UTAH SYSTEM OF HIGHER EDUCATION

Utah Board of Higher Education
Friday, October 29, 2021
Academic Education Committee

8:00 AM – 8:05 AM	Welcome—**Arthur Newell**
8:05 AM – 8:15 AM	Discussion: Academic Education Committee priorities and strategic plan responsibilities status update—**Julie Hartley** .....TAB A
8:15 AM – 8:30 AM	Discussion of strategic plan tactic: Ensure concurrent enrollment is accessible for all students—**Julie Hartley, Cyd Grua**.....TAB B
8:30 AM – 8:40 AM	Discussion of strategic plan tactic: Help institutions in their efforts to recruit and retain a diverse faculty and staff—**Julie Hartley**.....TAB C
8:40 AM – 8:55 AM	Discussion of strategic plan tactic to support presidents in meeting expectations of the Board and to streamline presidential reviews and policies—**Geoff Landward..**.....TAB D
8:55 AM – 9:25 AM	Discussion: Voice of Consumer Report—**Cicero**.....TAB E
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9:25 AM – 9:45 AM	Discussion: Statewide Marketing Campaign—**Trisha Dugovic**.....TAB F

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB A

October 29, 2021

Strategic Plan Update: Board Committee Priority Review

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The Utah Board of Higher Education adopted a comprehensive strategic plan in May 2021 to guide the newly-merged system for the next five years. To develop the strategic plan, the Board and the Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, faculty, and other stakeholders. The Board's strategic plan focuses on six key priorities:

- System Unification
- Access
- Affordability
- Completion
- Workforce Alignment
- Research

The strategic plan is guided by two main themes:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion, so that higher education opportunities exist for all Utahns

The Commissioner's office has assigned strategies from the plan to specific board committees. This does not mean a specific strategy will not impact other committees, but rather that an identified committee will be keeping an eye on the progress of its assigned strategies and actively work to shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share responsibility for numerous strategies, as they affect both degree-granting and technical institutions; the Academic Education Committee is also assigned some tactics that fall under strategies assigned to the Student Affairs Committee.)

The Commissioner's office developed project plans for each tactic identified in the strategic plan, as well as an implementation timeline for the next 12 months. The Commissioner's office presented the first progress report on the strategic plan at the September 2021 Board meeting. Progress reports will be updated monthly and will be available on ushe.edu.

Committee Discussion

The Academic Education Committee is asked to review strategies and tactics in the attachment to prioritize and verify the efforts are moving in the right direction.

The committee will have detailed conversations about three tactics: 1. Ensure concurrent enrollment is accessible for all students (TAB B); 2. help institutions in their efforts to recruit and retain a diverse faculty and staff (TAB C); and 3. support presidents in meeting expectations of the Board and streamline presidential reviews and policies (TAB D).

Commissioner's Recommendation

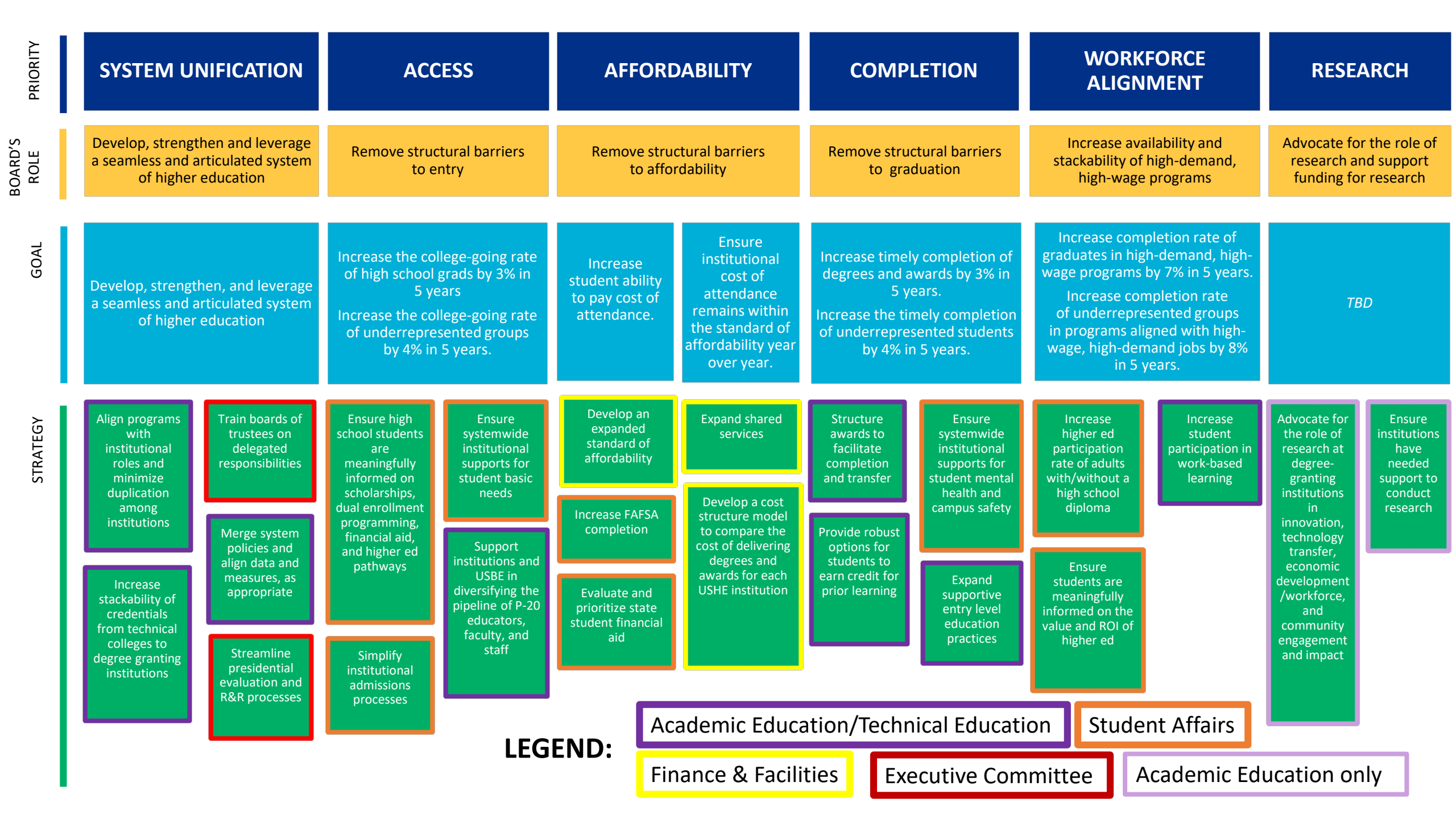
Information item only; no action required.

