

A Data-Driven Approach to Serving SCNC Students and Increasing Enrollment

July 23, 2025

WHAT WE WILL COVER TODAY

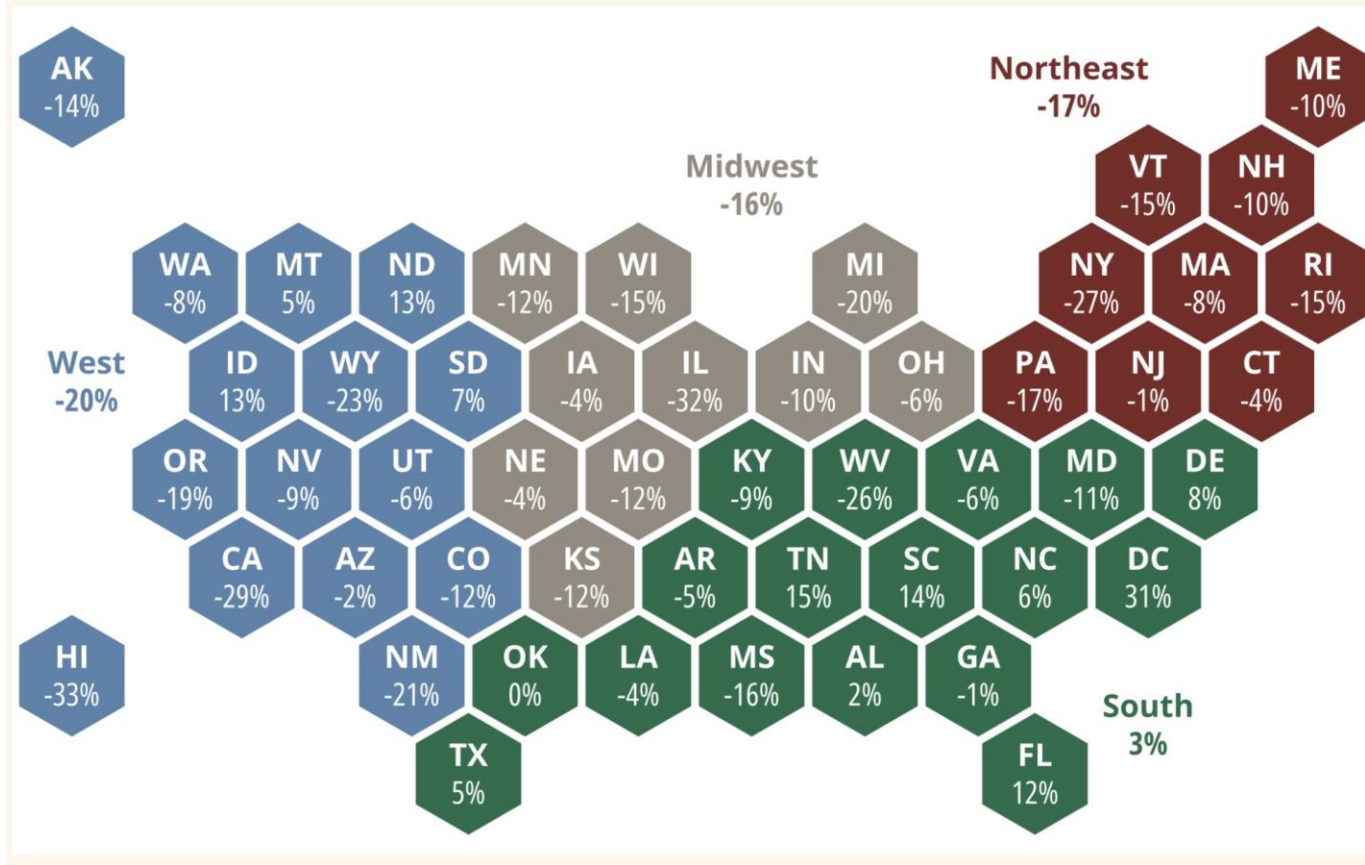
1. What are the current market headwinds in recruiting SCNC/Transfer students today
2. What are students' **expectations** today?
3. What does the **data** say students are seeking, and how bad is it when we don't live up to their expectations?
4. How can credit transparency help? What do the **results** show?
5. What should you watch out for, and what are the typical things that make an institution fail at **change management**?

