Meeting Date: 9.24.21

The following are core recommendations brought forward by the Campus Safety & Equity Commission on admissions and financial aid. These recommendations aim to create an equitable environment, increase accessibility for students, and enhance the student experience in Utah.

- **Re-evaluate application fees and consider fee waivers.** These fees/charges in applying for schools create a barrier for students and may discourage students from applying to several schools or completing an application altogether. At the very least, increasing transparency for how the fee is used and why it is deemed necessary would be progress.

- **Educate and inform high school counselors regarding college admissions, options, and eligibility.** Several undocumented persons have been told they could not apply or enroll in a state institution by high school counselors and others, which is not true.

- **Institutions should offer admissions applications in other languages, especially for English learning programs (i.e., Spanish).** While students generally speak English on campuses and in classes, for many just starting, especially non-traditional students, having an application in their native language ensures a better understanding and a faster application process.

- **Admissions applications should have more than "male" or "female" gender identities.** Students in Utah and everywhere identify in many ways, and applications should be more inclusive of this.

- **Re-evaluate scholarship applications and languages.** Scholarship applications may favor native English speakers and deter non-native speakers from applying due to difficulty in understanding.

- **Reconsider how admissions officials weigh and review high school extracurricular/club/etc. participation.** Some students may have been unable to participate in these activities due to financial, family, time, or other constraints. At the very least, students should be given the option to explain why they did not or were unable to participate in those things.

- **Scholarships should be more clear for the timeframe they cover.** Some students do not understand if an academic scholarship they receive is for one semester or one year and not for each year. For example, increasing clarity and specificity will help students understand their scholarship offerings and help them plan for what else they may need to do to fund their education.

- **Increase transparency of how tuition dollars are used.** More than just a long report somewhere on the institution’s website. The tuition breakdown should be simple, clear, and understandable for students to see where their money is going (e.g., a pie chart with a percentage breakdown of primary spending/fund areas). As students/parents are being asked to fund an increasing percentage of the education budget, as the funding from government sources declines, they should have more clarity on how those dollars are used.
3.10 Advisory Councils

3.10.1 Industry Advisory Council: The Board shall establish an Industry Advisory Council that shall inform the committee for technical education; the committee for academic education; and the State Board of Education. The Industry Advisory Council shall include representation from (a) employers; (b) kindergarten through grade 12 representatives; (c) degree-granting institution faculty; and (d) technical college faculty.

3.10.2 Council of Presidents: The Board shall establish a Council of Presidents comprised of the presidents from each of the institutions and the commissioner. The commissioner shall serve as Council of Presidents chair.

3.10.3 Campus Safety and Equity Advisory Council: The Board shall establish a Campus Safety and Equity Advisory Council composed of a student from every USHE institutions to advise the Board on issues related to student safety and equity.

3.10.3 Other Advisory Councils: The Board may establish other advisory committees or councils as needed.

3.10.4 All matters requiring Board determination shall be addressed in a properly convened meeting of the Board or Executive Committee.

R582 Per-Diem Compensation for Services

R582-3. Policy

3.1. Per Diem Rates Set by the Board: Per diem rates in effect for all other state boards and commissions are not applicable to Board of Higher Education and institutional Boards of Trustees members in the System of Higher Education until the Board of Higher Education takes affirmative action to authorize their application.

3.2. Similar Treatment for Higher Education Boards and Commissions: The public service on higher education boards requires both sacrifice and dedication which should be recognized, pursuant to express legislative intent, by a suitable per diem allowance. Such allowances should be similar to those received by the members of other appointed state boards and commissions.

3.3. Per Diem Rates the Same as Those Set by the State Director of Finance: Per diem rate changes determined by the State Director of Finance for appointed members of state boards and commissions shall automatically be placed in effect for members in attendance at official meetings of the Board of Higher Education, the several institutional Boards of Trustees, and the Board of Directors of the Utah Higher Education Assistance Authority (other than salaried state employees) in accordance with applicable Board policies, as of the effective dates of the Director of Finance’s determinations.

3.4 Stipends for students providing service to the Board: The Board may award stipends to students who serve as student board members defined in R609-3 or as members of the Campus Safety and Equity
Advisory Council as defined in R120-3.10.3. The Commissioner shall approve the amounts and terms of any stipend identified under this section.
Resolution Supporting the Inclusion of Lauren’s Promise in Syllabi and Initiatives to Enhance Campus Safety

WHEREAS the Utah Student Association (USA) seeks to assist the McCluskey family and the Lauren McCluskey Foundation in their efforts to promote greater safety on Utah college and university campuses.

WHEREAS USA seeks to increase awareness of Lauren’s Promise and help any person who may be in harm’s way on our campuses.

WHEREAS the USA seeks to encourage individuals facing domestic abuse or dangerous relationship situations to reach out for help.

BE IT THEREFORE RESOLVED THAT the USA encourages professors at colleges and universities in Utah to include Lauren’s Promise in their syllabi.

BE IT THEREFORE RESOLVED THAT the USA supports all efforts to ensure Lauren’s light lives on and promote campus safety through initiatives and events on our specific campuses.
History:

Lauren McCluskey, a University of Utah student, was tragically murdered on October 22nd, 2018 on campus due to relationship violence. Dr. Jill McCluskey, Lauren’s mother and professor at Washington State University, advocates for all professors to include a statement, Lauren’s Promise, within their syllabi. The promise reads, “I will listen and believe you if someone is threatening you,” and is typically followed by emergency and university resource information. Professors at Washington State University, the University of Utah, Utah State University, Brigham Young University and many other universities across the country have adopted Lauren’s Promise on their syllabi. At the University of Utah, ASUU passed Joint Resolution No. 6, encouraging the inclusion of Lauren’s promise in syllabi and increasing overall campus safety.

Purpose:

This year, USA took on the initiative to promote Lauren’s Promise considering the third anniversary of Lauren’s death approaching, a recent reported increase in domestic violence, and October being national domestic violence awareness month. This resolution clearly manifests USA’s position on professors including Lauren’s Promise in their syllabi and initiatives to enhance campus safety. This resolution provides direction and support for our related efforts on our specific campuses.
October 29, 2021

Streamlining Admissions and Scholarships

The Commissioner’s staff will provide the committee with an update since the discussions at the June and August Student Affairs Committee meetings.

Highlights

- New assistant commissioner for student affairs with professional background in recruitment, admissions, and strategic enrollment management at a USHE institution
- 12-month plan for USHE partnership with Keys to Success
- State scholarship programs update on consolidation, the launch of Opportunity Scholarship, and next steps
- Updated scope and timeline development of the Board’s strategic priority: *Simplify Institutional Admissions Processes*

Discussion

The Student Affairs Committee and participants should openly discuss streamlining college admissions opportunities that can most benefit students from historically underserved populations. This includes exploring colleges, pre-application processes, recruiting, applications, financial aid awarding, and residency policies and practices.

Commissioner’s Recommendation

This is a discussion item only; no action is required.
October 29, 2021

Voice of the Customer Report (USHE Non-Traditional Students in Utah)

The presentation attached to this memo was shared at the July 2021 Committee of the Whole.

Committee Discussion
The Student Affairs Committee can review the presentation with the study author from the Cicero Group and discuss possible action steps.

Commissioner's Recommendation
This is a discussion item only; no action is required.

Attachment
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<th>Table of Contents</th>
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Background Information and Justification
Anticipated declines in traditional student enrollment are well documented. In the absence of attracting and retaining non-traditional students, Utah institutions of higher education will suffer…

Historical Enrollment at Colleges and Universities\(^1\)
(millions enrolled/year)

\[\begin{array}{c|c|c|c|c}
\text{Year} & 2015 & 2017 & 2019 & 2021 \\
\hline
\text{Enrollment} & 18 & 17 & 16 & 15
\end{array}\]

*College enrollment has declined 2.1 million since 2014*

Historical Birth Rate\(^2\)
(millions of births/year)

\[\begin{array}{c|c|c|c|c}
\text{Year} & 2015 & 2017 & 2019 & 2021 \\
\hline
\text{Births} & 4.05 & 3.95 & 3.85 & 3.75
\end{array}\]

*Total births per year have dropped 240k from 2014 to 2019*

Key Takeaways:
- Current demographics trends, exacerbated by COVID-19 implications, have dramatically impacted current and projected college enrollment rates.
- This trend is expected to have long consequences for the education gap as low income and minority students are most significantly affected.
- Higher education institutions have already begun to see the impacts of lower enrollment and face critical, long-term decisions.

---

\(1\) – Source: National Student Clearinghouse Research Center Term Enrollment Estimates 2014-2021


\(3\) – Source: "Knocking at the College Door 10th Edition" Western Interstate Commission for Higher Education
...but attracting non-traditional students is about much more than institutional survival; it is also a social imperative. Successfully serving non-traditional students will accelerate social justice for Utah’s women and diverse ethnicities. Below is just one of many examples:

**Utah Women Aged 25-35 in Higher Education**

- **40% less likely** to be enrolled in post secondary education compared to men

- When married, **79% less likely** to be enrolled in post secondary education compared to married men

- With children under 5, **31% less likely** to be enrolled in post secondary education compared to men with children under 5

*Sources: Utah Women in Higher Education, 2000-2017*
...One more example of the social imperative in serving non-traditional students. Nationally, students of color saw a precipitous drop in college enrollment during the last year, particularly at two-year colleges.
We know from research conducted for Utah in 2011 that post-secondary degrees and certificates have meaningful positive economic, social and personal/familial impact in Utah…

**Economic**

- Mean personal annual compensation is **75% greater** among those with a degree or certificate.
- Degree or certificate holders are **2.6 times more likely to work in salaried jobs** (rather than hourly).
- One quarter (23%) of those without a postsecondary degree or certificate have experienced more than two years of total post-high school unemployment, compared to 9% of those with a degree or certificate.

