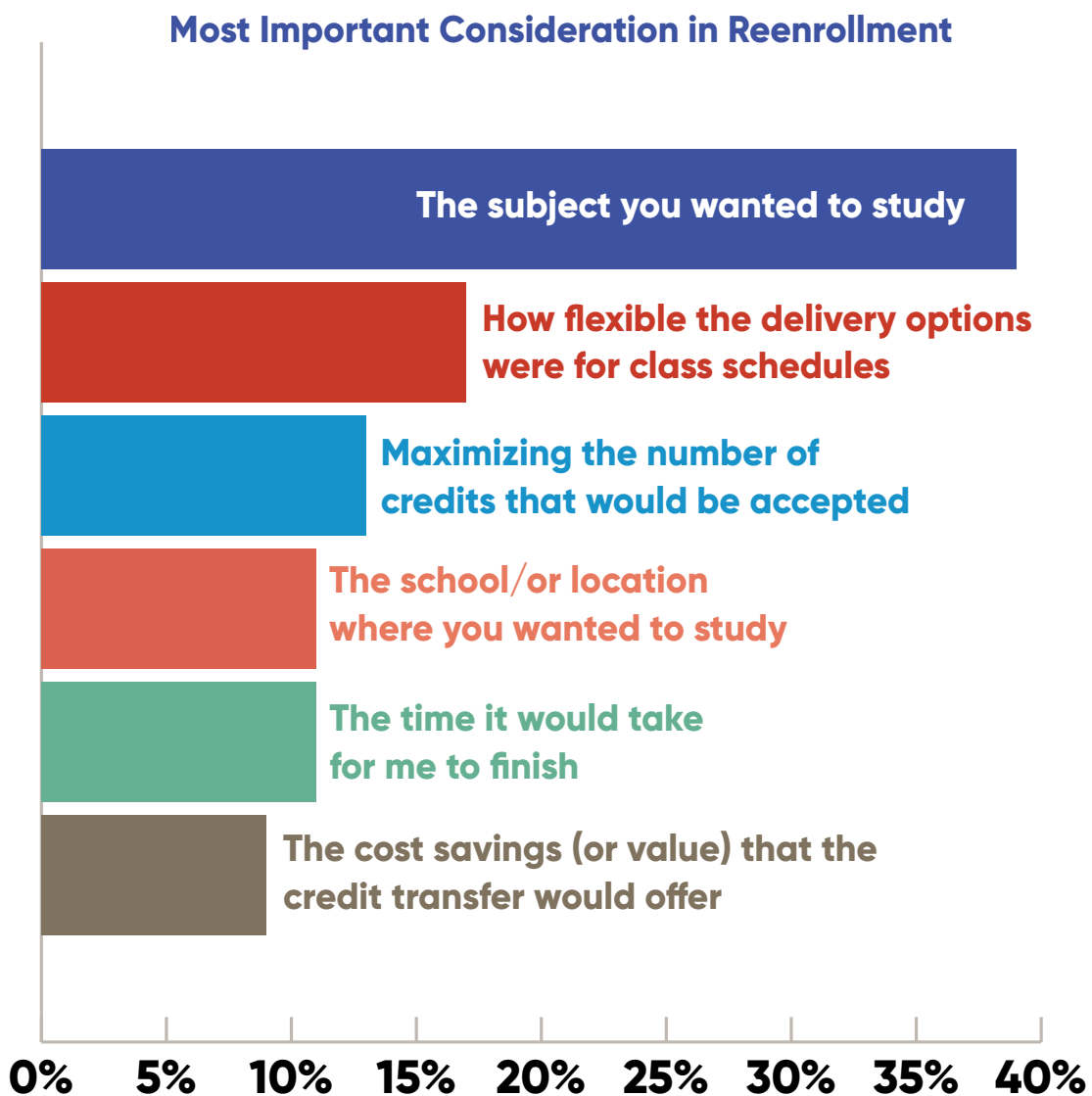
When deciding which school to enroll in, students with some college credits but no credential prioritize the cost of tuition and fees (44%), acceptance of transfer credits (36%) and the availability of online programs (35%). These factors highlight the importance of affordability, flexibility and the ability to continue education without losing previously earned credits.

Enrollment Decision Factors

Cost of tuition and fees	44%
Acceptance of transfer credits	36%
Availability of online programs	35%
Length of time to complete my studies	29%
Proximity to my home/work	27%
Location where my courses are offered/available	24%
Availability of scholarships, fellowships, and assistantships	23%
Availability of flexible formats (online, hybrid, low-residence...)	23%
School offers programs that match my career goals	22%
Availability of accelerated courses	21%
Reputation/reputation of the college or program	21%
Available student support services	18%
Professional accreditation of my program	17%
No required campus visits	16%
Multiple start dates to begin my studies	16%
Feeling that school/program/staff cared about my success	15%
Received credit for Prior Life Experience or other non-traditional pathways to credit	14%
Availability of mental health care services	12%
School has a population of students like me	12%
Ability to participate in on-campus graduation	11%
Recommendations of friends, family, associates	11%
Located near public transportation	11%
Availability of childcare	10%
Recommended by my employer	9%
Feeling of inclusiveness on campus/in program for students like me	9%
Attractiveness of specific school marketing messages and advertisements	8%
Religious affiliation	8%

Most Important Consideration in Reenrollment

For students considering reenrollment or transfer, the subject they want to study is the most important factor, cited by 39% of respondents. This speaks to the importance of academic interest and career alignment in their decision-making process. Flexibility in class schedules (17%) and maximizing the number of accepted credits (13%) are also key considerations, reflecting the need for adaptable learning options and the desire to make the most of previous academic achievements.