The background of the slide is a solid blue color with a faint, semi-transparent image of graduates in blue academic regalia (caps and gowns) overlaid. The graduates are slightly out of focus, creating a sense of depth. The text "The big challenge" is centered in a bold, white, sans-serif font.

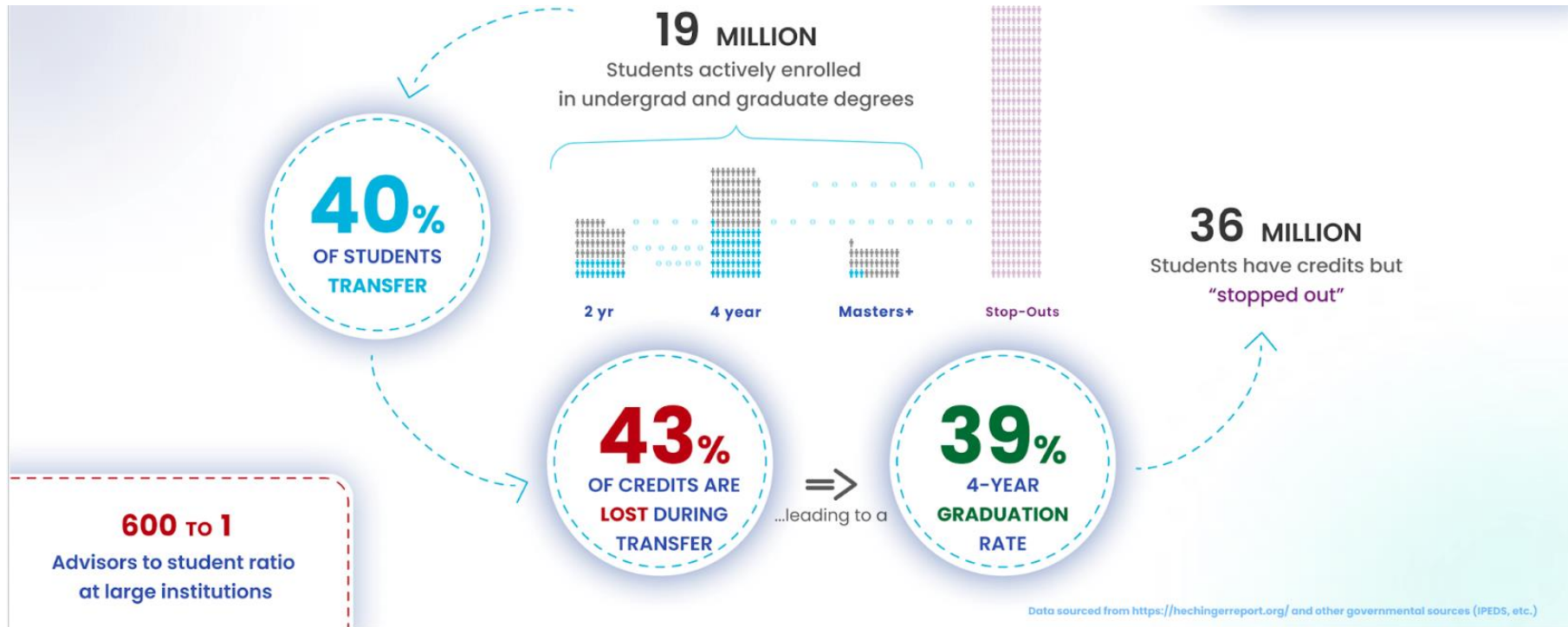
The big challenge

High School Graduation Rates

Projected percent change in high school graduates, 2023 to 2041



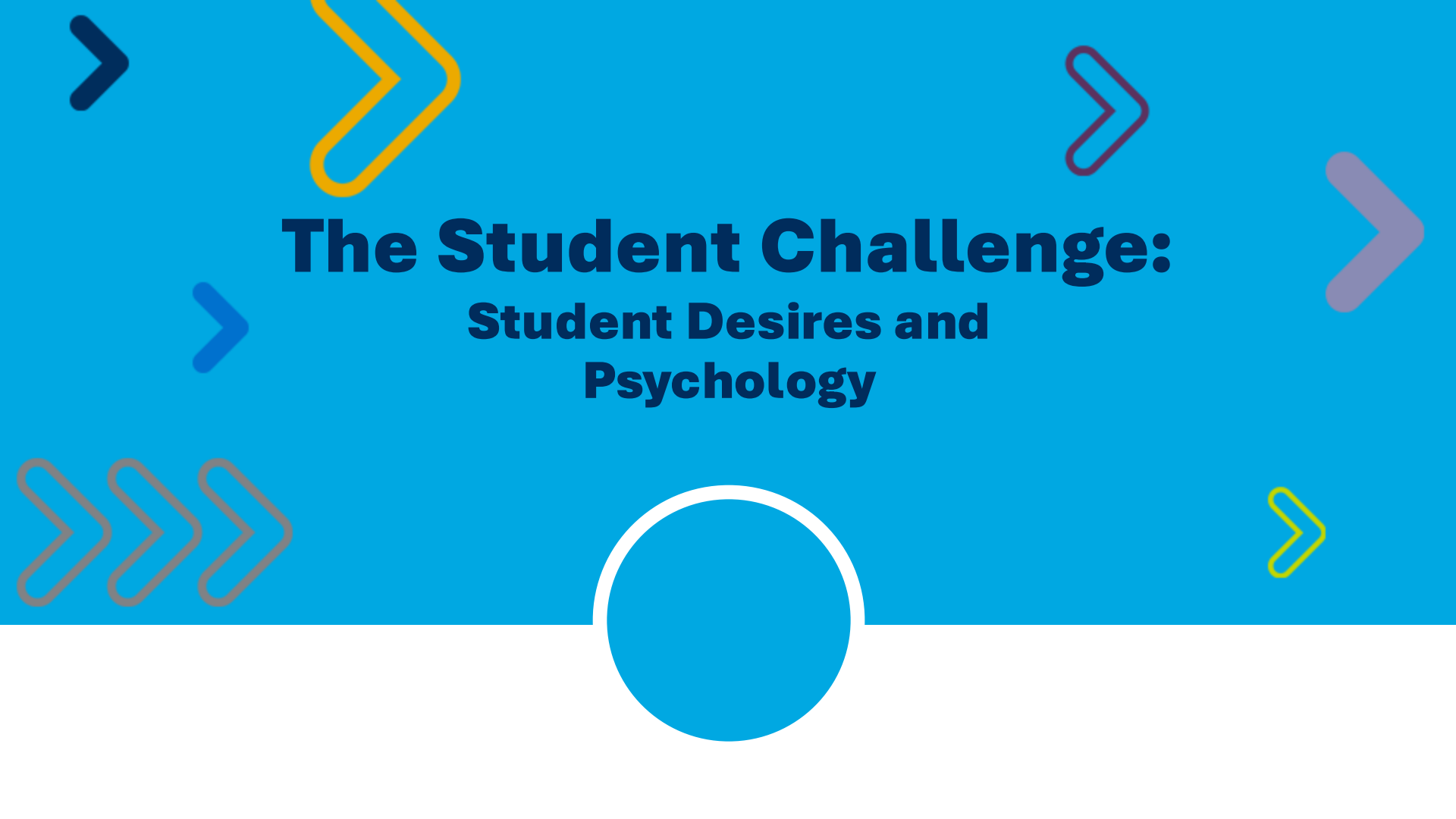
LOSS OF TRANSFER CREDITS



Attainment Rates targets are not being met

(From Lumina's "Stronger Nation" report)





The Student Challenge:

Student Desires and Psychology



College students' demands have changed



of prospective students have course credits
& want to know how that reduces their
expected cost of a degree



of them will leave a college's website
if it can't answer that question...

One out of 3 of those will, from that alone,
remove that university from consideration.

Citations:

Governmental Sources (PEW):

<https://hactingsreport.org/>

http://learn.bulldog.com/ta/205-100-811/images/2018_06_1_1/expectations_report_ru32021A.pdf

<https://www.bccap.org/resource-center/news-press-10-18-18>



University operations can't keep up

Often, only certain faculty and staff can answer these questions, & they can't meet the **always-on, real-time demands** of prospective students...

They need ways to streamline this process.

1. Which of my credits will you **accept**?
2. How will those **apply** to my desired degree?
3. What do I still have to take to **graduate**?



Citations:

Governmental Sources (IPEDS), Etc
<https://hechingerreport.org/>
http://learnrui.falori.com/rs/395-EOG-977/images/2018_RNL_E_Expectations_Report_no%20CIA.pdf
<https://www.nacrep.org/resource-center/nacrep-fast-facts/>

What percent of transfer credits are not accepted?