**Social**

- Postsecondary degree or certificate holders are **11% more likely to report happiness with their life** than those without a degree or certificate.
- Individuals who completed degrees or certificates are **9% more likely to indicate that they have great marriages** and are **6% more likely to characterize themselves as having a good family life**.
- Degree or certificate holders are **11% more likely to report good health** than non-degree or certificate holders.
- Individuals without a degree or certificate are more than twice as likely to have utilized Medicaid, WIC, and CHIP in the last five years, and over **three times as likely to have utilized food stamps**.

Sources: Prosperity 2020 Report
...and according to research conducted in 2018 we know some of the observable variables that best predict whether a non-traditional student will succeed and complete a degree or certificate.

Strong predictors of success are:

**Academic Background**

- Students who have taken more **English**, **Math**, and **STEM** courses
- The number of **credits** that will be accepted by the institution
- Students who have been **out of school for longer**

**Attitude and Perceptions**

- A higher degree of **confidence in their personal abilities** to succeed academically
- A belief in the **value and brand of the institution**

**Educational Experience**

- Interest to actively participate in a **learning community** or student mentor group
- A clear **understanding of their motivations** for pursuing a higher education

Sources: WGU Segmentation Study
Finally, research from 2012 is very compelling surrounding the primary process obstacles non-traditional students encounter as they attempt to complete a degree.

Non-Traditional Student Top 5 Pain-Points Not Adequately Addressed by the Institution

1. Navigating the application and financial aid process
2. Transferability of past credits earned, and competency obtained
3. Course scheduling flexibility
4. The quality of online courses (student learning vs. cost-savings for the institution)
5. Selecting the right major and classes that result in the best possible job

Additional Pain Points Include:

...Academic support and mentoring

...Parking accessibility

Sources: Bill and Melinda Gates Foundation. National study conducted by Cicero Group of tens of thousands of students, p.
Overlaying data from the 2019 American Community Survey with statewide study, SUGGESTS that there may be ~220,000 individuals with five or more semesters completed without a degree or certificate.

Key Takeaways:
- Nearly 20% of students with some college and no degree completed four years (eight semesters).
- 25% of individuals who attended 8 or more semesters but did not complete a degree or certificate listed balancing work with school as the leading cause for non-completion.

Sources: American Community Survey (2019); Prosperity 2020 Study
Best Practices for Supporting Non-Traditional Students
Peer-reviewed studies provide evidence-based practices for how financial aid to propel non-traditional students

Financial Aid Best Practices for Supporting Non-Traditional Students

Affordability Requirements
Require that low-income students not pay more than a predetermined percentage of their discretionary income

Method of Aid
Experiment with providing aid equivalent to 125% of the needed time to finish; accrue funding as courses are completed

Simplify Application
Base the awarding documents and info easily obtainable; traditional student average income ver returns; lock in can for entirety of prog simplified annual for income has changed

“When students see evidence that people at their university care about them when they perceive stakeholders only care about students id

Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015; Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
Similarly, peer-reviewed studies provide guidance on process an
helping non-traditional students succeed

Process and Service-Related Best Practices for Supporting Non-Traditional Students

**Simplify the Path**
Create a defined degree plan prior to student’s enrollment. Provide a narrower selection of course pathways to eliminate confusion, simplify scheduling, and to improve the quality of classes focused on non-traditional students.

**Intense Support**
Significantly increase support systems and personnel to provide application support, financial aid hand-holding, academic guidance, advocacy, mentorship, and career coaching.

**Belongingness**
Organize non-traditional students into cohorts and sections where they will make up the majority of the classroom; minimize the size of cohorts to engender feelings of belongingness.

Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015; Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach.
Survey Results & Alignment with USHE Strategic Pillars
To gather more meaningful information about the perceptions of the survey participants, Cicero segmented them into four groups to evaluate different demographics:

**Background**
- Understand the *needs, perceptions, and obstacles* of prospective non-traditional students in Utah
- Collect information around the *structural barriers* for these students to *starting or returning* to complete their degree / certificate
- Provide insight to USHE / WGU on how to *best attract and support* non-traditional students

**Age**
Three segments based on age:
- Young Adult (25-34 years old)
- Middle Aged (35-49 years old)
- Older Adult (50+ years old)

**Education**
Segmented into three levels of education achieved:
- High School / Technical College
- College Stopout
- College Degree

**Minority**
Segmented into two racial groups:
- Minority (Asian, Black, Hispanic, Native American, and Native Hawaiian)
- Non-Minority (White)

**Socioeconomic Status**
Four segments based on income level, marital status, and having children under 18 years old

**About Survey Respondents**
- N=830
- Variety of Education Levels
- Aged 25+
- 60% Female
- 86% White
- Average Income: $75K
To better understand the implications and outcomes of the research findings into the four pillars of the USHE 2021 Strategic Plan

We have all this information.. **NOW**

Aligning with four of USHE’s Pillars from the 2021 Strategic Plan, let’s look through the lens of each of the four demographic segments exploring key takeaways, similarities, differences, and supporting data from the survey.

- **Access**: Remove Structural Barriers to Entry
- **Affordability**: Remove Structural Barriers for Affordability
- **Completion**: Remove Structural Graduation
**ACCESS | Remove Structural Barriers to Entry**

**AGE**

1. **Cost:**
   - Nearly 40% of each age group worry about cost
   - Over 60% of Young Adults believe cost will be $20K+

2. **Time:**
   - Middle-Aged adults are the most concerned about finding time for a degree

3. **Perception of Obstruction:**
   - Older Adults expressed least concern overall—indicating actual concerns are vague

**EDUCATION**

1. **Cost:**
   - ~60% of people think education cost will be <$20K yet cost is still primary barrier
   - College Stopouts have higher perception of cost than other education backgrounds—likely because of types of degrees pursued

2. **Financial Aid Process:**
   - Those without college experience are most deterred by financial aid processes

**MINOR**

1. **Cost:**
   - Minority groups are likely to believe cost is >$20K compared to Non-Minorities

2. **Acceptable Grades:**
   - Notable concern of Minorities: confidence in maintaining acceptable grades

3. **Language Barrier:**
   - English as a non-primary language impacts 15% of Minority individuals; for 7% of Minority individuals, it is the #1 barrier
### AFFORDABILITY | Remove Structural Barriers for Affordability

**Perception of Value**

*62% of all respondents said they agree or strongly agree that the value of...*

<table>
<thead>
<tr>
<th>Age</th>
<th>Education</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Adult</td>
<td>HS / Tech College</td>
<td>Minority</td>
</tr>
<tr>
<td></td>
<td>College Stopout</td>
<td>Non-Minority</td>
</tr>
<tr>
<td>Middle Aged</td>
<td>College Degree</td>
<td></td>
</tr>
<tr>
<td>Older Adult</td>
<td></td>
<td>6%</td>
</tr>
</tbody>
</table>

**Cost**

- 89% of College Stopouts say cost is an obstruction to pursuing higher education.
- 65% of Older Adults, compared to 38% of Young Adults, believe the cost will be under $20K.
- Individuals in the Middle-Low SES subsection had the highest proportion of respondents who believed the cost of their program would be greater than $50k.

**Financial Aid**

- 72% of Minority listed navigating the financial aid process as a primary barrier.
- 73% of individuals with High School / Technical College experience also listed navigating the financial aid process as a primary barrier.

62% of all respondents said they agree or strongly agree that the value of an education is greater than the cost.
College Stopouts say the following prevented them from completing their degree / certificate

- **47%** Family & Work Responsibilities
- **25%** Could No Longer Afford Tuition
- **22%** Uncomfortable with Student Loan Debt
- **18%** Personal Health or Medical Complications
- **17%** Lack of Support from Family or Friends

Age

- 43% of Middle-Aged Adults are worried about how to pay for their program and the time commitment that their program requires

Minority

- For both Minorities and Non-Minorities, the time commitment to complete a program and the difficulty in maneuvering the financial aid process were consistently both meaningful obstacles
Important Factors in Choosing a School

- Older and Middle-Aged Adults expressed the importance of a customizable pace and online coursework.
- 59% of College Stopouts reported a college's ability to customize the pace of their degree as important.
- Minority students rank reputation as the most important factor when selecting a school.
- Flexibility with pace and platform is the most important factor for Lower SES when selecting a school.
- 55% of Middle-Aged candidates prefer to attend an online college or university.
- 47% of Minority students prefer to attend an online college or university.
- 46% of Lower SES students prefer to attend a traditional 4-year university.
- Young, Middle-Aged, and Older Adults all prefer schooling that is part-time with hybrid learning.
- Those with a High School / Technical College degree or certificate are likely to pursue certificates for personal services (nail artist, esthetician, etc.).
- Minorities prefer to study healthcare and medicine compared to Non-Minorities who are more likely to go into education.
A Voice of the Customer study encompassing postsecondary students of all ages, with a focus on institutions and students specific to Weber and Davis counties, has been commissioned by Alan Hall and will be presented at a future USHE meeting.

Preliminary findings on specific ways to better serve non-traditional students from this study include:

**Schedule Flexibility**
- Schools that offer a **variety of class times and formats** can better serve the range of needs expressed by non-traditional students.
- This is a key consideration for students identifying and selecting a program that works for them.

**Admissions**
- Non-traditional students with relevant work experience would benefit from **modified admission criteria** and processes.
- Employers cite **prior work experience** as very helpful for both graduates and prospective students who may benefit from additional education.