Reason for Considering Institution

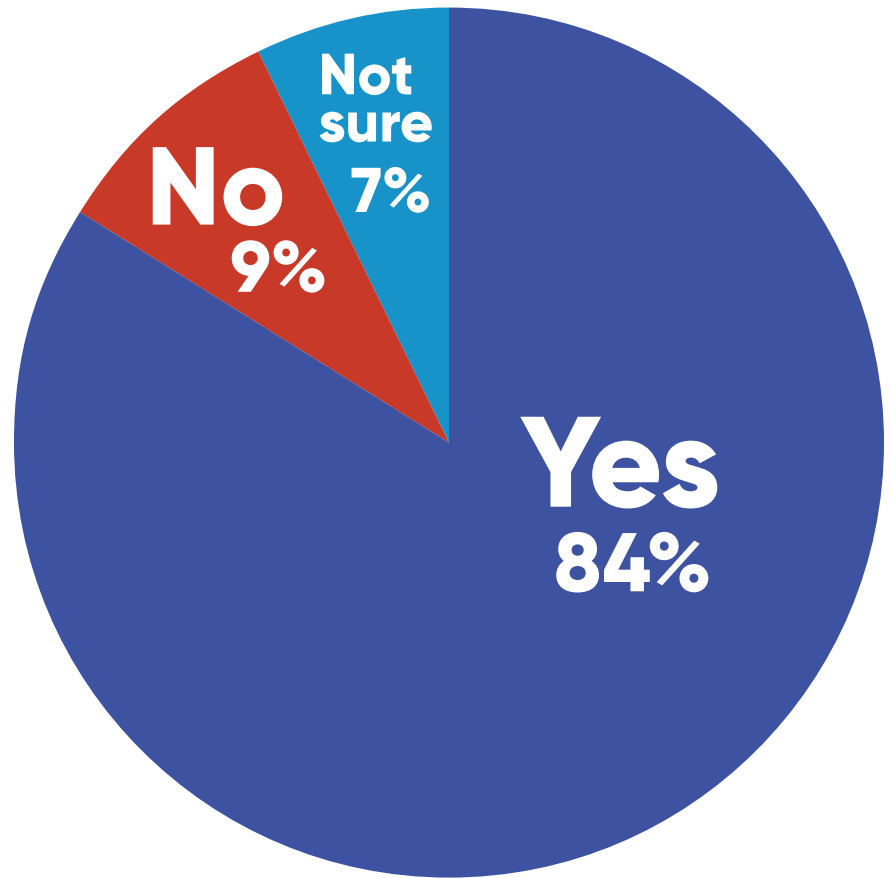
SCNC students consider a variety of factors when choosing an institution. Location is the most cited reason (33%), followed closely by the institution being their first-choice school (32%). The advertisement of maximum credit transfer (22%) is particularly significant for this group, as it directly impacts their ability to continue their education without losing progress.

Reason for Considering Institution

Location (close to home, far from home, liked the area or region)	33%
It was my first-choice school, the school with the best fit for me.	32%
They advertised a maximum credit transfer	22%
I wanted a college that offered the personal support to keep me on track to achieve my goal	17%
The school was recommended or mentioned by my high school guidance counselor.	16%
I wanted a school that was offered scholarships and was affordable	16%
I wanted a specific major offered the school or felt that the overall school was strong academically	12%
I spoke with a school representative at an event (college fair, open house, etc.)	12%
I wanted a small school	11%
I wanted to maximize my post-college opportunities and looked for a college that offered networking opportunities to help land internships and jobs	9%
The school presented at my high school	9%
I wanted a large school	8%
It is where my parents, family member or friends attend(ed)	7%
I was interested in or recruited for an athletic program	5%
Personal reasons not listed above: (Please explain)	2%
Other:	1%

Enroll in Same Subject Field as Previous Study

A significant majority of SCNC students (84%) plan to enroll in the same subject field as their previous studies. This indicates a strong commitment to their chosen academic and career paths despite previous interruptions. This continuity can be advantageous for institutions that offer robust support for credit transfers and provide clear pathways for students to complete their degrees in their original fields of study. This is imperative as 97% of transfer students indicated that a course-for-course transfer credit policy is important in their enrollment decisions.