	% of Credits Not Accepted
2-year → 4-year institution transfer	(-20%)
4-year → 4-year institution transfer	(-35%)

These numbers are only scratching the surface.
This doesn't include **how they apply** to the degree...



Some estimates put this at
over **\$1.5 billion USD** in lost credits
every year.

Core questions and the psychological drivers



PAIN

- How will my credits transfer?
- How will those credits apply to my chosen degree?
- How much will it cost me to finish my degree?
- How long will it take to graduate, and where do I start?

Remember! - Transfer students are uniquely dealing with more **pain** than a traditional student. So, direct your focus on removing their pain before selling them on the reward!

Supporting Data



PAIN

Transfer credit acceptance is seen as highly important to transfer students, even when building consideration sets.

- 97 percent of students indicated that knowing the amount of credit that would transfer BEFORE applying was at least somewhat important,
- 67 percent who indicated it was **very important**.
- 93 percent of students indicated that they would not enroll at an institution before learning how much of their transfer credits would apply to their new program.
- 50 percent who would not even apply if they did not know how much credit would transfer.

Source: 2024 EducationDynamics SCNC Re-engagement report

Core questions and the psychological drivers



REWARD

- What will I get out of my investment? ROI?
- Can you help me pay for it?
- What job/career does this lead to? (short and long-term)

Supporting Data



Schools seeking to enroll transfer students should ensure that direct credit transfer for degree programs.

REWARD

- When reenrolling in undergraduate study, 84 percent of respondents indicated that they would enroll in the same subject field as their previous study.
- Credits for courses should be utilized to allow students to complete these degree programs
- 82 percent of respondents are aware that schools may not allow for this type of credit transfer, but
- 97 percent indicate that this is important in their enrollment decision.

What do transfer students need?

To simplify it down to strategy...

1. Answer a few **core questions**
2. Provide a “**frictionless**” experience (an obvious path)
3. Be **flexible** with your communication options, and **timely** with your responses
4. Be **transparent**

How do you buy a car nowadays? A house?

What do students want?

Where is the data pointing?

What are the effects of not meeting the student's needs?

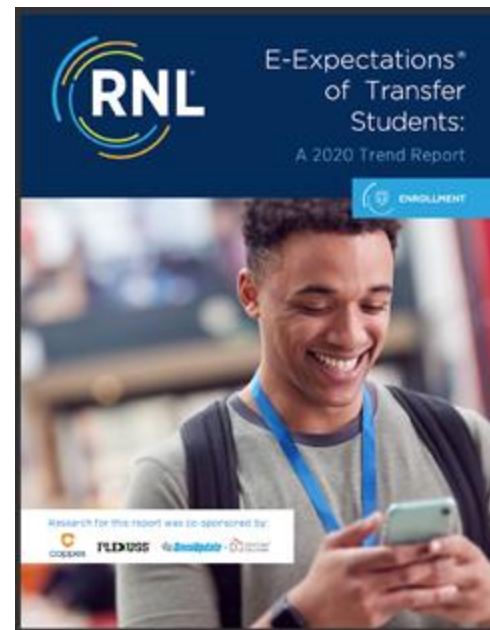
Research and Market Trends



<https://www.degreesight.com/news/inspiring-reenrollment-in-some-college-no-credential-students/>



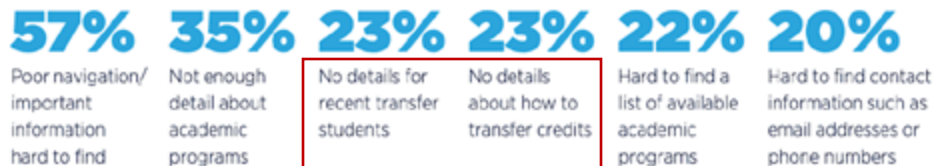
<https://www.acenet.edu/News-Room/Pages/Transfer-Task-Force-Releases-Report.aspx>