USHE Strategic Plan

Academic Education Committee Priorities

October 29, 2021

UTAH SYSTEM OF HIGHER EDUCATION


PRIORITY
SYSTEM UNIFICATION
ACCESS
AFFORDABILITY
COMPLETION
WORKFORCE ALIGNMENT
RESEARCH
BOARD'S ROLE
Develop, strengthen and leverage a seamless and articulated system of higher education
Remove structural barriers to entry
Remove structural barriers to affordability
Remove structural barriers to graduation
Increase availability and stackability of high-demand, high-wage programs
Advocate for the role of research and support funding for research
GOAL
Develop, strengthen, and leverage a seamless and articulated system of higher education
Increase the college-going rate of high school grads by 3% in 5 years
Increase the college-going rate of underrepresented groups by 4% in 5 years.
Increase student ability to pay cost of attendance.
Ensure institutional cost of attendance remains within the standard of affordability year over year.
Increase timely completion of degrees and awards by 3% in 5 years.
Increase the timely completion of underrepresented students by 4% in 5 years.
Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.
Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.
TBD
STRATEGY
Align programs with institutional roles and minimize duplication among institutions
Increase stackability of credentials from technical colleges to degree granting institutions
Train boards of trustees on delegated responsibilities
Merge system policies and align data and measures, as appropriate
Streamline presidential evaluation and R&R processes
Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways
Simplify institutional admissions processes
Ensure systemwide institutional supports for student basic needs
Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff
Develop an expanded standard of affordability
Increase FAFSA completion
Evaluate and prioritize state student financial aid
Expand shared services
Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution
Structure awards to facilitate completion and transfer
Provide robust options for students to earn credit for prior learning
Ensure systemwide institutional supports for student mental health and campus safety
Expand supportive entry level education practices
Increase higher ed participation rate of adults with/without a high school diploma
Ensure students are meaningfully informed on the value and ROI of higher ed
Increase student participation in work-based learning
Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development /workforce, and community engagement and impact
Ensure institutions have needed support to conduct research
LEGEND:
Academic Education/Technical Education
Student Affairs
Finance & Facilities
Executive Committee
Academic Education only

SYSTEM UNIFICATION	
Align programs with institutional roles and minimize duplication among institutions	•Study current program offerings to ensure fit with institutional role.
Increase stackability of credentials from technical colleges to degree-granting institutions	•Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions.
Train boards of trustees on delegated responsibilities	•Trainings on program approval and review
Merge system policies and align data and measures, as appropriate.	• Review related policies and align data and measurements between technical colleges and degree-granting institutions, when appropriate.
Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R; streamline presidential evaluation and (R&R) processes	•Policy updates
ACCESS	
Make CE and TE accessible for all high school students by standardizing processes and communicating options to students.	• Work with LEAs and institutions of higher education to ensure adequate CE course offerings. •Partner with USBE to develop and offer a statewide CE Career and College Success course. •Partner with USBE to recruit target students into CE.
Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff.	• State of Diversity Report • Policy updates • System-wide mentoring and collaboration • Approving institutional and system goals

COMPLETION	
Structure awards to facilitate transfer and completion.	•Upgrades to the Utah Transfer Guide •Address transfer barriers in policies around degree structures •Create direct transfer degree pathways
Provide robust options for students to earn credit for prior learning	•Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff. •Ensure equity in processes relating to the award of credit for prior learning.
Expand supportive entry level education practices	• Improve pass rates in key introductory course work •Standardize placement practices and co-requisite options
WORKFORCE	
Increase higher ed participation rates of adults	•Identify postsecondary education programs, services, and outcomes within USHE for incarcerated individuals and identify funding mechanisms for postsecondary education within prisons
Increase student participation in work-based activities.	•Consider policy to define systemwide practices for reporting and expansion of availability of, and participation in, work-based learning activities. •Advocate with industry and GOED to form work-based learning. •Engage employers to strengthen the connection between degrees/certificates and employment options.
RESEARCH	
Advocate for the role of research at degree-granting institutions in innovation, technology transfer, economic development/workforce, and community engagement and impact	
Ensure institutions have needed support to conduct research	

October 29, 2021

Technical Education and Concurrent Enrollment in High School

Priority: Access

Strategy: Ensure high school students are meaningfully informed on scholarships, dual enrollment (concurrent enrollment and technical education) opportunities, financial aid, and higher ed pathways.