Respondent Profile

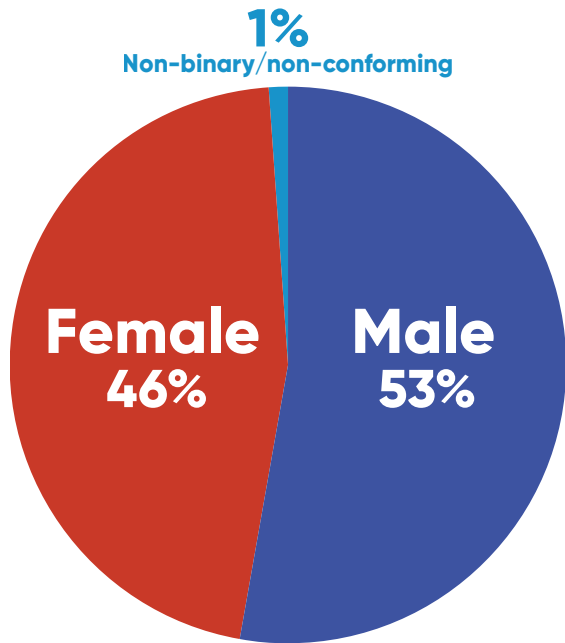
The demographic profile of respondents to the survey reveals a diverse group of students within the SCNC category. The gender identity distribution shows a slight male majority at 53% with females comprising 46%. Marital status indicates that 63% of respondents are single, while 37% are married or partnered. Regarding parental responsibilities, 51% have no children under 18, whereas 23% have one child, 15% have two and 12% have three or more.

Age-wise, the majority of respondents are between 25 and 39 years old with 18% aged 25-29, 23% aged 30-34 and 25% aged 35-39. A smaller percentage falls into the younger (18-24 years) and older (40+ years) age brackets. Household income varies with 15% earning under \$25,000, and 18% earning between \$25,000 and \$39,999, while higher income brackets are less represented. Most households (76%) have one person currently or soon to be enrolled in college-level study.

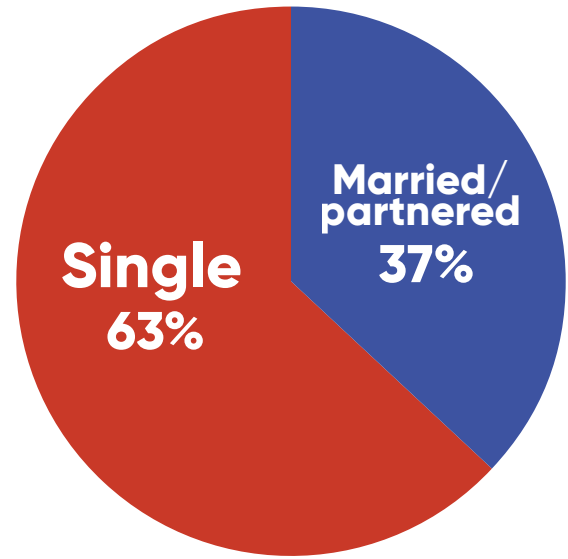
Work experience among respondents is substantial with 33% having more than ten years of experience and 17% having three to four years. Employment status shows that 59% are employed full-time, 20% part-time and 16% are not employed. The majority work 40 hours per week (31%), with varying hours for others. Employment relevance to their field of study is mixed with 30% directly related, 44% somewhat related and 26% not related.

Regarding employer support, 39% have employers who offer tuition reimbursement, and 55% of those eligible utilize this benefit. Additionally, 78% feel supported by their employers in their educational pursuits. Ethnically, 81% are not of Hispanic, Latino or Spanish origin, while 19% identify with various Hispanic origins. Racially, 60% are White, 32% Black or African American and smaller percentages represent other races. Lastly, 33% are first-generation college students, and the majority live in suburban (42%) or urban (37%) areas with 21% in rural locations.