**Application through Enrollment**
- The application through enrollment process can be complex and having a **single point of contact** is helpful.
- Reducing **anxiety** and providing proactive assistance is important for non-traditional students who are unsure about navigating an unfamiliar system.

**Mentorship**
- Professors and other school personnel who take a **mentorship** role with students can have a big impact.
- This is especially true for non-traditional students navigating challenges outside the classroom.
Thank you

Questions?
Age Segmentation
AGE GROUPS | The following three groups are segmented based on traditional students’ preferences and challenges depending on how old they are.

Young Adults are most interested in a traditional, 4-year program. They are the least likely to say there are too many obstacles to getting an education, but struggle most with learning about scholarships and grants. They could use help knowing where to start and discovering what they want to ‘be’.

Ages 25 to 34
260 Respondents

Middle Aged Adults are most impacted by work and personal commitments. College Stopouts in this age group were more likely due to family responsibilities than other groups. While they are less likely to start their education, those that do are more likely to follow through. They could use the flexibility to go at their own pace to enable them to keep commitments to work and family life.

Ages 35 to 49
357 Respondents

Groups segmented based on age alone. Differences called out for this segmentation are significant.
MOTIVATIONS | Young Adults and Middle Aged are focused on creating education, while Older Adults are more focused on personal satisfaction.

**Key Takeaways:**
- Bachelor’s and Master’s are most preferred for all groups, with YA preferring Associate’s much more than MA/OA.
- Gaining new skills is a top motivator for all students.
- Over 50% of students have researched, but have not completed an application for their program of choice.

**Top Motivations for Pursuing Further Education**

1. Create a Better Life (26%)
2. Develop New Skills (15%)
3. Personal Satisfaction (25%)
4. Preferred Degree

**Differentiating Perspective on the Value of Pursuing Education**

- 58% believe the value of school is higher than the cost

**Progress Towards Application**

- Research: Young Adult 5, Middle Aged 3, Older Adult 2

**Consistent Factors**

- Bachelor’s is the most sought-after degree
- Belief that anyone can complete a degree or certification (65%)
- Belief that one needs a degree for their dream job (75%)

**Vocational Certificate**
- Young Adult: 1
- Middle Aged: 2
- Older Adult: 3

**Skills-Based Certificate**
- Young Adult: 1
- Middle Aged: 2
- Older Adult: 3

**Associate’s Degree**
- Young Adults Prefer Associates
- Young Adult: 5, Middle Aged: 4, Older Adult: 3

**Bachelor’s Degree**
- Young Adult: 4, Middle Aged: 3, Older Adult: 2

**Master’s Degree**
- Young Adult: 2, Middle Aged: 3, Older Adult: 3

**Professional**
- Young Adult: 1, Middle Aged: 1, Older Adult: 1

Q4 - Which of the following best describes your personal goals for education? Q4a - How far along are you in your education plans? Q6 - What type of education or training certification are you either considering or currently seeking? Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending. Q13 - Important reasons for pursuing education
BARRIERS | All age groups are concerned with how they will pay for their education, but Young Adults (YA)/Middle Aged (MA) believe the program will cost more than Older Adults (OA)

Key Takeaways:
- Nearly 20% of each age group is concerned about how they will pay for their degree or certification
- YA have a higher perception of the cost of their program relative to MA/OA
- MA is the most concerned about finding the time for their education
- OA have lower ratings for most obstructions showing their fears are vague

Cost Expectations

Estimated Cost

Differentiating Perspective on the Obstructions to Pursuing Higher Education

Consistent Factors

AGE GROUPS

Motiv
SOLUTIONS | Finding a school or program that allows the student to too much in debt is preferred by each age group, with over 50% of Mi

**Key Takeaways:**
- YA are interested in healthcare as an area of study, while MA/Oa are more interested in studying education
- MA/OA prefer an online experience, while YA want the traditional, 4-year program
- All groups prefer part-time programs that are hybrid

**Important Factors when Selecting a School**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Young Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>42%</td>
</tr>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>52%</td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>43%</td>
</tr>
<tr>
<td>Provides flexibility to choose between online or in-person classes</td>
<td>52%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>31%</td>
</tr>
<tr>
<td>Offers a degree that employers value</td>
<td>29%</td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>29%</td>
</tr>
<tr>
<td>Has a particular strength in the area I'm interested in</td>
<td>29%</td>
</tr>
<tr>
<td>Has an excellent job placement record</td>
<td>27%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>27%</td>
</tr>
</tbody>
</table>

**Top Areas of Study / Interest**

1. Business: 35%
2. Computer & Information Sciences: 20%
3. Healthcare/Medicine: 16%
4. General: 16%

**Type of School Preference**

- Traditional university: 49%
- Online college or university: 55%

**Mode of Study**

- 50% Hybrid
- 50% Part-time

**Consistent Factors**

- Most popular
- Similar expectations
- Personal income/savings and federal student loans are most common source of payment for all groups

**Consistent Factors**

- 50% Hybrid
- 50% Part-time
- 75% Part-time

**AGE GROUPS**

- Young Adult
- Middle Aged
- Older Adult

Q19 - What factors are most important to you when deciding on a school? Q20 - Which of the following areas best describe the degree/certificate you seek? Q21 - Which of the following areas best describe the type of school you will attend? Q22 - Which of the following best describes the type of school you will attend? Q23 - What type of engagement do you hope to experience? Q24 – What’s your ideal school schedule? Q27 - Which of the following sources will you use to help pay for your education?
Education Segmentation
EDUCATION GROUPS | All individuals want to pursue a degree or certificate to gain more skills; College Stopouts care deeply about personal satisfaction, whereas the others focus on bettering their life.

<table>
<thead>
<tr>
<th>Education Groups</th>
<th>Motivations</th>
<th>Barriers</th>
<th>Solutions</th>
</tr>
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<tbody>
<tr>
<td>High School / Technical College</td>
<td>Even though these individuals don’t currently have a university degree, they overwhelmingly selected a Bachelor’s to be their first choice. They are not as interested in pursuing a Masters or Professional degree. This group struggles more than others with language barriers and cost. They want help understanding the available financial options.</td>
<td>High School Diploma, or has started or completed a vocational / technical / skill-based certificate</td>
<td>166 Respondents</td>
</tr>
<tr>
<td>College Stopout</td>
<td>College Stopouts likely gained some skills while in school they find valuable, making their desire to pursue a degree more about personal satisfaction and creating a better life. For many, life has gotten in the way of them completing their degree, whether that be personal reasons, work, or health. They could use help learning what is required of them to go back to school.</td>
<td>Has completed some college, but had no degree</td>
<td>165 Respondents</td>
</tr>
</tbody>
</table>

Groups segmented based on age alone. Differences called out for this segmentation are significant.
MOTIVATIONS | While all students are motivated by the possibility of improving their quality of life, stopouts are also motivated by the desire to feel satisfied on a personal level.

Key Takeaways:
- Stopouts are more likely to be motivated by internal personal satisfaction.
- Those who have not yet secured a college degree have little interest in progressing to a Master’s or PhD.
- Students who have already secured their Associate’s degree have a more optimistic view on the value of college.

Prefered Degree

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Professional</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Top Motivations for Pursuing Further Education

1. Create a Better Life (24%)
2. Develop New Skills (14%)
3. Personal Satisfaction (19%)
4. Create a Better Life (13%)
5. Develop New Skills (20%)

Differentiating Perspective on the Value of Pursuing Education
- 54% believe the value of school is higher than the cost.
- 50% believe the value of school is higher than the cost.
- 69% believe the value of school is higher than the cost.

Progress Towards Application

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Least</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mostly</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Most</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Least</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mostly</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Most</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consistent Factors
- All groups are looking to better their standing in life through education.
- All groups highly value completing their Bachelor’s degree.

Research & Application

Q4 - Which of the following best describes your personal goals for education? Q4a - How far along are you in your education plans? Q6 - What type of education or training certification are you either considering or currently seeking? Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending. Q13 - Important reasons for pursuing education.
BARRIERS | HS/ Tech College is disproportionately concerned with the barrier of English being their non-primary language and College Stopout and College Degree are much more likely to

Key Takeaways:
• HS / Tech College and College Degree both perceive that the cost of their education will be more than the perception of College Stopouts; this is likely because of the types of degrees pursued
• 21% of College Stopouts state that health concerns kept them from completing their degree, which was the biggest barrier for 8% of the group.

Barriers to Entry (% that selected)          % #1 Factor

<table>
<thead>
<tr>
<th></th>
<th>NC%</th>
<th>CD%</th>
<th>CD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know how I will pay for it</td>
<td>39%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>22%</td>
<td>37%</td>
<td>15%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>17%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Private insecurities: “will I be able to handle the rigor of college work?”</td>
<td>24%</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>22%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>25%</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>16%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>Personal health or medical complications</td>
<td>16%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>18%</td>
<td>28%</td>
<td>3%</td>
</tr>
<tr>
<td>Concerned about having to take/pass a standardized admission test</td>
<td>17%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>

HS / Technical College: Red
College Stopout: Blue
College Degree: Gray

Cost Expectations

Estimated Cost

<table>
<thead>
<tr>
<th></th>
<th>&lt;20k</th>
<th>$20k - $50k</th>
<th>$50k+</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS / Technical College</td>
<td>41%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

Differentiating Perspective on the Obstructions to Pursuing Higher Education

• Struggles the most with navigating the financial aid process (73%) and English being their second language (32%)

Consistent Factors

• Similar to other categories, the biggest barrier is the cost
• Concerned with the time it will take to graduate
• All students prefer flexible class schedule options

Q15 - What are concerns or challenges for you personally, relative to your personal educational journey?; Q16 - Which is the SINGLE MOST impactful challenge relative to your educational journey?; Q29 - About how much do you anticipate it will cost to complete the specific certificate or degree you will seek?; Q30 - To what degree do the following obstruct your pursuit of further education?
SOLUTIONS | Nearly 60% of College Stopouts are looking for schools the program is completed. 51% value the option to choose between in-person and online classes.