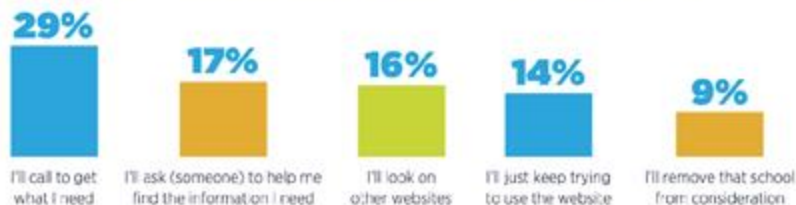
<https://files.eric.ed.gov/fulltext/ED608078.pdf>

Student primary complaints

MOST FRUSTRATING BARRIERS ON A WEBSITE



HOW STUDENTS RESPOND TO A FRUSTRATING WEBSITE EXPERIENCE



PAID INTERACTIVE MEDIA



78%

of transfer students have seen a paid interactive/digital ad online



48%

of those transfer students who saw ads clicked on them



64%

of high school students who saw ads clicked on them

SITE WHERE THEY CLICKED	2020 TRANSFER STUDENTS	2019 HIGH SCHOOL STUDENTS
Google search	59%	44%
Instagram	47%	27%
Facebook	43%	62%
YouTube	25%	31%
Display ad on a web page	13%	20%
Other social media or blog posts	8%	22%

KEY TAKEAWAYS

Paid digital still pays off for transfer students

While transfer students are less likely to click on paid digital ads, nearly half who see them do click.

Create ads, landing pages, and content specifically for transfer students

Use transfer-specific ads to retarget students who visit transfer-related content (web pages, transfer calculators, etc.) so that those students receive relevant messages that will keep them engaged.

Optimize where you're spending time and resources

Transfer students are more likely to click on Google search ads than display ads on social media, so be sure your paid search ads have relevant keywords, use actionable copy, and use A/B testing so you can find the best messages to generate results.

4 BIG TAKEAWAYS

1

Keep your transfer student content focused on action and experience vs. discovery.

Transfer students have been through the enrollment process before. They are not likely to conduct a broad exploration of an institution, but instead look for specifics about what they can study and how they can transfer.

2

Act quickly when transfer students inquire.

Transfer students are on an accelerated and more focused search timeline and will likely make their enrollment decisions quickly. Speed is key in responding to them, engaging them, and providing a frictionless path toward transferring.

3

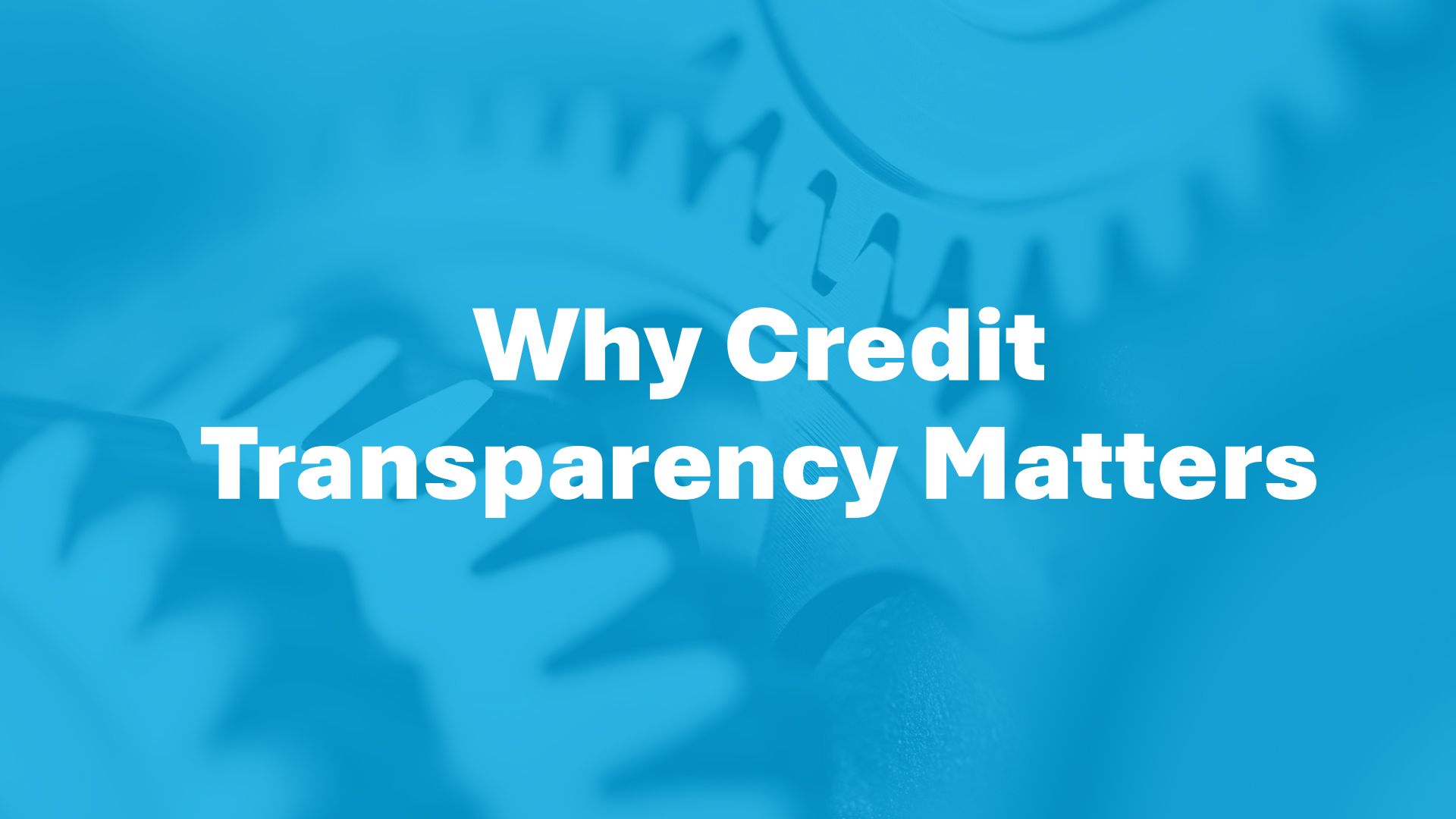
Optimize content and SEO for your academic programs.