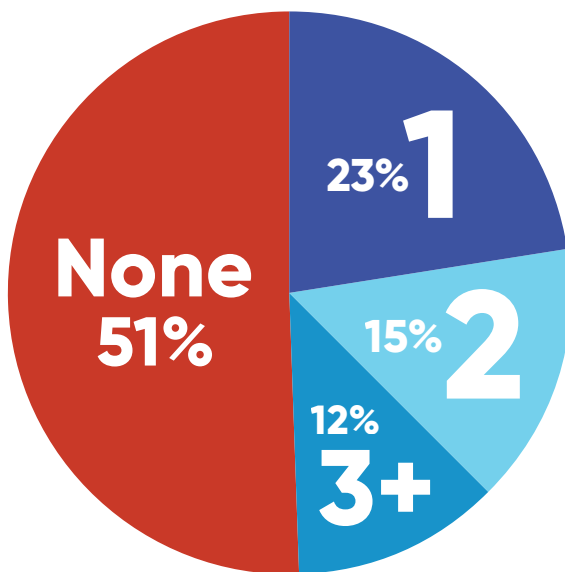
Gender Identity



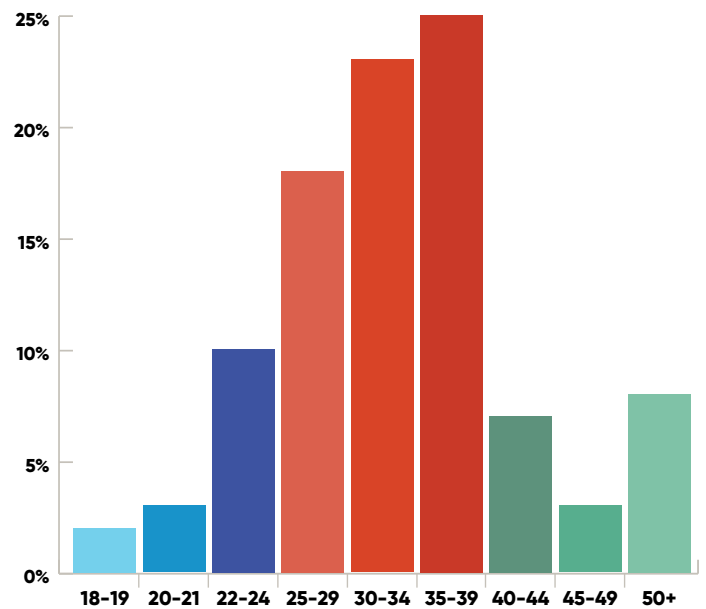
Marital Status



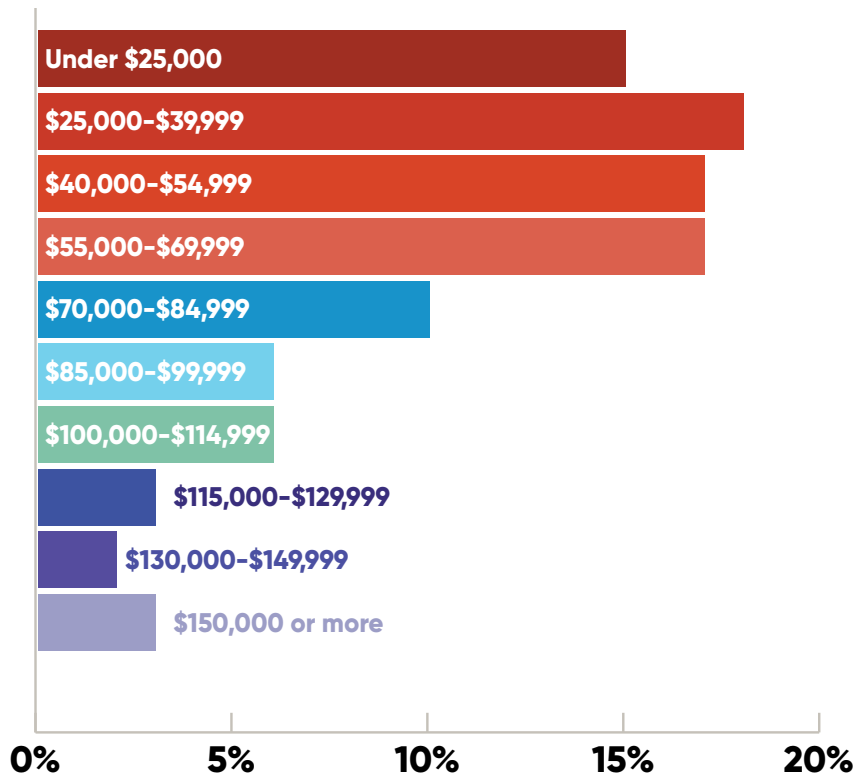
Children Under Age 18



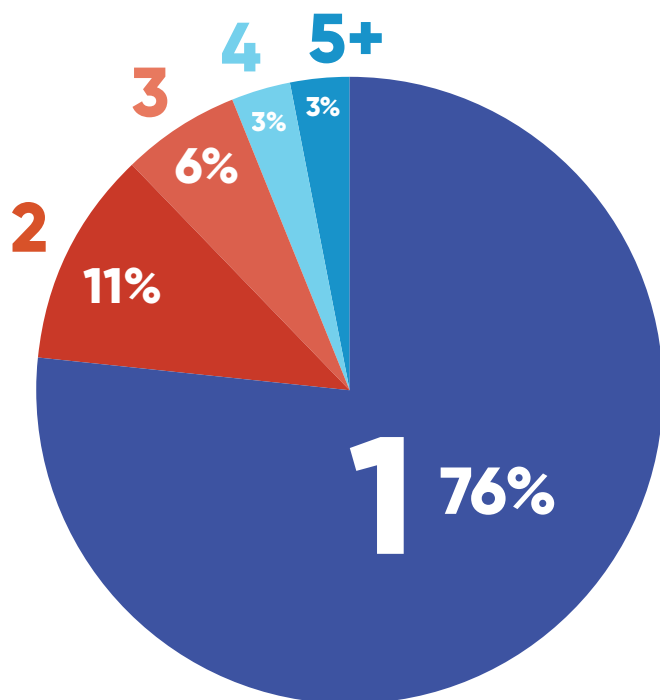
Age



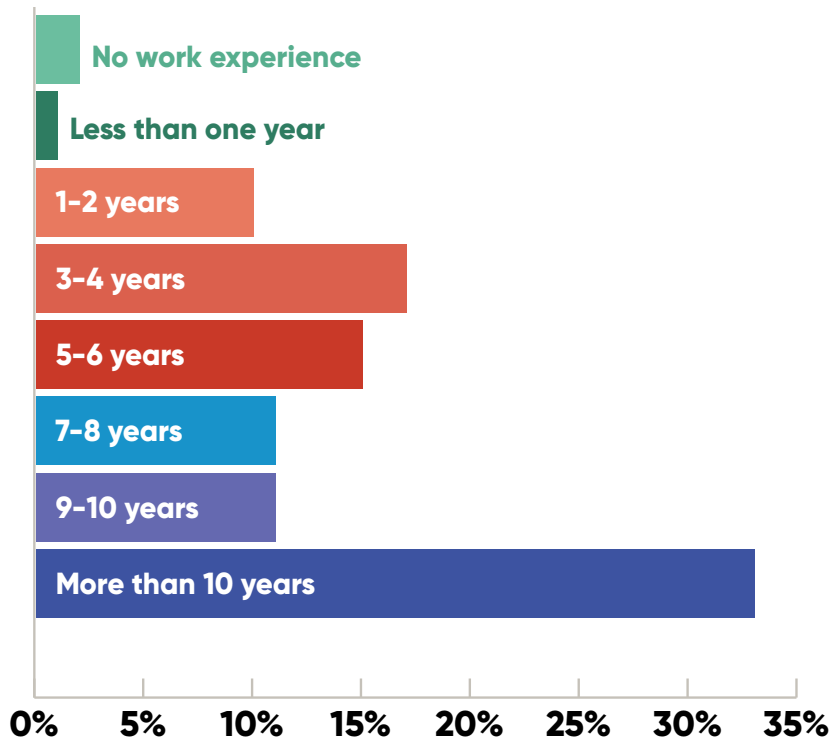
Total Household Income