Tactic (DG, TE, or both): (DG & TE) Make CE and TE accessible for all secondary students by standardizing processes and communicating options to students.

1) COLLABORATIVE START: ASSESS *(Executive Staff)*

Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):
Standardize structural and systemic processes to ensure access of CE and TE in high school

Objectives (Specific outcomes that will accomplish the long-term vision):

1. Identify processes and policies of college credit in high school (CE and TE), including co-transcript creation, outreach and communication to students, admissions processes, and data collection (tie to audit for "Simplify Application Process" tactic).
2. Ensure access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings.
3. Connect and advise high school students on dual enrollment opportunities
    a. Partner with LEAs to use Hillcrest Model to recruit underrepresented students to take advanced coursework
    b. Partner with USBE to develop and offer a statewide CE Career and College Success course
    c. Partner with USBE on dual enrollment messaging, recruitment, and expectations
        i. Education Coordinating Committee conversation on the importance of closing attainment gaps in CE/TE)
        ii. Provide information and materials on dual enrollment for high school counselors on dual enrollment and expectations

High-level Timeframe (What objectives can we accomplish now? Next? Later?):

- December 2021: Identify processes and policies of college credit in high school (CE and TE), including co-transcript creation, outreach and communication to students, admissions processes, and data collection (tie to audit for "Simplify Application Process" tactic).
- Create and implement processes for tracking and ensuring access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings.
    - Spring 2021: Work with CE Directors to assess coverage of Opportunity Scholarship courses
    - Fall 2022: Work with Technical Colleges to assess coverage of TE opportunities
    - Fall 2022/Spring 23: Track offerings of CE Opportunity Scholarship courses in high schools; reach out to high schools not offering three CE courses required by scholarship
    - Fall 2022: Engage TE in USHE-USBE CE/TE alignment process
    - July 2023: Report both CE and TE for AY23 to the Board
- Partner with LEAs to use Hillcrest Model to recruit underrepresented students to take advanced coursework
    - Fall 2021: Develop model for selecting high schools to participate in recruitment efforts of non-self-selecting students (past pilots suggested these students will be predominantly underrepresented populations); secure funding for participating high schools if needed.
    - Spring 2022: USHE institutions identify pilot high schools; high schools work to identify students to recruit into CE
    - April 2022: High schools have recruited and enrolled target students into CE course(s) for the upcoming school year
    - AY2022-2023: First cohort of students enrolled in CE through the recruitment efforts
    - July 2023: Recruitment efforts included in CE General Report and shared with the Board
- Partner with USBE to develop a statewide college and career readiness course paired with a CE college success course.
    - USBE curriculum specialists develop a college and career connections (CCC) curriculum for high school students with the intent of offering course for CE credit
    - December 2021: CCR course approved by the Board
    - December 2021: USHE institutions submit courses for approval of CE alignment effective Fall 2022. Aligned courses included in SY23 CE Master List
    - Fall 2022: CE Career and College Success course offered in high schools
- Partner with USBE to ensure consistent messaging around CE and TE opportunities and expectations, student eligibility and indicators of readiness for college-level instruction, and benefits of post-secondary opportunities

- Fall 2021: Education Coordinating Committee conversation on importance of closing attainment gaps in CE/TE
- Spring 2022: Coordinate with USBE to provide system-level advising materials (such as CE Math placement guidance) for school counselors

Levers required:

- Funding
- Research/analysis
- Legislation/policy
- Board involvement/external stakeholder involvement

Project Developers: Julie Hartley, Cyd Grua, Kim Ziebarth, Melanie Heath

2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN *(Project Developers)*

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

Examine the processes used for the two college-in-high-school programs overseen by the Board of Higher Education, TE and CE, and ensure that they are as parallel and as standardized as possible.

Ensure students have access to the TE and CE programs needed for eligibility in the PRIME program and Opportunity Scholarship.

Proactive coordination with USBE and school counseling programs to communicate TE/CE opportunities, requirements, and recruitment efforts.

Office resources needed: (personnel (detailed), consultant, etc.)
Lots and lots of staff time and attention; strong partnerships with institutions, USBE, and LEAs.

Timeline, with milestones for each *objective*, within the next 12 months (when will the levers need to be "pulled"?):

- Fall 2021: Create and implement processes for tracking and ensuring access across the state to courses aligned with Opportunity Scholarship and PRIME eligibility; work with LEAs and institutions to ensure adequate TE and CE course offerings
- Spring 21: Work with CE directors to ensure coverage of Opportunity Scholarship courses; work with technical colleges to ensure coverage of TE opportunities

- Fall 21/Spring 22: Track offerings of CE Opportunity Scholarship courses in high schools; reach out to high schools not offering three CE courses required by scholarship
- Fall 2021: Develop and publish model for selecting high schools to participate in recruitment efforts of non-self-selecting students (past pilots suggested these students will be predominantly underrepresented populations); secure funding for participating high schools if needed
- January 2022: Schools use data to identify students to recruit into CE
- April 2022: Schools have recruited and enrolled target students into CE course(s) for the upcoming school year

Benchmarks/measures (How are we measuring success for each objective? That it was "Completed"? A change in specific rate? Any indicators that we are "off track?"):

- CE and TE courses for Opportunity Scholarship and PRIME eligibility available at most high schools
- Hillcrest Pilot for recruiting non-self-selecting students into CE has expanded to first cohort of high schools and students
- CE College and Career Success course available for students

October 29, 2021

Faculty Diversity

Priority: Access

Strategy: Support institutions as they work to increase the diversity of faculty and staff, with a focus on race/ethnicity; sex/gender; different abilities; and other intersecting social categories.