This is a good strategy for both first-time-in-college students and transfer students, but transfers in particular tend to focus on what they will study and how quickly they can complete the program.

4

Use transfer credit calculators.

Only one-third of transfer students say they have used these calculators, yet nearly 9 out of 10 have favorable opinions of them. Campuses are missing a big opportunity to engage more transfer students if they don't have these calculators or they are hard to find.



Why Credit Transparency Matters

What's been done historically

Pre-enrollment tends to be very manual, and slow...

Number: _____

Last Name: _____ First Name: _____ Middle Name: _____

Email: _____

Today's Date: _____ Phone Number: _____

What are you studying (i.e. major): _____

List all institutions to be evaluated:

Name of Institution	Type of Institution (circle one)	Institution Address
	Secondary College/University	
	Secondary College/University	
	Secondary College/University	

Indicate the school where you plan to transfer for your Bachelor degree: _____

Would you like your original transcript returned to you after evaluation? ☐ Yes ☐ No

If yes, provide a mailing address: _____

Student: _____ Signature: _____ Date: _____

Office Use
Date Rec'd: _____
Date Searched: _____

Updated 2/16/2020

General Education Requirements		Equivalent(s) for Students Doing Course by Course transfer (see above regarding block transfer of associate's degree for general education)	Link to CLE course
1	Writing 101		
2	Thinking and Living Skillfully in the World		
3	EN 101: One Million Years Before	None	
4	EN 102: Understanding the Old Testament	None	
5	EN 113: Understanding the New Testament	None	
6	EN 211: Ethics and the Bible	None	
Interdisciplinary & Creativity			
ENGL 101 English Composition	ENGL 101 - English Composition I	https://www.cuny.edu/cunyopen/ENGL101/	
ENGL 102 English Reading & Composition	ENGL 102 - English Composition I	https://www.cuny.edu/cunyopen/ENGL102/	
Preparation: Intermediate English	Some require include courses that will fulfill this requirement		
ENGL 103 English	ENGL 103 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL103/	
ENGL 104 English Topics in the 21st Century	None		
Students must complete 1 course, with no more than two in any single category, for a minimum of 24 hours in the "writing" area. Include at least one course in each of the four categories marked with an asterisk. No other three courses may be taken in any of the four categories.			
Writing* (3 - 6 hours required)			
For students that show proficiency in a second language other than English: Students who are fluent in a language besides English, and students who have successfully completed two years of college in one language other than English in high school will meet this requirement and thus choose one of the other courses in this category. Students who need to show proficiency will take two semesters of the same spoken language at CUNY or CLE, or other college/university, and those students will use those courses to meet this requirement.			
ENGL 101 English Composition	ENGL 101 - English Composition I	https://www.cuny.edu/cunyopen/ENGL101/	
ENGL 102 English Reading & Composition	ENGL 102 - English Composition I	https://www.cuny.edu/cunyopen/ENGL102/	
ENGL 103 English	ENGL 103 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL103/	
ENGL 104 English Topics in the 21st Century	None		
ENGL 105 English	ENGL 105 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL105/	
ENGL 106 English	ENGL 106 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL106/	
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ENGL 234 English	ENGL 234 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL234/	
ENGL 235 English	ENGL 235 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL235/	
ENGL 236 English	ENGL 236 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL236/	
ENGL 237 English	ENGL 237 - Fundamentals of English	https://www.cuny.edu/cunyopen/ENGL237/	
ENGL 238 English	ENGL 238 - Fundamentals of English		