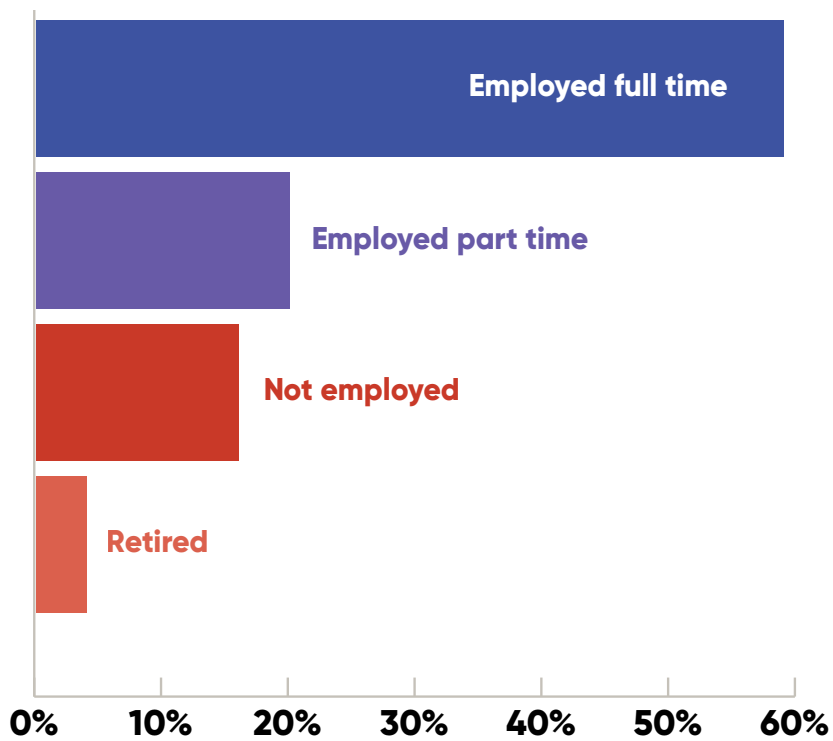
Number Enrolled in Household



Work Experience



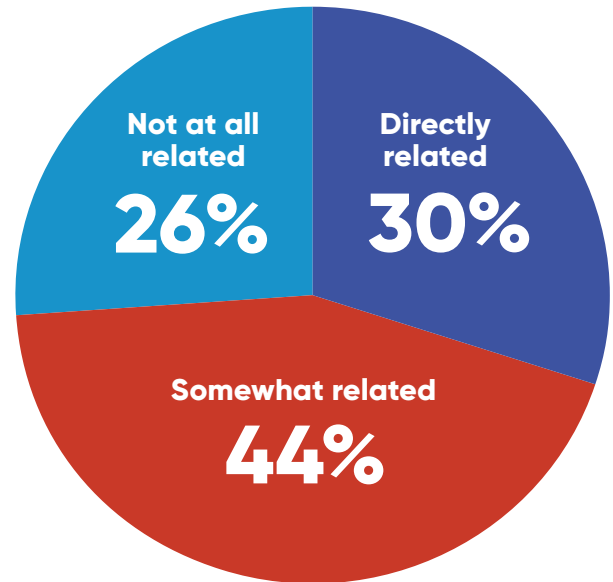
Employment Status



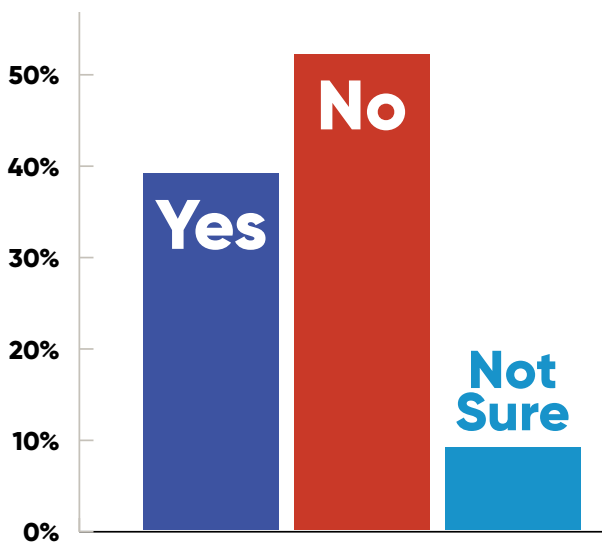
Hours Work Per Week

Less than 10 hours	2%
10-15 hours	4%
16-20 hours	6%
21-25 hours	9%
26-30 hours	8%