Key Takeaways:
- Those with HS / Tech College degree or certificate, are likely to pursue certificates for personal services (nail artist, esthetician, etc.)
- Those who already have a college degree see the importance of a good reputation (45%) compared to HS / Tech College (31%)
- HS/Tech College prefer online school compared to hybrid

Important Factors when Selecting a School

<table>
<thead>
<tr>
<th>Factor</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>41%</td>
<td>44%</td>
<td>59%</td>
</tr>
<tr>
<td>Provides flexibility to choose between online or in-person classes</td>
<td>35%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>42%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Allows me to quickly advance through courses where I can demonstrate that I already know the material</td>
<td>29%</td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>30%</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>31%</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>33%</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Easily transfers credits from and to other academic institutions</td>
<td>20%</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Has a particular strength in the area I'm interested in</td>
<td>27%</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>29%</td>
<td>29%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Top Areas of Study / Interest

<table>
<thead>
<tr>
<th>Area</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>34%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>23%</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Type of School Preference

- 55% Online college or university

Mode of Study

- 48% Online
- 46% Part-time

Consistent Factors

- Part-time
- Business and Computer & Information Sciences

Q19 - What factors are most important to you when deciding on a school? Q21 - Which of the following areas best describe the degree/certificate you seek? Q22 - Which of the following best describes the type of school you will attend? Q23 - What type of engagement do you hope to experience? Q24 - What's your ideal school schedule? Q27 - Which of the following sources will you use to help pay for your education?
Minority Segmentation
Minorities indicate many have researched (and some have applied) to programs and schools. Reasons holding them back from going for it include the cost, English being a second language, and concerns about maintaining strong grades. They are more confident in their abilities to succeed in a program than Non-Minorities. They could use help from a program by allowing them to finish their degree quickly.

Asian, Black, Hispanic, Native American, Native Hawaiian
113 Respondents
MOTIVATIONS | Despite feelings of skepticism around the value of further education, Minorities are more likely to make progress in their application process than are Non-Minorities.

**Key Takeaways:**
- Minorities are more likely to begin researching and actually apply for their program of choice.
- Minorities have more doubts about the value of further education.
- The top three degree choices are the same, but differ on others.

**Preferred Degree**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
<tr>
<td>Professional</td>
<td>![Minority]</td>
<td>![Non-Minority]</td>
</tr>
</tbody>
</table>

**Top Motivations for Pursuing Further Education**
- Create a Better Life (17%)
- Develop New Skills (17%)
- Differentiate Perspective on the Value of Pursuing Education
  - 56% believe the value of school is higher than the cost.

**Progress Towards Application**
- Research & Application (6%)

**Consistent Factors**
- Minorities and Non-Minorities have similar motivations to pursue higher education.
- Minorities and Non-Minorities are seeking similar degree types.

Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education.
BARRIERS | Both groups struggle with time management between personal and work commitments, as well as their perceived timeline of how long getting their degree will take.

Key Takeaways:
- Minority groups are more likely to believe the cost of their education is over $20K compared to Non-Minority individuals.
- English not being their primary language impacts 15% of Minority individuals and 2% of Non-Minority participants.
- Non-Minorities are more likely to see a barrier of private insecurities.

Consistent Factors
- The time commitment to complete a degree or program.
- The difficulty in maneuvering through the financial aid process.

Motivations
- Barriers: The estimated cost.
- Solutions: Differentiating perspective on the obstructions to pursuing higher education.

Cost Expectations

<table>
<thead>
<tr>
<th>Estimated Cost</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20k</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>$20k - $50k</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>$50k+</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Differentiating Perspective on the Obstructions to Pursuing Higher Education

- Struggles the most with navigating the financial aid process (72%) and concerned with their ability to maintain acceptable grades (64%).
- Struggles the most with fulfilling personal and family commitments while enrolled (82%) and the least with the language barrier (12%).

<table>
<thead>
<tr>
<th>Barriers to Entry (%) that selected</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know how I will pay for it</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>21%</td>
<td>38%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>Private insecurities: “will I be able to handle the rigor of college work?”</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>Worried that classes will be too challenging</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>11%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education...
SOLUTIONS | Non-Minorities care greatly about the reputation of a school, completing the program at their own pace compared to their Minority counterparts.

Key Takeaways:
- Minorities prefer to study healthcare and medicine compared to Non-Minorities who are more likely to go into education.
- Minorities are more concerned with the job placement record (26%).
- Non-Minorities are not as concerned about having the option to choose between online and in-person options.

Important Factors when Selecting a School:

- Has a good reputation: Minority 34%, Non-Minority 42%.
- Allows me to finish my degree at a pace that works best for me: Minority 33%, Non-Minority 49%.
- Provides an education I can afford without getting into too much debt: Minority 30%, Non-Minority 50%.
- Has a particular strength in the area I'm interested in: Minority 30%, Non-Minority 34%.
- Provides the flexibility to choose between online classes and in-person classes: Minority 29%, Non-Minority 45%.
- Offers a wide array of financial aid options: Minority 28%, Non-Minority 32%.
- Provides an accelerated program to allow me to finish my degree quickly: Minority 28%, Non-Minority 29%.
- Easily transfers credits from and to other academic institutions: Minority 28%, Non-Minority 26%.
- Offers internship or apprenticeship opportunities: Minority 16%, Non-Minority 24%.
- Has an excellent job placement record: Minority 26%, Non-Minority 22%.
Socioeconomic Status Segmentation
SOCIOECONOMIC GROUPS | The Lower Socioeconomic groups are more focused on finding the right programs specific to their interest, while the Upper Socioeconomic groups seek programs with great reputations.

The Lower SES groups wants to pursue an education to gain new skills that they can apply to their work and make more money. Right now, they don’t see the value that an education could bring because they are so concerned about the troubles paying for school. They could use help understanding the best program for their situation.

Under $50K with 50% married and 43% have kids under 18
167 Respondents

The Middle-Low SES group is the most-likely group to have researched and applied to their degree. Their main concern is how they will pay for the education. They could use help from a school that has great financial aid options.

Under $100K, not married, 43% have kids under 18
92 Respondents

The Middle-Upper SES group greatly values a flexible schedule as they are the most likely group to be concerned about the time commitment of a degree. These individuals care a lot about the reputation of the school they are attending and want the experience to be conveniently located. They could use help to understand how a degree could further develop their career.

$50-$150K, 88% married, 55% have kids under 18
461 Respondents

Groups segmented based on age alone. Differences called out for this segmentation are significant.
MOTIVATIONS | The Lower SES Group is less likely to believe that the cost that it requires to complete and shows a 20-percentage point gap

Key Takeaways:
- Lower SES Group values Vocational Certificates and Associates Degrees more than the Upper SES groups, which values Master's Degrees
- Upper SES is the most likely to have researched and not applied to their preferred programs compared to Lower SES, who has a greater percentage that have not researched, nor applied

Top Motivations for Pursuing Further Education

1. Create a Better Life (31%)
2. Earn More Money (17%)

Differentiating Perspective on the Value of Pursuing Education

- 51% believe the value of school is higher than the cost

Progress Towards Application

Consistent Factors
- Desire to create a better life
- Desire to develop new skills
- Bachelor's and Master's degrees most sought after

Lower SES

Vocational Certificate
- 11% below average

Skills-Based Certificate
- 10% below average

Associate's Degree
- 4% above average

Bachelor's Degree
- 6% below average

Master's Degree
- 8% below average

Professional
- 8% below average

SOCIOECONOMIC GROUPS

Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education
BARRIERS | Those in the Lower SES groups experience a large barrier journey (36%) compared to the Upper SES groups (5%)

Key Takeaways:
- Being accepted to a preferred program is more of an obstruction for the Lower SES groups (65%) compared to the Upper SES groups (49%)
- Maintaining acceptable grades is less of a challenge for the Upper SES group (39%) compared to the Lower SES Group (66%)

Barriers to Entry (% that selected)

<table>
<thead>
<tr>
<th>Barriers to Entry</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know how I will pay for it</td>
<td>24%</td>
<td>23%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>Private insecurities: ability to handle the rigor of work</td>
<td>5%</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>4%</td>
<td>9%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Unable to find time because of personal or family commitments</td>
<td>10%</td>
<td>9%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Do no know where to even start the process</td>
<td>1%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Worried the classes will be too challenging</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education
SOLUTIONS | All SES groups truly prefer a flexible, part-time and hybrid learning schedule that allows them to complete their degrees at their own pace

Key Takeaways:
- The Lower SES group prefers a traditional four-year program and looks for a degree that allows them to finish a degree at their own pace, differing from the Upper SES group, who prefers online and is not as concerned with time.
- The Upper SES group cares most about the reputation of the program, while the Lower SES group is more focused on the strength of the specific program.