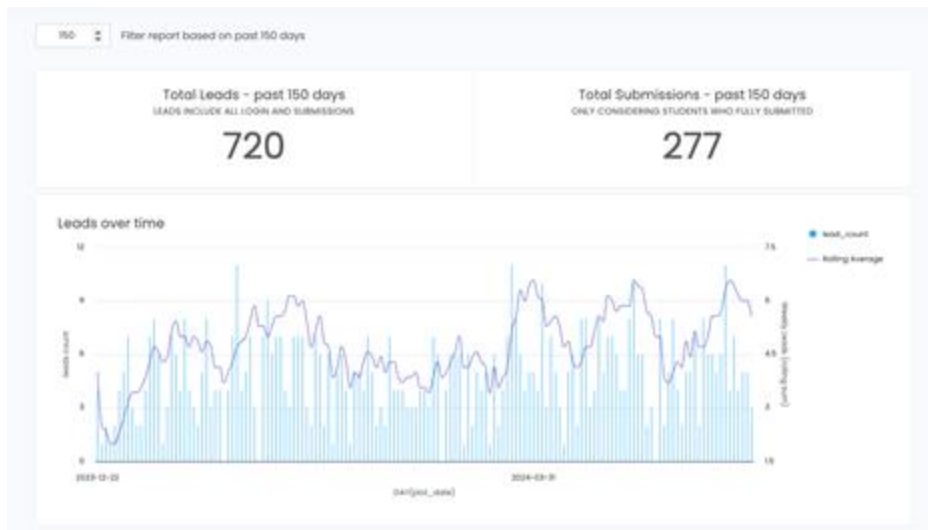
Imagine – The Solution

- **Transfer students that yield at greater than 50%** & guaranteed ROI on investment in a product.
- **An intuitive self-service** credit evaluation tool that allows prospective students to input or upload their previous coursework and immediately receive a report showing them what credits may be awarded, before ever speaking with anyone.
- **Admissions staff** capture every prospective transfer student's contact information and immediately engage them with both CRM communications and staff outreach
- The **Registrar's Office** has reduced workload around transfer credit through high levels of automation, embedded transcript OCR, and an engine that learns over time.

A blue-tinted background image showing several graduation caps and gowns, slightly out of focus, creating a sense of depth and academic achievement.