31-35 hours	12%
36-39 hours	15%
40 hours	31%
41-45 hours	7%
46-50 hours	4%
51-55 hours	1%
56-60 hours	0%
More than 60 hours	0%

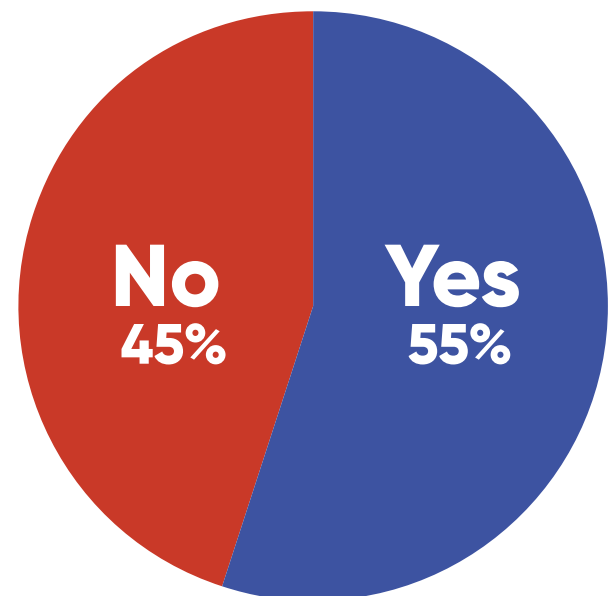
Subject Field Related to Employment Area



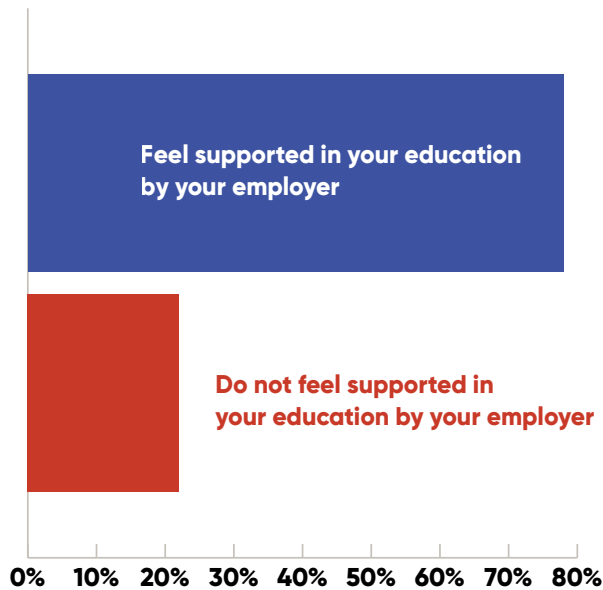
Current Employer Offer Tuition Reimbursement