Tactic (DG, TE, or both): (DG & TE) Determine baseline state of diversity within the USHE; review and update policies and procedures in order to support efforts to attract and retain diverse faculty and staff; facilitate collaboration on best equitable hiring and retention practices.

1) COLLABORATIVE START: ASSESS *(Executive Staff)*
Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):

Increase the representation of faculty and staff from underrepresented populations within the Utah System of Higher Education.

Objectives (Specific outcomes that will accomplish the long-term vision):

1. Determine baseline state of diversity at institutions and within the system through a State of Diversity report based on qualitative and quantitative data
2. Review policy and associated reporting requirements and update where necessary to support USHE institutions in their efforts to attract and retain diverse faculty and staff
3. Board goals and a plan for measuring progress designed and in place
4. Creation of systemwide collaborations/mentoring
5. Regular collection and monitoring of data to track progress toward goals

High-level Timeframe (What objectives can we accomplish now? Next? Later?):
8 months:

- Quantitative and qualitative report on current state of diversity
- Identify gaps in information and where further research is necessary

12-18 months:

- Updates to policy and reporting tools used to measure the work, retention, and employment status of diverse faculty and staff
- Identify and facilitate sharing of best practices on recruitment and retention of diverse faculty and staff
- Develop a system framework to assist institutions with institutional action plans
- Institutions set individual targets, goals, and action plans
- Board sets goals for the system

Longer term:

- Creation of systemwide collaborations/mentoring and tools for sharing best practices
- Collect and monitor data to track progress toward goals

Levers required:

- Funding
- Research/analysis
- Legislation/policy
- Board involvement/external stakeholder involvement

Project Developers: Lais, Geoff, Julie, Eden, Steve, Cyd

2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN *(Project Developers)*

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

1. Assess the state of diversity and EDI processes in the system
   Identify and examine data:
    a. January-August 2021: Survey CAOs, COP, CDOs, faculty senate leaders re: needed system supports for institutional efforts to diversity faculty
    b. December 2021: Identify existing qualitative data on the experiences of faculty and staff of color, LGBTQ faculty, and women (i.e., sense of belonging, teaching and research experiences, tenure processes, and their experiences related to equity and inclusion on and off campus)
        i. What does the existing quantitative data tell us about representation at individual institutions and across institutions?

c. December 2022: Identify what qualitative data might be available and/or where qualitative research may need to be implemented
    i. Identify whether existing campus climate surveys are tracking the experiences of faculty and staff along with students (see https://opair.psu.edu/community-survey/dashboards/total/)
    ii. Conduct group dialogues to understand the nuances of faculty and staff of color experiences in Utah
d. December 2022: Inventory existing institutional practices on hiring/retention (including hiring policies, training for search committees, training for deans/department chairs and tenure committees, student evaluation forms, etc.)
e. January 2022: Identify where additional data/qualitative research or campus self-assessments may be needed
f. February 2022: Compile existing quantitative and qualitative data into a draft report on the state of diversity within the system, with special attention to gaps in data and challenges facing faculty of color and challenges stemming from gender. Solicit feedback online from faculty and staff.
g. March 2022: Faculty and staff feedback incorporated into report draft
h. June 2022: State of Diversity draft report shared with Academic Education Committee
i. July 2022: State of Diversity report shared with Board

2. Engage with stakeholders and plan for policy updates:
    a. July 2022: Create an equity audit framework to assess faculty policies with a focus on Equity, Diversity, and Inclusion and solicit feedback from target faculty
    b. December 2022: Purposely involve CAOs, CDOs, faculty senate leadership, and faculty/staff from underrepresented groups in examining and recommending updates to:
        i. Policy (esp. R120, R208, R223, R801, R805, R481, R483, and R485)
        ii. Associated system-level reporting documents (S-11, Annual Tenure Reports, R805 report)
    c. December 2022: Compile recommendations on best practices for hiring, retention, and creating inclusive campus environments:
        i. Identify information on best practices for hiring, retention, and creating inclusive campus environments
        ii. Recommend system tools for facilitating collaboration on best practices (i.e., electronic repositories; special meetings of key leadership groups, etc.)
    d. Implementation: Update policies and reporting tools:
        i. January 2023: Academic Affairs staff, Technical Education staff, Lais, and Geoff draft possible policy updates

ii. February 2023: Policy drafts vetted by appropriate affiliate/expert groups: CAOs, UCFSL, CDOs
iii. March 2023: Policy drafts vetted by Council of Presidents
iv. April 2023: Policy drafts vetted by Academic Education Committee and Technical Education Committee where appropriate
v. May 2023: Policy drafts forwarded to the full Board for approval

e. December 2022: Design system tools and strategies for sharing best practices on equitable hiring and retention practices, systemwide mentoring and training, etc.
i. AY22: Continuing support of Utah Women's Leadership Exchange (UWLE)
ii. AY23: Design mentoring program for BIPOC faculty and staff similar to UWLE
iii. AY23: Other systemwide collaborations that arise from the planning and engaging phases

3. Institutional and system goals for increasing diversity
a. December 2022: Institutions set goals and draft campus action plans
b. February 2023: Institutional goals presented to Academic Education Committee
c. March 2023: Board determines goals for the system
d. Ongoing Data and monitoring of progress toward goals