Important Factors when Selecting a School

- Allows me to finish my degree at a pace that works best for me
- Provides the flexibility to choose between online classes, in-person classes, or both
- Provides an education I can afford without getting into too much debt
- Offers a wide array of financial aid options
- Allows me to quickly advance through courses where I can demonstrate that I already know the material
- Has a good reputation
- Has a particular strength in the area I’m interested in
- Is convenient to my home or office
- Provides an accelerated program to allow me to finish my degree quickly
- Offers a degree that employers value

Top Areas of Study / Interest

- Business (32%)
- Computer & Information Sciences (20%)
- Healthcare/Medicine (16%)
- General (16%)
- Education (18%)
- Psychology (23%)
- Computer & Information Sciences (18%)
- Healthcare/Medicine (15%)

Type of School Preference

- Traditional 4-year university (54% Hybrid)
- Online college or university (54% Part-Time)

Mode of Study

- 54% Hybrid
- 48% Part-Time

Consistent Factors

- Prefer a hybrid learning model
- Part-time school versus full-time
- Avoid going into too much debt

Q19 - What factors are most important to you when deciding on a school?
Q21 - Which of the following areas best describe the degree/certificate you seek?
Q22 - Which of the following best describes the type of school you will attend?
Q23 - What type of engagement do you hope to experience?
Q24 - What’s your ideal school schedule?
Q27 - Which of the following sources will you use to help pay for your education?
Best Practices for Supporting Non-
Multiple peer-reviewed studies provide helpful guidance for empower students to navigate situational and dispositional barriers

**Best Practices for Supporting Non-Traditional Students**

**Affordability Requirements**

- Require that low-income students not pay more than a predetermined percentage of their discretionary income.

**Improve Confidence**

- Organize non-traditional students into cohorts and sections where they will make up the majority of the classroom.

**Method of Aid**

- Experiment with providing aid or grants in the form of an account with all funding determined prior to enrollment.

**Make**

- Base the awarding of grants process off easily obtainable documents and information and the averages of yearly income.

---

“When students see evidence that people at their university care about them when they perceive stakeholders only care about students identified as the...
Multiple peer-reviewed studies provide helpful guidance for empowering non-traditional students to navigate situational, institutional, and dispositional barriers. Best Practices for Supporting Non-Traditional Students

- **Improve Confidence**: Organize non-traditional students into cohorts and sections where they will make up the majority of the classroom.

- **Simplify**: Improve the ease of transferring credits in based on past courses completed and on competency-based assessments; when students start with a base of credits, they are more likely to complete the program.

- **Organize**: Provide students with a narrow selection of course pathways to eliminate confusion and simplify the scheduling/enrollment process.

- **Pace**: Allow students to progress through courses at a customizable pace wherever possible.

- **Incentivize**: Experiment with offering students small “bonuses” when they accomplish milestones or goals.

“When students see evidence that people at their university care about them, students feel more motivated than when they perceive stakeholders only care about students identified as the majority.”

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach.
These same peer-reviewed studies provide guidance on best practices helping non-traditional students navigate institutional barriers

Best Practices for Supporting Non-Traditional Students

- **Prioritize:** Grant non-traditional students priority or privileges for scheduling, parking, transportation, and wherever else appropriate.

- **Cater to Unique Needs:** Develop support systems/personnel that cater specifically to non-traditional students.

- **Make Financial Aid Accessible:** Base the awarding of financial aid information.

- **Assist in Planning:** Create a binding degree plan prior to each student's enrollment so that students can visualize a charted path forwards.

- **Build Affordability Requirements:** Require that low-income students not pay more than a predetermined percentage of their discretionary income.

“There is a difference between a coherent set of options and an overwhelming number of choices.”

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
In a recently published, peer-review study, three categories of non-conventional student barriers were defined: situational, institutional, and dispositional barriers.

**Situational Barriers**
- Barriers arising from one’s situation in life at any given time

Examples:
- Costs
- Home responsibilities
- Job responsibilities
- Childcare
- Transportation
- Lack of support from family or friends
- Limited time

**Institutional Barriers**
- Practices and procedures that exclude or discourage working adults from participating in educational activities

Examples:
- Credit transfer difficulties
- Required seat-time vs. competence assessments
- Inconvenient schedules and locations
- Full-time fees for part-time study
- Inappropriate courses of study
- Lack of information about course offerings
- Arduous enrollment processes
- Lack of clear pathway to earn credits or degree

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
According to the same study there are four primary pillars to best support the success of non-traditional students:

- **Personal Motivation**
- **Institutional Support**
- **Family Support**
- **Community Support**

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
Of these four pillars, universities and state systems are best equipped to directly strengthen institutional support

Best Practices for Creating Institutional Support

• Improve the ease of transferring credits in based on past assessments; when students start with a base of credit
• Organize non-traditional students into cohorts and sections
• Minimize the size of these cohorts as to engender a feeling of belongingness
• Provide students with a narrow selection of course pathways to eliminate confusion and simplify the scheduling/enrollment process
• Allow students to participate in the organization of classes allocated to underdeveloped skills
• Allow students to progress through courses at a customizable pace wherever possible
• Grant non-traditional students priority or privileges for scheduling, parking, transportation, and wherever else appropriate
• Develop support systems/personnel that cater specifically to non-traditional students
• Base the awarding of grants process off easily obtainable documents and information

Quote: “When students see evidence that people at their university care about them, students feel more motivated than when they perceive stakeholders only care about students identified as the majority.”

– Holy Family University

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
Multiple peer-reviewed studies provide helpful guidance for empowering non-traditional students to navigate situational, institutional, and dispositional barriers.

Best Practices for Creating Institutional Support

- Improve the ease of transferring credits in based on past courses completed and on competency-based assessments of credits, they are more likely to complete the program.
- Organize non-traditional students into cohorts and sections where they will make up the majority of the classroom.
- Minimize the size of these cohorts as to engender a feeling of belongingness.
- Provide students with a narrow selection of course pathways to eliminate confusion and simplify the scheduling/enrollment process.
- Allow students to participate in the organization of classes and curriculum so that resources are efficiently allocated to underdeveloped skills.
- Allow students to progress through courses at a customizable pace wherever possible.
- Grant non-traditional students priority or privileges for scheduling, parking, transportation, and where appropriate.
- Develop support systems/personnel that cater specifically to non-traditional students.
- Base the awarding of grants process off easily obtainable documents and information.

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Quote: “When students see evidence that stakeholders only care about students identified as the majority, students feel more motivated than when they believe stakeholders only care about students identified as the majority.”

Holy Family University

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach
Similarly, universities and state systems can play a passive role in motivation, family support, and community support.

**Best Practices for Supporting Motivation, Families, and Communities**

- Workforce – institute alignment to demonstrate the ROI of the program
- Create an infrastructure of support and resources that will affirm confidence and supply help to students throughout their coursework
- Establish a system where instructors provided one-on-one feedback and consultation throughout coursework

- Validate the deep experiential and workplace-related learning that non-traditional students bring to the classroom
- Construct a family-friendly environment to help parents support children in the form of libraries, study rooms, or even day-care facilities
- Host events that give family members the chance to interact

- Construct a positive outlook on institutions by undertaking partnership initiatives such as students volunteering in neighborhood schools and faculty conducting research to support local evaluation efforts
- Partner with local corporations to build skillsets and networks
- Share resources with local government agencies to promote...
Another primary obstacle for non-traditional students is financial aid. In 2015, Lumina Foundation conducted a national study on the changes necessary to better serve non-traditional students.

State-Level Recommendations for Financial Aid to Cater Education to Non-Traditional Students

- Improve Application and Awarding of Aid
  - Rewarding of financial aid leans on formulas to gauge the amount of resources needed by individuals or families for postsecondary education.
  - Current formulas err by requiring lots of information that may not be accessible to non-traditional students and yet fails to sift out fraudulent applicants.

- Change Institutional Behavior
  - Holding enrollment slots for non-traditional students does not sufficiently provide those students with access to the institution.
  - Offering students too many choices for course studies is often more overwhelming than helpful.

- Improve Personal Responsibility
  - Non-traditional students frequently lack the incentive to take their education seriously during the beginning of their education.

Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015
...At the institution level, Lumina recommended standardizing accessibility requirements, creating degree plans prior to enrollment, and creating competency-based remedial programs...

**Require Colleges to Meet Affordability Requirements**

**Practices:**
- For at least low-income individuals, colleges should determine tuition based off needs.
- Require that low-income students not pay more than a predetermined percentage of their discretionary income.

**Goal:**
- Paying for college is not financially burdensome to the point of driving away non-traditional students.

**Create a Binding Degree Plan for Each Student Prior to Enrollment**

**Practices:**
- As colleges, offer students the choice between a selection of programs or paths rather than courses.
- Work with incoming students to structure a degree plan before the student officially enrolls at the institution.

**Goal:**
- Students are not overwhelmed and efficiently accomplish their education because of an organized path.

*Quote:* ‘There is a difference between a coherent set of options and an overwhelming number of choices.’

*Sources:* Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015
Further recommendations include financial aid based on multi-year income averages and the idea of experimenting with grants awarded in the form of an account.

### Base Aid on Multi-Year Income Average

**Practices:**
- In financial aid applications, request information based on a **three-year average** verified by tax returns from the previous year
  - Send **renewal form annually** to see if student income has significantly changed
- Lock in the candidate’s data for the **entirety of the program** they are planning to complete
- Base decisions **off information and documents** that are likely to be accessible to students of all backgrounds and circumstances

**Goals:**
- Students have a consistent understanding of their **grant amounts** the whole time they work in their programs
- Redirect resource allocation towards a **case-by-case process** and away from **formulaic measurements**

### Experiment with Awarding Grant in Form of Account

**Practices:**
- Experiment with grants by awarding students financial aid equivalent to 1.25 times the needed time to finish their program
  - Accounts should be **school- or state-controlled** rather than **student-controlled**
  - Accrue the needed funding to the student account as they complete their courses
- Scrutinize and **tweak experiment as needed throughout its course**

**Goals:**
- Incentivize students to complete their educations promptly and effectively
- Eliminate confusion around when/how students will receive financial aid

*Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015*
Lumina’s financial aid areas of improvement also included “bonuses” for students who hit certain progress milestones...