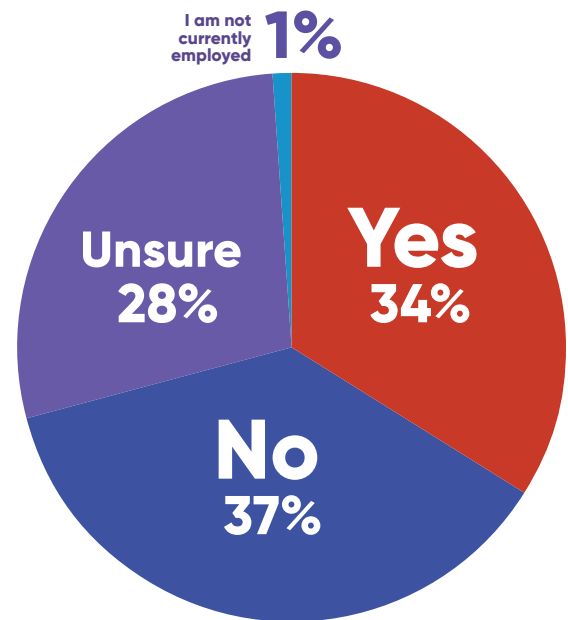
Utilize Tuition Reimbursement



Feel Supported in Education by Employer



School Offers Employer Tuition Discount



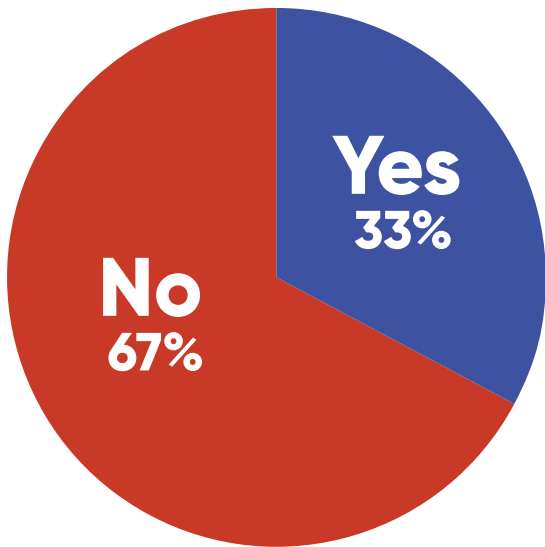
Ethnicity

No, not of Hispanic, Latino, or Spanish origin	81%
Yes, Mexican, Mexican Am., Chicano	11%
Yes, Puerto Rican	3%
Yes, Cuban	1%
Yes, another Hispanic, Latino, or Spanish origin - Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc	3%

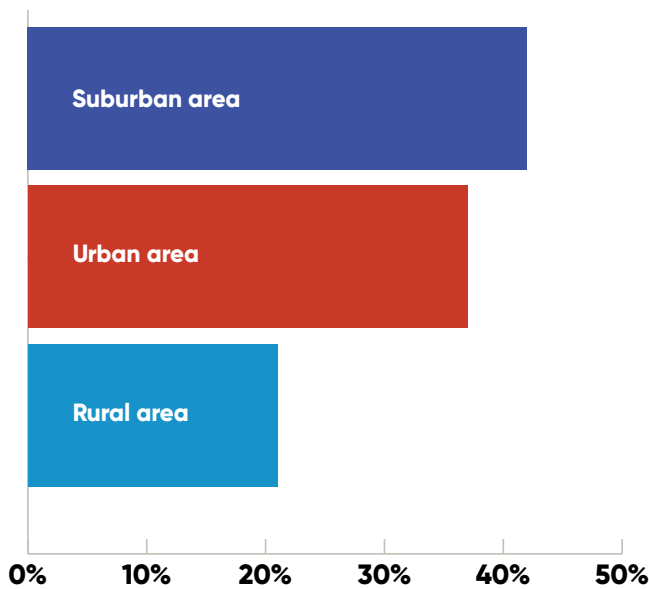
Racial Identity

White	60%
Black or African American	32%
American Indian or Alaska Native	5%
Asian	4%
Native Hawaiian Other Pacific Islander	1%
Some other race	3%