The Impact You Can Make

More Inquiries, Time Savings, Higher Yield and Increased Enrollment



Education Level Leads



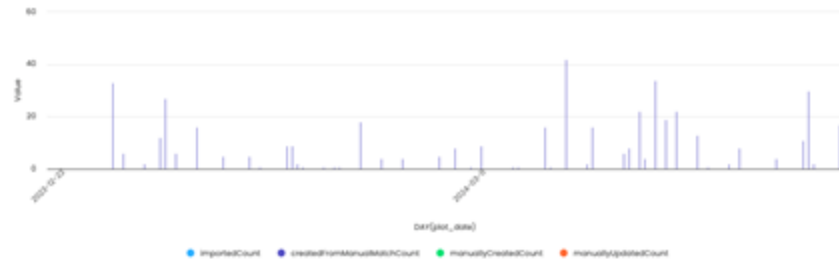
Course processing automation rate



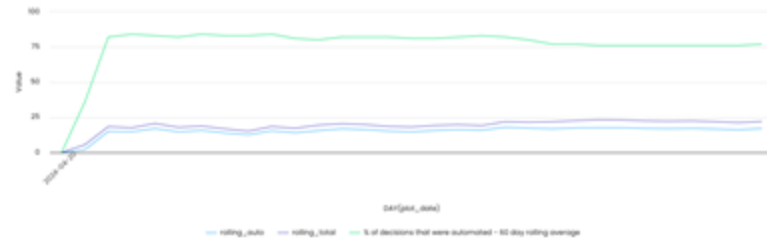
Exam processing automation rate



Rules created over time



Percent of decisions made automatically vs. manually over time





- Averaging more than 35 leads/week
- 79 leads within first 24 hours of going live
- 520 organic leads since going live (mid October)
- More than 82,000 additional equivalencies created since
- Increase from 50% to 61% automation rate since Oct 24'

- Averaging 30 leads/week
- **77%** automation rate for courses, 91% automation for exams
- Up 20% in Fall enrollment Fall 2024
- \$580K in net tuition revenue lift /29X ROI

"The admissions team has immediately had a major weight lifted from their shoulders. Transfer counselors can actually focus on their job and recruitment besides just evaluating credits."

-Seth Lane, AD, Transfer Admissions



Inbound

Module I: Showing Students How Their Credits Will Transfer

Please note that these results are unofficial. Official transfer credits will be granted upon acceptance and admittance.

Given our current capacity in this season, please give us up to 7 days to respond.

AP Credits

TITLE	GRADE	APPROVED FOR TRANSFER?	MATCHES	CREDITS
AP Macroeconomics	3	Approved	⇒ ECA-273 ⓘ	3

Biola University (California, La Mirada)

COURSE	TITLE	DATE	GRADE	APPROVED FOR TRANSFER?	MATCHES	CREDITS
PSYC 200	Introduction to Psychology	11/2010	B	Approved	⇒ PSY-101 ⓘ	3
CEED 150	Foundations of Ministry	11/2010	A-	Approved	⇒ CM-100 ⓘ	3
ARTS 100	Art Appreciation	11/2010	A-	Approved	⇒ ART 1306 ⓘ	3
BBST-105	Foundations of Christian Thoug	11/2010	A-	Approved	⇒ BTH-320 ⓘ	3
COMM 100	Introduction to Public Communication	11/2010	A-	Approved	⇒ BU-450 ⓘ	3
GNST 102	First Year Seminar: The Biola Experience	11/2010	A	Approved	⇒ UNV-120 ⓘ	1

Enterprise State Community College (Alabama, Enterprise)

COURSE	TITLE	DATE	GRADE	APPROVED FOR TRANSFER?	MATCHES	CREDITS
MTH 101	Mathematical Insights	12/2023	B+	Pending		0
ENG 101	English Comp I	12/2023	A	Approved	⇒ ENG-100 ⓘ	3



Insight

Module II: Articulating Degree Completion

BBS Entrepreneurship

Degree Type
Undergraduate

Expected length
4 years

Location (Campus or online)
On Campus & Remote

Avg. Mid-Career Salary
\$75,300/yr

24%

Credits Met

29/120

Credits Applied

1/9

Requirements

Details ▾

BS Philosophy

Degree Type
Undergraduate

Expected length
4 years

Location (Campus or online)
On Campus & Remote

Avg. Mid-Career Salary
\$75,300/yr

24%

Credits Met

29/120

Credits Applied

1/10

Requirements

Details ▾

BBS Management

Degree Type
Undergraduate

Expected length
4 years

Location (Campus or online)
On Campus & Remote

Avg. Mid-Career Salary
\$75,300/yr

21%

Credits Met

26/120

Credits Applied

1/9

Requirements

Details ▾

BBA Management

Degree Type
Undergraduate

Expected length
4 years

Location (Campus or online)
On Campus & Remote

Avg. Mid-Career Salary
\$75,300/yr

21%

Credits Met

26/120

Credits Applied

0/13

Requirements

Details ▾

What Is **DEGREESIGHT** ?



FOR INSTITUTIONS

DegreeSight is a **SAAS ecosystem** that they use to:

- ✓ grow enrollment,
- ✓ streamline operations,
- ✓ be more transfer-friendly, &
- ✓ improve on-time graduation.



Drew Melendres
Cofounder
Recovering SVP Enrollment Management
and Student Affairs

Reach me at...
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