**Experiment with “Bonuses” for Students Passing Through Certain Progress Milestones**

**Practices:**
- **Supply aid** to students who hit their federal grant ceiling in later semesters of their education
- Experiment with offering students small “bonuses” for different milestones along their educational journey
  - Students who complete X credits could receive a **award** of $XXX
  - **Assign** students to different experimental group how students respond to being awarded differently at different momentum points

**Goals:**
- Incentivize non-traditional students to **diligently complete programs** while helping assuage financial burdens
- **Gather data** on incentivizing non-traditional students with grants

*Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015*
...Finally, at the federal level, Lumina recommended improving a legislation concerned with grants

**Base FAFSA on Multi-Year Income Average**

**Practices:**
- Instead of requiring students in need of FAFSA to reapply annually, require **only one form** at the start of the student’s postsecondary career.
- Request information based on a **three-year average** verified by tax returns from the previous year.
  - **Send renewal form annually** to see if student income has significantly changed.
- Lock in the candidate’s data for the **entirety of the program** they are planning to complete.

**Goals:**
- Students have a **consistent understanding** of their FAFSA amounts the whole time they work in their programs.
- Students are **less likely to be delayed or turned away** due to inaccessible or missing documents.

**Experiment with Emergency Fund for Non-Traditional Pell Grant Recipients**

**Practices:**
- Experiment with providing a small pot of emergency funds to colleges with significant non-traditional student enrollment and studying its effects on enrollment periods and number of credits taken.
- If successful, revisit financial aid formulas to incorporate additional funding per Pell student that colleges already receive for administrative purposes.

**Goals:**
- Efficiently allocate dollars to persons and programs who would otherwise be poorly catered to due to rigid formulas and calculations.
- Study effects of increased administration budget based on number of students.

Sources: Breaking with Tradition—Making Federal Grant Aid Work for Today’s Students. 2015
Appendix

Frequency Analysis: all the survey responses in aggregate
The study captured information from representative individuals ranging in age, income, and education level, as well as race, which align closely with Utah’s averages.

830 total survey completes

Levels of Education Including...
- High School Diploma or GED (65)
- Some College, but No Degree (165)
- Started a Vocational / Technical / Skill-Based Certificate, but Never Finished (22)
- Vocational / Technical / Skill-Based Certificate or Diploma (79)
- Associates Degree (113)
- Bachelor’s Degree (264)
- Master’s Degree (107)
- Professional Degree or Doctorate (15)

From individuals ranging from ages 25 to 60+

Avg. Utah Age: 31 years old

With total household incomes ranging from <$15K to $200K+

Q1 - What is your age category? N=830; Q2 - What is the highest level of school you have previously completed? N=830;
Q3 - Which of the following best describes your total household income? N= 801, Q35 - Gender identity N= 825; Q40 - Please select the category or categories with which you most identify. N=830
EDUCATION HISTORY | Highest Level of School Previously Completed

Q2 - What is the highest level of school you have previously completed?

N=830

- No high school diploma or GED: 0
- High school diploma or GED: 65
- Some college, but no associate or bachelor's degree: 165
- Started a vocational/technical/skill-based certificate or diploma, but never finished: 22
- Vocational/technical/skill-based certificate or diploma: 79
- Associate degree: 113
- Bachelor's degree: 264
- Master's degree: 107
- Professional degree or doctorate: 15

Q3 - About how many semesters of college have you already completed?

- Less than one semester: 6%
- 1 to 2 semesters: 23%
- 3 to 4 semesters: 33%
- 5 or more semesters: 34%
- Don't know/can't remember: 4%
EDUCATION HISTORY | Personal Goals for Education

Personal educational goals (technical/vocational school, college, or university)
N=830

- I am currently seeking further education: 210
- I have immediate plans to seek further education in the next 12 months: 166
- I plan to seek further education in the next 5 years: 237
- I dream of seeking further education, but there are just too many obstacles: 217

Q4 - Which of the following best describes your personal goals for education (technical/vocational school, college, or university)?
### Personal Goals for Education

#### Personal goals for education (technical/vocational school, college, or university)

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have completed all the education I need for career and personal goals</td>
<td>166</td>
</tr>
<tr>
<td>I have no current plans to seek further education</td>
<td>210</td>
</tr>
<tr>
<td>I am currently seeking further education</td>
<td>237</td>
</tr>
<tr>
<td>I plan to seek further education in the next 5 years</td>
<td>217</td>
</tr>
<tr>
<td>I dream of seeking further education, but there are just too many obstacles</td>
<td>210</td>
</tr>
<tr>
<td>I haven’t thought much about it either way</td>
<td>0</td>
</tr>
<tr>
<td>None of the above</td>
<td>0</td>
</tr>
</tbody>
</table>

**Q4 - Which of the following best describes your personal goals for education (technical/vocational school, college, or university)?**

**Q5 - About how much of your program have you already completed?**
EDUCATION HISTORY | Pursued Type of Education

Q6 - What type of education or training certification are you either considering or currently seeking?

Type of education or training certification considering or seeking

N=830

- Bachelor’s degree: 26%
- Master’s degree: 22%
- Professional degree or doctorate: 10%
- Vocational/technical certification (e.g., welding, cosmetology, culinary, CDL, technology bootcamp, etc): 14%
- Skill-based/trade certificate or badge (e.g., C++, SQL, SHRM, or other industry related training): 16%
- Associate degree: 12%
EDUCATION HISTORY | Length of Time Since Last Enrolled in Post

**Approximate time since enrollment in post high school education**

N=830

<table>
<thead>
<tr>
<th>Time Since Enrollment</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently enrolled</td>
<td>100</td>
</tr>
<tr>
<td>1-2 years</td>
<td>93</td>
</tr>
<tr>
<td>3-5 years</td>
<td>137</td>
</tr>
<tr>
<td>6-10 years</td>
<td>170</td>
</tr>
<tr>
<td>11-15 years</td>
<td>113</td>
</tr>
<tr>
<td>16-20 years</td>
<td>88</td>
</tr>
<tr>
<td>21-25 years</td>
<td>52</td>
</tr>
<tr>
<td>26-30 years</td>
<td>23</td>
</tr>
<tr>
<td>31-35 years</td>
<td>22</td>
</tr>
<tr>
<td>36-40 years</td>
<td>16</td>
</tr>
<tr>
<td>More than 40 years</td>
<td>16</td>
</tr>
</tbody>
</table>

Q7 - About how long has it been since you were last enrolled in any type of post-high school education?
EDUCATION HISTORY | Number of Attempts to Enroll in School

Number of enrollments since completing high school to seek additional education or training?

N=830

- 1 enrollments: 210
- 2 enrollments: 285
- 3 enrollments: 194
- 4 or more enrollments: 71

Q8 - Since completing high school, how many different times have you enrolled in school (either at different schools, or a education or training?)
**EDUCATION HISTORY | Length of Time Since High School or GED**

**Approximate time since completing high school or GED**

N=830

<table>
<thead>
<tr>
<th>Time Since High School or GED</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>5</td>
</tr>
<tr>
<td>3-5 years</td>
<td>39</td>
</tr>
<tr>
<td>6-10 years</td>
<td>141</td>
</tr>
<tr>
<td>11-15 years</td>
<td>114</td>
</tr>
<tr>
<td>16-20 years</td>
<td>106</td>
</tr>
<tr>
<td>21-25 years</td>
<td>131</td>
</tr>
<tr>
<td>26-30 years</td>
<td>93</td>
</tr>
<tr>
<td>31-35 years</td>
<td>69</td>
</tr>
<tr>
<td>36-40 years</td>
<td>50</td>
</tr>
<tr>
<td>More than 40 years</td>
<td>82</td>
</tr>
</tbody>
</table>

Q9 - About how long has it been since you completed high school or GED?
**EDUCATION HISTORY** | Participation in Military, Religious, & Humanitarian Service

**Q10** - Between high school and the age of 25 did you participate for any period of time in full-time military, religious, or humanitarian service?

- **Yes**: 37%
- **No**: 63%

**Q11** - Have you tried to enroll at a school for additional education after completing your religious, military, or humanitarian service?

- **Yes**: N=304
- **No**: N=830

**Participation in full-time military, religious, or humanitarian service (between high school and the age of 25)**

N=830

**Attempted to enroll at a school for additional education after completing religious, military, or humanitarian service**

N=3
MOTIVATIONS | Valuing Higher Education

Perceptions on the value and importance of college
N=830

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Agree</th>
<th>Neither Agree nor Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall value one gets from college or certification beyond high school is worth more than the cost of attending</td>
<td>286</td>
<td>145</td>
<td>229</td>
<td>49</td>
</tr>
<tr>
<td>A college degree or certification beyond high school is essential for most competitive-paying jobs</td>
<td>330</td>
<td>73</td>
<td>324</td>
<td>25</td>
</tr>
<tr>
<td>Completing a college degree or certification is possible for most anyone</td>
<td>314</td>
<td>135</td>
<td>101</td>
<td>54</td>
</tr>
</tbody>
</table>

Q12 - To what extent do you agree or disagree with the following statements regarding higher education?
MOTIVATIONS | Valuing Higher Education

Perceptions on the value and importance of college
N=830

<table>
<thead>
<tr>
<th>Percept</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall value one gets from college or certification beyond high school is worth more than the cost of attending</td>
<td>49</td>
<td>121</td>
<td>145</td>
<td>286</td>
<td>229</td>
</tr>
<tr>
<td>A college degree or certification beyond high school is essential for most competitive-paying jobs</td>
<td>25</td>
<td>73</td>
<td>78</td>
<td>330</td>
<td>324</td>
</tr>
<tr>
<td>Completing a college degree or certification is possible for most anyone</td>
<td>54</td>
<td>135</td>
<td>101</td>
<td>314</td>
<td>226</td>
</tr>
</tbody>
</table>