First In Family to Attend College



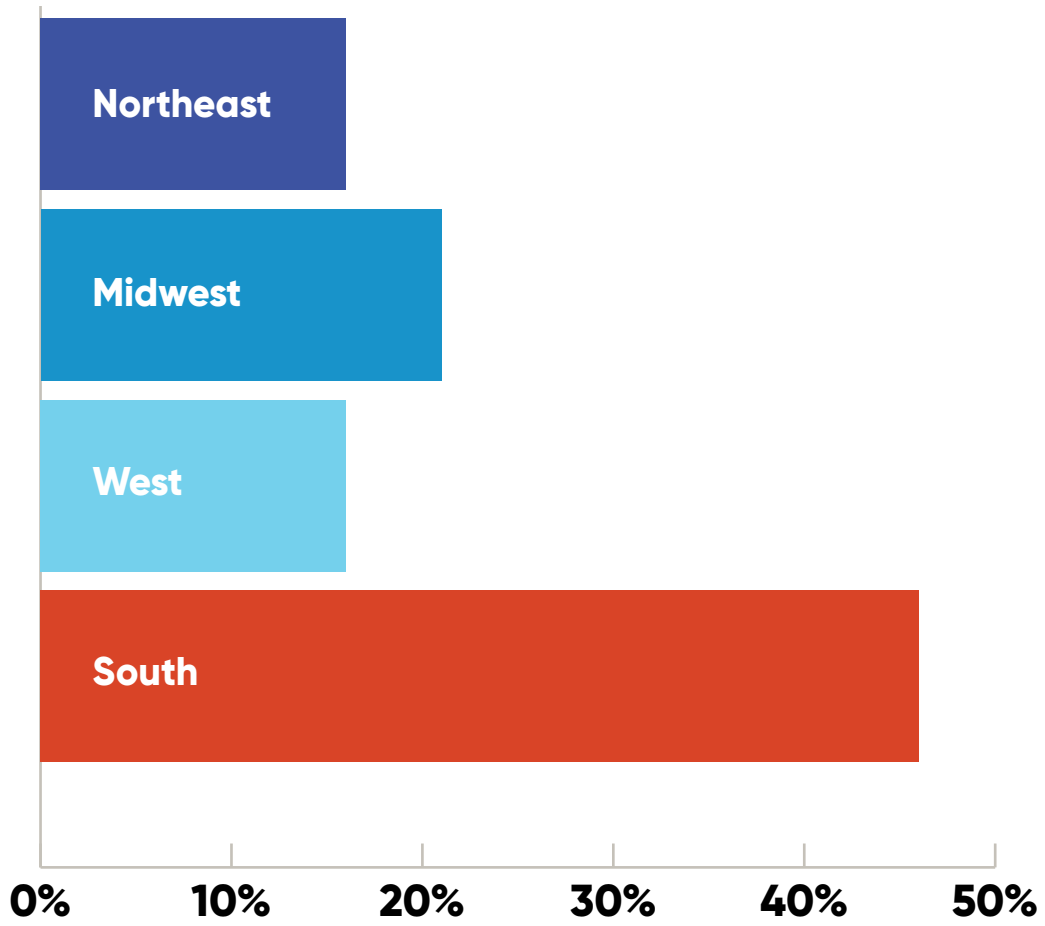
Location Type



State

Texas	10%
California	8%
Florida	7%
New York	7%
North Carolina	6%
Michigan	5%
Ohio	4%
Pennsylvania	4%
Arizona	3%
Georgia	3%
Illinois	3%
Arkansas	2%
South Carolina	2%
Tennessee	2%
Alabama	2%
Indiana	2%
Missouri	2%
New Jersey	2%
Virginia	2%
Kentucky	2%
Louisiana	2%
Maryland	2%
Minnesota	2%
Colorado	1%
Massachusetts	1%
Oklahoma	1%
Wisconsin	1%
Mississippi	1%
Washington	1%
West Virginia	1%
Iowa	1%

Region



Conclusion

The line between “traditional transfer” and “non-traditional” students continues to blur, and colleges and universities must continue to try to understand what is important to these students.. DegreeSight partnered with Education Dynamics to better understand transfer student motivations so we could better serve both students and educational institutions.

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As this line, and other student populations, continues to blur into the modern learner we know today, it is also important to understand how to best serve the student with some credit but no credential.

The preceding report presents in detail the importance of credit transfer policies in attracting some college, no credential (SCNC) students to an institution while outlining the difficulties many of these modern learners have in successfully navigating the process.

Institutions must take steps to ensure that their credit transfer policies maximize the credit transferred, allowing for direct course-to-course transfer, as many of these students are enrolling in the same subject fields as their previous enrollments. Institutions must also ensure that they devote resources to help these students bring their credits with them to their new programs.

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If SCNC students wish to reenroll, they will do so at institutions that maximize the credit transferred. Promoting credit transfer policies will be vital to attracting potential student who know they can utilize previously earned credit in their new institutions. This makes communicating credit transfer policies, clearly and in earnest, paramount to those institutions interested in growing enrollment of this large component of modern learners.

Institutions should ensure that they are familiar with the needs of SCNC students, ensure credit transfer policies meet the needs of these students and clearly communicate their credit transfer policies in marketing messaging. Doing so will allow institutions to best attract and serve the some college but no credential market.



Partners



EducationDynamics is a proven leader in helping higher education institutions find, enroll, and retain students. The organization maintains its industry leadership through a deeply rooted philosophy of serving our schools best by serving students first. This commitment has been at the heart of its success since it began more than a decade ago, and it continues today as we proudly serve more than 1,200 colleges and universities of all types and sizes.



DegreeSight is mission oriented to streamline the credit evaluation process, give students the answers they are looking for, even before they inquire, and allow universities to focus on what really matters – supporting and educating their students in a more personalized way.

Suggested Citation: Fischer, Steven (EducationDynamics); Melendes, Drew (DegreeSight) (2024). Education; Reengagement Inspiring Reenrollment in Some College, No Credential (SCNC) Students