Office resources needed: (personnel (detailed), consultant, etc.)
Academic Affairs staff, Technical Education staff, IR staff, Lais Martinez, Geoff Landward

Timeline, with milestones for each *objective*, within the next 12 months (when will the levers need to be "pulled"?):

- May 2022: State of diversity report shared with the Board
- December 2022: Identification of existing institutional practices and national best practices
- December 2022: Updates to existing policies and associated reporting requirements approved by the Board
- March 2022: Determination of institutional goals/campus action plans
- May 2023: Board determines system goals and means of tracking progress
- July 2022: Creation of collaboration/mentoring opportunities; repositories for sharing best practices

Benchmarks/measures (How are we measuring success for each objective? That it was "Completed"? A change in specific rate? Any indicators that we are "off track?"):

- State of diversity report shared with the Board

- Annual collection and monitoring of quantitative and qualitative data on underrepresented faculty and their experiences at institutions to assess the impact of policies on increasing and retaining faculty and staff from underrepresented groups
- Creation of systemwide collaboration and mentoring programs and regular assessment of those programs
- Creation of systemwide responsitories of best practices with regular updates
    a. Assess impact of collaboration and mentoring program via surveys

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB D

October 29, 2021

Revisions to R208, *Resource and Review Teams* and R209, *Evaluation of Presidents*

Two years ago, the Board adopted R805, *Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce*. Under this policy, the System's chief economist develops a demographic report assessing the number of faculty and staff, faculty tenure status and rank, and salaries, all disaggregated by gender, race, and ethnicity for each institution. The policy directs presidents to analyze that demographic data; develop strategies that foster a diverse, representative, and equitably compensated workforce; and report their progress to their resource and review team annually.

Although R805 specifically references resource and review teams, the policies that govern resource and review teams and presidential performance reviews—R208 and R209—do not reflect R805. In its strategic plan, the Board directed the Commissioner to revise R208 and R209 to ensure the resource and review teams and evaluation committees include presidents' efforts to foster a diverse, representative, and equitably compensated workforce as part of the evaluation criteria.

Accordingly, these proposed revisions to R208 and R209 add references to R805 and incorporate language from R805 as part of the evaluation criteria for presidents. These revisions will help the Board better support the presidents in their efforts to provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds.

Commissioner's Recommendation

The Commissioner recommends the Committee approve this item and forward it to the Committee of the Whole on the consent calendar where the full Board can adopt the revisions to R208, Resource and Review Teams and R209, Evaluation of Presidents effective immediately.

Attachments

R208, Resource and Review Teams[1]

R208-1 Purpose: The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for annual performance review of each president.

R-208-2 References

2.1 Utah Code §53B-2-102, Board to Appoint President of Each Institution

2.2 Utah Code §53B-2-103, Board of Trustees – Powers and Duties

2.3 Utah Code §63G-2-20, Right to Inspect Records and Receive Copies of Records

2.4 Utah Code §63G-2-302, Private Records

2.5 Board Policy R220, Delegation of Responsibilities to the President and Board of Trustees

2.6 Board Policy R209, Evaluation of Presidents

2.7 Board Policy R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce

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R208-3 Definitions

3.1 Confidential means the document is a "private record" under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

3.2 **Resource and Review Team** means a team of two Regents and the Chair and Vice-Chair of the institution's Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution.

R208-4 Policy

[1] Adopted XXX; amended XXX

4.1 Fall Meeting: During the months of September through November each president shall meet with his or her Resource and Review Team.

4.1.1 Objectives: The objective of the fall meeting is to (1) identify the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the resource and review team regarding progress on the institution's strategic goals and to discuss ongoing or potential issues important to the president and the institution.

4.1.2 Agenda: The president is to set the agenda and conduct the meeting.

4.1.3. Report: There shall be no written or formal report of the fall meeting.

4.2 Spring Review: During the months of March through May, the resource and review team shall evaluate the president's performance.

4.2.1 Objectives: In addition to the objectives of 4.1.1., the objective of the Spring review is to review of the president's performance, and to identify areas of success and areas that need improvement.

4.2.2 Agenda: The chair of the resource and review team shall set the agenda in consultation with the president.

4.2.3 Report: The resource and review team shall produce a written and confidential report pursuant to section 5.4.

4.2.4 Criteria for Evaluation: The resource and review team shall assess the president's performance in the following areas:

4.2.4.1 Institutional Vision and Strategic Goals: The resource and review team shall review institutional mission and the president's vision for the institution and the strategic goals associated with that vision. The team will discuss with the president his or her progress toward accomplishing the goals. The team should interview the president's executive team regarding the strategic goals, whether the president effectively communicates his or her priorities, and the president's overall performance.

4.2.4.2 Presidential Effectiveness: The resource and review team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities and goals. Such problems may relate directly to the institution, the president's executive team, the president's performance, or the president's relationship with the Board of Trustees, the Board of Higher Education and

other stakeholders. The team will work with the president to identify his or her strategies for addressing the challenges or problems, record those strategies in the evaluation report, and follow up with the president during the fall meeting regarding his or her progress at resolving the challenges or issues.

4.2.4.3 Equity, Diversity, and Inclusion: The resource and review team—using the annual demographic report provided by the Commissioner's Office—shall assess the president's progress toward fostering a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and providing students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.