Q12 - To what extent do you agree or disagree with the following statements regarding higher education?
## MOTIVATIONS | Personal Goals for Pursuing Additional Education

### Reasons for gaining more education or training  N=830

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new knowledge, skills, and abilities</td>
<td>561</td>
</tr>
<tr>
<td>Feel personal satisfaction and achievement</td>
<td>465</td>
</tr>
<tr>
<td>Earn more money</td>
<td>361</td>
</tr>
<tr>
<td>Create a better life for myself and/or my family</td>
<td>342</td>
</tr>
<tr>
<td>Set an example for my kids</td>
<td>298</td>
</tr>
<tr>
<td>Increase my job security</td>
<td>287</td>
</tr>
<tr>
<td>Obtain a higher job title or promotion</td>
<td>257</td>
</tr>
<tr>
<td>Advance within my current industry</td>
<td>256</td>
</tr>
<tr>
<td>Gain soft skills (e.g., communication, leadership)</td>
<td>251</td>
</tr>
<tr>
<td>Help me find a job or career in a new industry</td>
<td>236</td>
</tr>
<tr>
<td>Improve my ability to perform my current job</td>
<td>231</td>
</tr>
<tr>
<td>Control circumstances more effectively in my work life and/or personal life</td>
<td>222</td>
</tr>
<tr>
<td>Prepare for a profession that requires a graduate or professional degree</td>
<td>141</td>
</tr>
<tr>
<td>Make my family proud</td>
<td>84</td>
</tr>
<tr>
<td>Obtain industry / job certifications or designations</td>
<td>79</td>
</tr>
<tr>
<td>Grow my network with faculty, alumni, and/or other students</td>
<td>77</td>
</tr>
<tr>
<td>Impress others in my social circle</td>
<td>77</td>
</tr>
<tr>
<td>Enter the professional workforce for the first time</td>
<td>59</td>
</tr>
<tr>
<td>Be the first college graduate in my family</td>
<td>39</td>
</tr>
</tbody>
</table>
| Be associated with a prestigious institution                          |  }

Q13 - Please indicate which of the following are important to you personally as reasons to gain more education or training.

Q14 - Which of the following, from the items you previously selected, is the SINGLE MOST important reason to you personally to seek more education or training?

Q14a - Which of the following, from the items you previously selected, is the SECOND MOST important reason to you personally to seek more education or training?
**BARRIERS | Challenges and Concerns**

**Concerns or challenges relative to personal educational journey**

N=830

- Don’t know how I will pay for it: 29%
- Nervous about the time commitment: 286%
- Unable to find the time because of personal or family commitments: 228%
- Unable to find the time because of work commitments: 201%
- Frustration at the overall time it will take to complete a degree: 200%
- Private insecurities: "will I be able to handle the rigor of college work?" : 186%
- Not sure how to access financial aid, grants, and scholarships: 167%
- Do not want to disrupt current employment: 132%
- Unsure what I want to do/be: 127%
- Personal health or medical complications: 125%
- Do not know where to even start in the process: 123%
- Comfortable with overall financial situation: 114%
- Not sure which school or schools to consider: 107%
- Concerned about learning online: 102%
- Concerned about having to take/pass a standardized admission test: 81%
- Have poor or inadequate grades from the past: 81%
- Bad experience with school previously: 79%
- Transportation or distance issues: 75%
- Concerned about learning in-person: 66%
- Lack of support from family or friends: 63%
- Work does not require it for promotion: 59%
- Other, please specify: 41%
- None of the above: 34%
- English is not my primary language: 32%
- Worried that classes will be too challenging: 14%
Obstructing factors from finishing an already started program

N=187

- Family responsibilities
- Could no longer afford the tuition cost
- Could not participate fully due to family or work obligations
- Wasn’t comfortable with student loan debt
- Work responsibilities were too demanding
- Personal health or medical complications
- Lack of support from family or friends
- Transitioned to being a stay-at-home parent
- Moved to new city or state
- Frustration at the overall time it would take to complete the program
- Difficulty finding classes that fit my schedule
- Couldn’t decide on the right degree or program
- Had unexpected expenses after starting school
- Assumed caregiver responsibilities for a loved one
- Lost financial aid and/or scholarships
- Transitioned to a new job that did not require a degree or certificate
- Transportation or distance issues
- General lack of academic interest
- Poor experience with faculty and/or staff
- Poor grades
- Poor experience with school policies or processes
- Other, please specify:
  - Voluntary service (military, religious, etc.) and I did not return afterwards
  - Did not fit in with other students
- None of the above

Q17 - At the time, which of the following factors obstructed you from completing your program after you initially started?
Q18 - Which of the following from the items you previously selected was the SINGLE MOST influential in keeping you from completing your degree or
Q18a - Which of the following from the items you previously selected was the SECOND MOST influential in keeping you from completing your degree

Confidential/71
BARRIERS | Impact to Employment Status

**Impact of returning to school on employment status**

N=29

- Yes, I’ll have to transition to partial or part-time employment: 4%
- Yes, I’ll have to increase my employment or earnings to cover the cost of school: 38%
- Yes, I’ll have to quit my job: 13%
- No, I’ll maintain my current employment status: 46%

Q26 - Will going back to school impact your employment status?
Q28 - Do you have any outstanding student loan debt originating from past education efforts?

Amount of outstanding student loan debt originating from past education efforts N=810

- Yes: 20%
- No, I’ve never had student loan debt before: 45%
- No, because I paid it off: 35%
Anticipated cost to complete the specific sought-after certificate or degree

- Under $5,000: 11% (95)
- $5,000 - $9,999: 16% (135)
- $10,000 - $19,999: 21% (176)
- $20,000 - $29,999: 17% (141)
- $30,000 - $39,999: 10% (87)
- $40,000 - $49,999: 11% (91)

Q29 - About how much do you anticipate it will cost to complete the specific certificate or degree you will seek?
### BARRIERS: Degree of Obstruction

<table>
<thead>
<tr>
<th>Obstruction</th>
<th>Impact of Obstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing what is the right program for me to seek</td>
<td>7%</td>
</tr>
<tr>
<td>Navigating the admission/enrollment process</td>
<td>4%</td>
</tr>
<tr>
<td>Being admitted to my preferred program</td>
<td>5%</td>
</tr>
<tr>
<td>The total program cost</td>
<td>27%</td>
</tr>
<tr>
<td>Navigating the financial aid process</td>
<td>11%</td>
</tr>
<tr>
<td>The time it will take to graduate</td>
<td>10%</td>
</tr>
<tr>
<td>Ability to maintain acceptable grades</td>
<td>4%</td>
</tr>
<tr>
<td>Flexible class schedule options</td>
<td>8%</td>
</tr>
<tr>
<td>Managing the demands of my work while enrolled</td>
<td>17%</td>
</tr>
<tr>
<td>Fulfilling personal or family commitments while enrolled</td>
<td>19%</td>
</tr>
<tr>
<td>Commute time/distance</td>
<td>6%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>2%</td>
</tr>
</tbody>
</table>

Q30 - To what degree do the following obstruct your pursuit of further education?
### Obstructing factors of pursuing further education

N=830

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total program cost</td>
<td>213</td>
<td>26%</td>
</tr>
<tr>
<td>Fulfilling personal or family commitments while enrolled</td>
<td>190</td>
<td>23%</td>
</tr>
<tr>
<td>Managing the demands of my work while enrolled</td>
<td>108</td>
<td>13%</td>
</tr>
<tr>
<td>None of these obstruct my ability to pursue further education</td>
<td>47</td>
<td>6%</td>
</tr>
<tr>
<td>Flexible class schedule options</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>The time it will take to graduate</td>
<td>38</td>
<td>5%</td>
</tr>
<tr>
<td>Navigating the financial aid process</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>Ability to maintain acceptable grades</td>
<td>26</td>
<td>3%</td>
</tr>
<tr>
<td>Choosing a certificate/degree or professional certification</td>
<td>25</td>
<td>3%</td>
</tr>
<tr>
<td>Being admitted to my preferred program</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Commute time/distance</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Researching a certificate/degree or professional certification</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>Navigating the admission/enrollment process</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>English is my second language</td>
<td>11</td>
<td>1%</td>
</tr>
</tbody>
</table>
### BARRIERS | Confidence in Overcoming Obstacles

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>NOT Confident</th>
<th>Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total program cost</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td>Navigating the financial aid process</td>
<td>4%</td>
<td>33%</td>
</tr>
<tr>
<td>The time it will take to graduate</td>
<td>3%</td>
<td>22%</td>
</tr>
<tr>
<td>Ability to maintain acceptable grades</td>
<td>2%</td>
<td>47%</td>
</tr>
<tr>
<td>Flexible class schedule options</td>
<td>3%</td>
<td>47%</td>
</tr>
<tr>
<td>Identifying and enrolling in courses I need</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>Navigating school policies and requirements</td>
<td>2%</td>
<td>37%</td>
</tr>
<tr>
<td>Managing the demands of my work while enrolled</td>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td>Fulfilling personal or family commitments while enrolled</td>
<td>7%</td>
<td>46%</td>
</tr>
<tr>
<td>Solving issues as they arise while being able to continue to attend school</td>
<td>3%</td>
<td>35%</td>
</tr>
<tr>
<td>Commute time/distance</td>
<td>3%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Q32 - How confident are you in overcoming the following potential obstacles?
**Sources planned to use to pay for education**