4.3 Liaisons: The resource and review team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the resource and review team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events– especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

4.4 Integration with R209 Evaluation: Pursuant to Regents' Policy R209, presidents are to be comprehensively evaluated following the first year of employment, and every fourth year thereafter. During the year of R209 comprehensive evaluation, the resource and review team shall not conduct a performance review, but will still meet with the president to receive an update on the president's current challenges, successes, and upcoming events or issues.

R208-5 Procedures

5.1 Appointment of Resource and Review Teams: Each resource and review team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's resource and review team, and (3) designate the chair of the resource and review team.

5.2 Interaction with Board of Trustees and Consultation with Regents' Committees: In preparation for the spring review, the resource and review team should consult with the Chair and Vice-Chair of the Regents, the Chair and Vice-Chair of the Trustees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed. The Commissioner's Office will assist and support the team by

providing data, guidance or other information necessary for the evaluation, including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805.

5.3 Written Reports: After completing the annual performance evaluation, the team chair shall prepare a written, confidential report of the findings and counsel. The Commissioner's Office may provide a standard report format. The report shall be marked confidential.

5.3.1 Who Receives the Report: Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.

5.3.2 Presidential Comments: The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.

5.3.3 Confidentiality of Spring Review Report: All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

5.3.4 Retention of Presidential Records: Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Higher Education office.

5.3.5 Board Review of Report: The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a resource and review team to report to the Board of Regents on a more frequent basis

R209, Evaluation of Presidents[1]

R209-1 Purpose: The purpose of this policy is to establish procedures for the comprehensive performance evaluation each president in the Utah System of Higher Education. The comprehensive evaluation process will reflect the full scope of the president's duties, general institutional oversight, and provide meaningful, substantive feedback from key constituents, regarding the president's efforts and areas of strength as well as the areas that need improvement.

R-209-2 References

2.1 Utah Code §53B-2-102 (Board to Appoint President of Each Institution)

2.2 Board Policy R120, Bylaws; 3.3.3., Institutional Governance and Administration

2.3 Board Policy R208, Resource and Review Teams

2.4 Board Policy R805, Gender, Race, and Ethnicity Representation within the Utah System of Higher Education Workforce

R209-3 Definitions

3.1 Commissioner of Higher Education: For purposes of this policy, the Commissioner is subject to the same evaluation requirements and criteria where applicable.

3.2 Confidential: As used in this policy, "confidential" means the document is a "private record" under Utah Code §63G-2-302. As a private record, any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code §63G-2-201(5).

R209-4 Policy

4.1 Comprehensive Evaluation: The performance of each president will be comprehensively evaluated following the first year of his or her tenure and every four years thereafter. The comprehensive evaluations shall occur in the spring in lieu of the spring review under R208. The Board or the president may request a comprehensive evaluation at a shorter interval.

4.2 Guidelines for Evaluation: The comprehensive evaluation shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.2.1 Objectivity: Objectivity extends to the criteria to be assessed, the use of verifiable data wherever possible, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.2.2 Clearly-defined criteria that relate to the institution's missions and goals: The criteria for evaluation must encompass an appropriate scope. The criteria

1 Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010, March 29, 2013, March 28, 2014 and February 9, 2018.

shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.2.3 Meaningful evaluation: Appraisal of an individual's job performance should be made only by those in a position to observe that performance or is directly impacted by the president's performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them sufficient interaction with the president to make meaningful judgments.

4.2.4 Well-planned schedule of implementation: The evaluation committee shall establish a reasonable timetable for evaluation to provide an adequate period for collecting data, interviews, review, and feedback.

4.2.5 Opportunity for response and self-assessment: Each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

R209-5. Procedures

5.1. Evaluation Committee

5.1.1. Composition of Evaluation Committee: The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an evaluation consultant. The Chair of the Board of Higher Education shall appoint the evaluation committee members upon the recommendation of the Commissioner.

5.1.2. Evaluation Consultant/Chair of Evaluation Committee: The evaluation consultant shall chair the evaluation committee and shall have extensive experience in higher education and evaluating executive performance. The Commissioner of Higher Education shall select and retain the services of a qualified evaluation consultant or consultants as needed.

5.1.3. Appointment of Evaluation Committee: The Chair of the Board of Higher Education, in consultation with the president and the Commissioner, shall appoint the evaluation consultant and the other members of the evaluation committee.

5.2. Evaluation Planning

5.2.1. Planning Meeting: In advance of the evaluation, the evaluation committee chair, the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. Selection of Interviewees: The evaluation committee shall submit a list of potential Interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Higher Education (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had sufficient interaction with or are directly impacted by the president's performance as to make meaningful judgments.

5.2.3. Preparation for Interviews: Prior to conducting confidential interviews, the evaluation committee shall meet with the president and his or her resource and review team for the purpose of reviewing strategic plans, goals, objectives, relevant policies, major challenges, successes and shall review the resource and review team's prior evaluation reports. ~~The Commissioner's staff will assist and support the committee by providing data, guidance or other information necessary to a comprehensive evaluation.~~

5.2.3.1 The Commissioner's staff will assist and support the committee by providing data and guidance, including the annual demographic data assessing an institution's progress toward a diverse, representative workforce under R805.

5.2.4. Self-Report: The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the

presidential charge received from the Chair of the Board of Higher Education at the beginning of his/her presidency. The self-report shall be submitted to the to the evaluation committee.

5.3 Evaluation Process

5.3.1 Confidentiality: Participants in the evaluation process shall maintain confidentiality. The evaluation committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Board and the president.