N=810

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal income and/or savings</td>
<td>532</td>
<td>66%</td>
</tr>
<tr>
<td>Grants/scholarships</td>
<td>367</td>
<td>45%</td>
</tr>
<tr>
<td>Federal student loans</td>
<td>270</td>
<td>33%</td>
</tr>
<tr>
<td>Reimbursement from my company</td>
<td>135</td>
<td>17%</td>
</tr>
<tr>
<td>Private student loans</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>Parents or other relatives</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>529 savings plan</td>
<td>50</td>
<td>6%</td>
</tr>
</tbody>
</table>

Q27 - Which of the following sources will you use to help pay for your education?
# Important Factors when Choosing a School

## Most significant factors when deciding on a school or program

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
<th>N=810</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>384</td>
<td>47%</td>
</tr>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>376</td>
<td>46%</td>
</tr>
<tr>
<td>Provides the flexibility to choose between online classes, in-person classes, or both</td>
<td>349</td>
<td>43%</td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>330</td>
<td>41%</td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>295</td>
<td>36%</td>
</tr>
<tr>
<td>Has a particular strength in the area I’m interested in</td>
<td>274</td>
<td>34%</td>
</tr>
<tr>
<td>Allows me to quickly advance through courses where I can demonstrate that I already know the material</td>
<td>267</td>
<td>33%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>252</td>
<td>31%</td>
</tr>
<tr>
<td>Offers a degree that employer’s value</td>
<td>236</td>
<td>29%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>232</td>
<td>29%</td>
</tr>
<tr>
<td>Easily transfers credits from and to other academic institutions</td>
<td>216</td>
<td>27%</td>
</tr>
<tr>
<td>Faculty have real-world experience</td>
<td>195</td>
<td>24%</td>
</tr>
<tr>
<td>Provides personal attention and support from when I enroll to when I graduate</td>
<td>189</td>
<td>23%</td>
</tr>
<tr>
<td>Has an excellent job placement record</td>
<td>184</td>
<td>23%</td>
</tr>
<tr>
<td>Is a school I would be proud to go to</td>
<td>180</td>
<td>22%</td>
</tr>
<tr>
<td>Gives academic credit for my on-the-job training</td>
<td>164</td>
<td>20%</td>
</tr>
</tbody>
</table>

Q19 - What factors are most important to you when deciding on a school?
<table>
<thead>
<tr>
<th>Type of educational areas</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>251</td>
<td>31%</td>
</tr>
<tr>
<td>Computer and Information Services</td>
<td>146</td>
<td>18%</td>
</tr>
<tr>
<td>Education</td>
<td>128</td>
<td>16%</td>
</tr>
<tr>
<td>Healthcare/Medicine General</td>
<td>116</td>
<td>14%</td>
</tr>
<tr>
<td>Psychology</td>
<td>99</td>
<td>12%</td>
</tr>
<tr>
<td>Communication</td>
<td>69</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Healthcare Technical</td>
<td>64</td>
<td>8%</td>
</tr>
<tr>
<td>Social Science</td>
<td>63</td>
<td>8%</td>
</tr>
<tr>
<td>Auto</td>
<td>62</td>
<td>8%</td>
</tr>
<tr>
<td>Construction</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>57</td>
<td>7%</td>
</tr>
</tbody>
</table>

Q21 - Which of the following educational areas best describe the degree/certificate you seek?
Q22 - Which of the following best describes the type of school you will attend?
Q23 - What type of learning/engagement do you most hope to experience?

Preference on type of learning/engagement
N=810

- Hybrid: Complete coursework in-person and online: 45%
- Complete coursework in-person: 37%
- Other, please specify: 1%
- Complete coursework online: 17%
Q24 - Is your ideal school schedule full-time or part-time?

Ideal School Schedule

- Full-time: 25%
- Part-time: 61%
- Unsure: 14%

N=810
Expected length to complete educational experience

N=830

- 6 months: 34 people (4%)
- 1 year: 107 people (13%)
- 2 years: 282 people (34%)
- 3 years: 194 people (23%)
- 4 years: 113 people (14%)
- 5 years: 3 people (4%)

Q25 - About how many years in total do you think it will take you to complete your educational experience?
DEMOGRAPHICS | Gender

Gender Identity
N=830

- Male: 40%
- Non-binary: 1%

Total: 59%
Q1 - What is your age category?

Age category

- 25-29: 128
- 30-34: 132
- 35-39: 131
- 40-44: 131
- 45-49: 95
- 50-54: 69
- 55-59: 59
- 60 or older: 85

N=830

*The survey was focused on individuals over 25, which is why there is no data for ages under.*
Q36 - What is your current employment status?

Current employment status

- Employed full-time: 483 (58%)
- Employed part-time: 133 (16%)
- Full-time student: 21 (3%)
- Part-time student: 25 (3%)
- Stay-at-home parent: 109 (13%)
- Stay-at-home caregiver: 19 (2%)
- Not employed, but looking for employment: 57 (7%)
- Not employed and not looking for employment: 25 (3%)
- Retired: 38 (5%)
- Prefer not to answer: 9 (1%)

N=830
### Total Household Income

**Total household income**

N=830

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$15,000 to $24,999</td>
<td>44</td>
<td>5%</td>
</tr>
<tr>
<td>$25,000 to $49,999</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>176</td>
<td>21%</td>
</tr>
<tr>
<td>$75,000 to $99,999</td>
<td>168</td>
<td>20%</td>
</tr>
<tr>
<td>$100,000 to $149,999</td>
<td>151</td>
<td>18%</td>
</tr>
<tr>
<td>$150,000 to $199,999</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>29</td>
<td>3%</td>
</tr>
</tbody>
</table>

Q37 - Which of the following best describes your total household income?
Marital Status

N=830

- Married or domestic partnership: 71%
- Single, never married: 16%
- Divorced: 9%
- Widowed: 2%
- Separated: 2%
- Other, please: 0%

Q38 - Please indicate which of the following best describes your situation.
Q39 - Do you currently have children under the age of 18 living in your house?

Children under the age of 18 living in household
N=830

- Yes: 55%
- No: 44%
- Prefer not to answer: 1%
DEMOGRAPHICS | Race

Q40 - Please select the category or categories with which you most identify.

N=830

Utah White Population 90.6%

86% White

3% Asian

7% Hispanic

3% Black

1% Pacific Islander

2% Native American
DEMOGRAPHICS | Current Industry

Current industry
N=609

Q41 - Which of the following best describes the industry in which you currently work?
October 29, 2021

Mental Health Update

Below are updates to activities related to the tactic “Identify and implement system mental health strategies and policies in accordance with institution mental health strategic plans” in support of the Board’s priority to “Ensure system-wide institutional supports for student mental health and campus safety.”

Education and Mental Health Coordination Council
Established via legislation adopted during the 2021 Legislative Session, the council has three objectives:

1. Generate a common framework for preventing and addressing behavioral health concerns among youth
2. Clarify roles among LEAs, local mental health authorities, local substance abuse authorities, and other behavioral health partners
3. Facilitate joint development of state and local plans

The efforts of this council could help answer questions members of the Student Affairs Committee have raised in recent meetings regarding the coordination of behavioral health services between USHE institutions and neighboring public and private behavioral health providers. The council is comprised of leaders from public and private behavioral health providers, expert practitioners, and the Utah Department of Health and Human Services. The first activity of the council is to develop a landscape analysis of all behavioral health services supporting education entities throughout the state.

JED Foundation
The JED Foundation has now engaged with all but one technical college, in addition to the eight degree-granting institutions. JED is also coordinating a statewide climate survey on mental health via Healthy Minds, an annual web-based survey of over 500,000 college students examining mental health, service utilization, and related issues.

Huntsman Mental Health Institute
Initial meetings were held with Southern Utah University and Utah State University representatives to discuss the expansion of the mobile mental health response teams.
Behavioral Health Workforce Shortage
Commissioner Woolstenhulme met with the Utah Substance Abuse and Anti-Violence Council to discuss coordination of their legislative request to expand a scholarship for graduates in behavioral health who commit to work for public health providers for a period after college. Demand for licensed clinical behavioral health workers has increased significantly statewide. This program, currently in pilot, is focused on increasing the pipeline of college graduates going into behavioral health careers.

Commissioner's Recommendation
This is an information item only; no action is required.

Attachment
USHE Mental Health – pre-201

Advocacy & Awareness

Prevention

Crisis Triage
  • Counseling centers
USHE Mental Health – 2015

- Advocacy & Awareness
- Prevention
  - SafeUT
- Crisis Triage
  - Counseling centers

Clinical treatment
Hospitalization
Rehabilitation
Community partners
USHE Mental Health – 2020

Advocacy & Awareness
- Student advocacy and equitable implementation
- Climate survey

Prevention
- SafeUT
- Group support

Crisis Triage
- Counseling centers
- Non-specialist intervention training

Jed Foundation/Huntsman Mental Health Institute
USHE Mental Health – 2021...a

Advocacy & Awareness
- Student advocacy and equitable implementation
- Climate survey

Prevention
- SafeUT
- Group support
- Peer coaching

Crisis Triage
- Counseling centers
- Non-specialist intervention training
- Mobile response

Jed Foundation/Huntsman Mental Health Institute
2022 Legislative Request
Peer Coaching

• USHE currently partners with Trula Foundation
• Students on campus can connect with a trained peer sessions
• Peer Coaches receive training, a Certified Health & Wellness Coach mentor and a scholarship
• Sessions offered via text, phone, or video
• Diversity among coaches
Peer Coaching Experience

Inbound Referrals
- Student referrals
- Social media
- Campus departments (wellness center, faculty, staff, etc.)

Governance & Oversight
- Chief Wellness Officer with PhD, LCSW, Certified Health & Wellness Coach, & industry expert
- Direct supervision by Certified Wellness Coach Coordinator

Escalation & Outbound Referrals
- Campus resources
- Community resources
- SafeUT