5.3.2 Required Interviews: The evaluation committee should interview a broad range of vice presidents, deans, academic and administrative department heads, faculty, students, community leaders, alumni, and local and state government leaders. The evaluation committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Higher Education. The committee may solicit written comments about the president's performance from various internal and external constituencies.

5.3.3 Exit Meeting: Prior to the end of the campus evaluation visit, the evaluation committee will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4 Evaluation Criteria: The evaluation committee shall use the following criteria to evaluate the president's performance.

5.4.1 Vision, Mission, Strategic Planning and Goals

5.4.1.1 The president has established a clear vision for the institution in line with its statutory mission and understands his or her role in implementing that vision.

5.4.1.2 The president has established long-range and short-range strategic goals around the mission and vision. The president has established baseline measurements for the strategic goals and is tracking measurable outcomes to assess the institution's progress toward achieving those goals.

5.4.1.3 The president has established strategies, tactics, benchmarks and timelines to accomplish the strategic goals, and has effectively delegated responsibility for those goals.

5.4.1.4 The president has clearly and effectively communicated the strategic plan and its goals to the campus community and has kept the community informed about the institution's progress made toward those goals. The campus community understands the strategic plan for the institution and recognizes how it will help the president achieve his or her vision for the institution.

5.4.2 Institutional Fiscal Health

5.4.2.1. The president demonstrates sound oversight over the institution's fiscal health, including setting budgetary priorities encourage efficient and effective use of resources.

5.4.2.2. The president establishes priorities for fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.2.3. The president evaluates fiscal and budgetary matters as often and rigorously as is necessary to properly oversee his or her budget and finance officer's performance.

5.4.3. Academic/Instructional Leadership and Planning

5.4.3.1. The president's strategic planning, priorities and goals supports the critical role of scholarship, intellectual diversity and academic freedom.

5.4.3.2. In overseeing the institution's academic/instructional mission, the president has appropriately prioritized teaching quality and focused on students and curriculum.

5.4.3.3. The president has directed his or her academic staff to maintain an effective academic program review procedure designed to serve as a basis for allocating staff, evaluating the quality of instruction, and implementing the institution's strategic goals.

5.4.3.4. The president has fostered collaboration with businesses, industries and government to identify workforce needs and adjusted program offerings to support workforce needs.

5.4.3.5. In addition to the criteria listed in this section, the resource and review team, in consultation with the president, will establish review criteria that is specific to the institution's specific mission and role, such as research, teaching, outreach, public engagement or career technical education.

5.4.4 Personnel

5.4.4.1 The president's leadership fosters a positive work environment for faculty and staff.

5.4.4.2 The president holds his executive team members and direct reports accountable for their performance and takes corrective action when necessary to further enhance the institution's effectiveness.

5.4.4.3 The president seeks the counsel of his or her executive team and ensures they are focused on the institution's strategic priorities.

5.4.4.4 The president effectively determines those issues which are the proper responsibility of his or her executive team and those which require the action of the chief executive officer, and appropriately delegates responsibility.

5.4.4.5 The president adopts strategies that foster a diverse, representative, and equitably compensated workforce across all levels of faculty and staff, and provide students with an educational experience rooted in diverse perspectives, experiences and backgrounds in accordance with R805.

5.4.5. Decision Making and Problem Solving

5.4.5.1. The president demonstrates a willingness to assume responsibility for his or her decisions and endeavors to fully understand issues prior to making a decision.

5.4.5.2. The president shows an ability to identify potential areas of conflict and proactively find solutions before the problem escalates.

5.4.5.3. The president demonstrates an understanding of how the interrelated nature of budgeting, curriculum, social and political realities, group interests and pressures, laws and regulations impact the management of the institution.

5.4.5.4. The president initiates new ideas and embraces change when necessary to meet the institution's strategic goals and vision. The president seeks to obtain support from stakeholders and sees new ideas to completion.

5.4.6. External Relations and Fundraising

5.4.6.1. The president establishes positive relationships with the community in which the institution is located.

5.4.6.2. The president oversees and encourages a robust alumni program.

5.4.6.3. The president oversees a fundraising/development program that has clear goals and strategies. The president actively cultivates relationships with donors, effectively promotes the institution's vision, and shows successful fundraising efforts.

5.4.6.4. The president collaborates with the other presidents in the system.

5.4.6.5. The president successfully navigates relationships with legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution. The president shows strong understanding of the political environment's impact on the institution and is able to properly adjust strategies in the face of those realities.

5.4.7. Relationship to the Institutional Board of Trustees and to the Board of Higher Education

5.4.7.1. The president provides professional leadership for the Board of Trustees or, in the case of the Commissioner, for the Board of Higher Education and to present candid judgments on matters affecting the institution.

5.4.7.2. The president has presented a strategic plan and vision for the Trustees to review and approve. The president regularly updates the Trustees and Board of Higher Education about the institution's progress towards its strategic goals and seeks counsel or assistance when issues arise that may prevent the institution from reaching a goal.

5.4.7.3. When serious challenges for the institution arise, the president engages the Trustees and the Board of Higher Education appropriately and recommends the best course of action.

5.4.7.4. The president successfully oversees the day-to-day operations and is able to carry out duties which have been or may be delegated or assigned by the Board of Higher Education or the Board of Trustees.

5.4.8. Student Engagement

5.4.8.1. The president establishes expectations and goals for his student services staff that encourages student success and well-being, including issues of retention, graduation rates, affordability, safety and mental health, and career and academic counseling.

5.4.8.2. The president prioritizes and fosters a vibrant, challenging and positive learning environment for the institution's students.

5.5. Evaluation Report

5.5.1. Report Content: The evaluation committee chair shall compile information gathered during the course of the evaluation in a confidential, written report, documenting the president's strengths and areas for future focus and improvement.

5.5.2. Opportunity for Response: The chair will submit the final report to the to the president for an opportunity to prepare a written response to the report**.**

5.5.3. Review by Board Officers: The chair shall send the final report and the president's response and self-evaluation to the Commissioner the Chair and Vice Chair of the Board of Higher Education.

5.5.4. Review by Board of Higher Education: As soon as practical, the president will meet with the Commissioner, the Chair and Vice-Chair of the Board of Higher Education and the Chair and Vice-Chair of the Board of Trustees to review the findings and recommendations.

5.5.5. Recommendations to Board of Higher Education: At the conclusion of the evaluation process, the Chair of the Board of Higher Education may recommend actions to the Board.

5.5.6. Retention of Report in Personnel File: A copy of the evaluation report, together with a copy of the president's self-evaluation and response to the report, will be retained as a confidential record in the president's personnel file.

5.5.7. Confidentiality of Report: The evaluation report, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

5.6. Application of Evaluation Procedures to Commissioner

5.6.1. General Procedures to Be Followed: The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents, with adjustments to ensure the process is objective.

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB E

October 29, 2021

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

The presentation is a follow up to the research by the Cicero Group on non-traditional students was that was shared at the July 2021 Committee of the Whole.

Committee Discussion

The Academic Affairs Committee members can review the presentation findings 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

Cicero
Implementing Data-Driven Strategy

USHE

Non-Traditional Students in Utah

July 2021

WGU

UTAH SYSTEM OF HIGHER EDUCATION

ALAN & JEANNE HALL FOUNDATION

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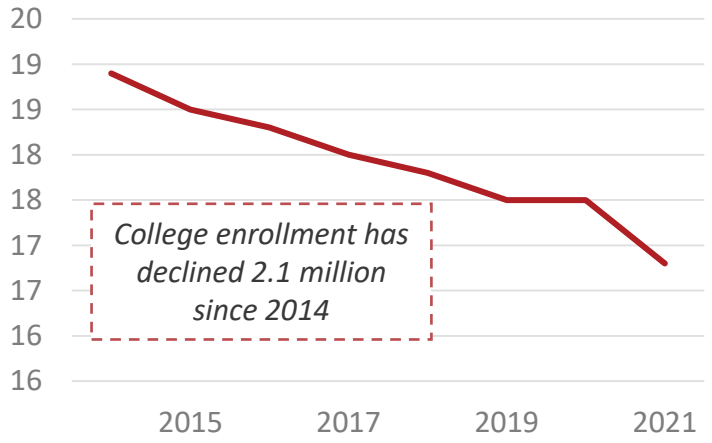
Background Information and Justification of Need

Cicero

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…

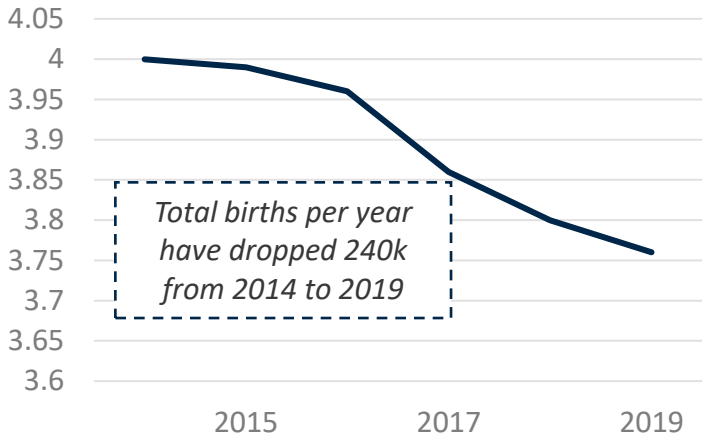
Historical Enrollment at Colleges and Universities[1]

(millions enrolled/year)



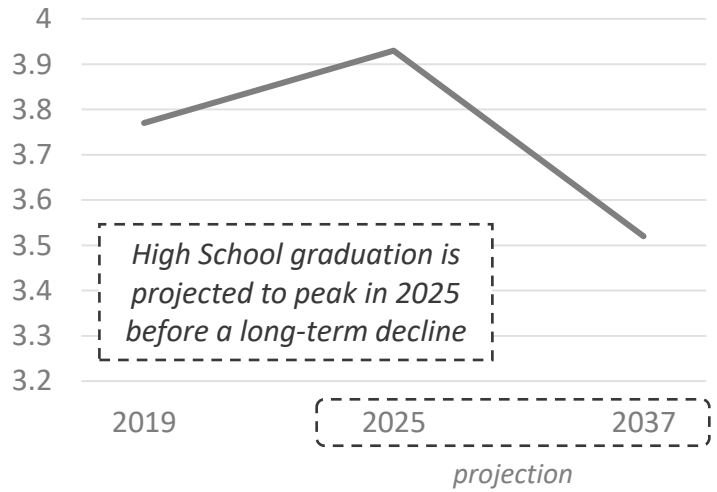
Historical Birth Rate[2]

(millions of births/year)



Projected Number of High School Graduates[3]

(millions of births/year)



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
2 – Source: National Vital Statics Reports 2014-2019
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: 25–35-year-old women…

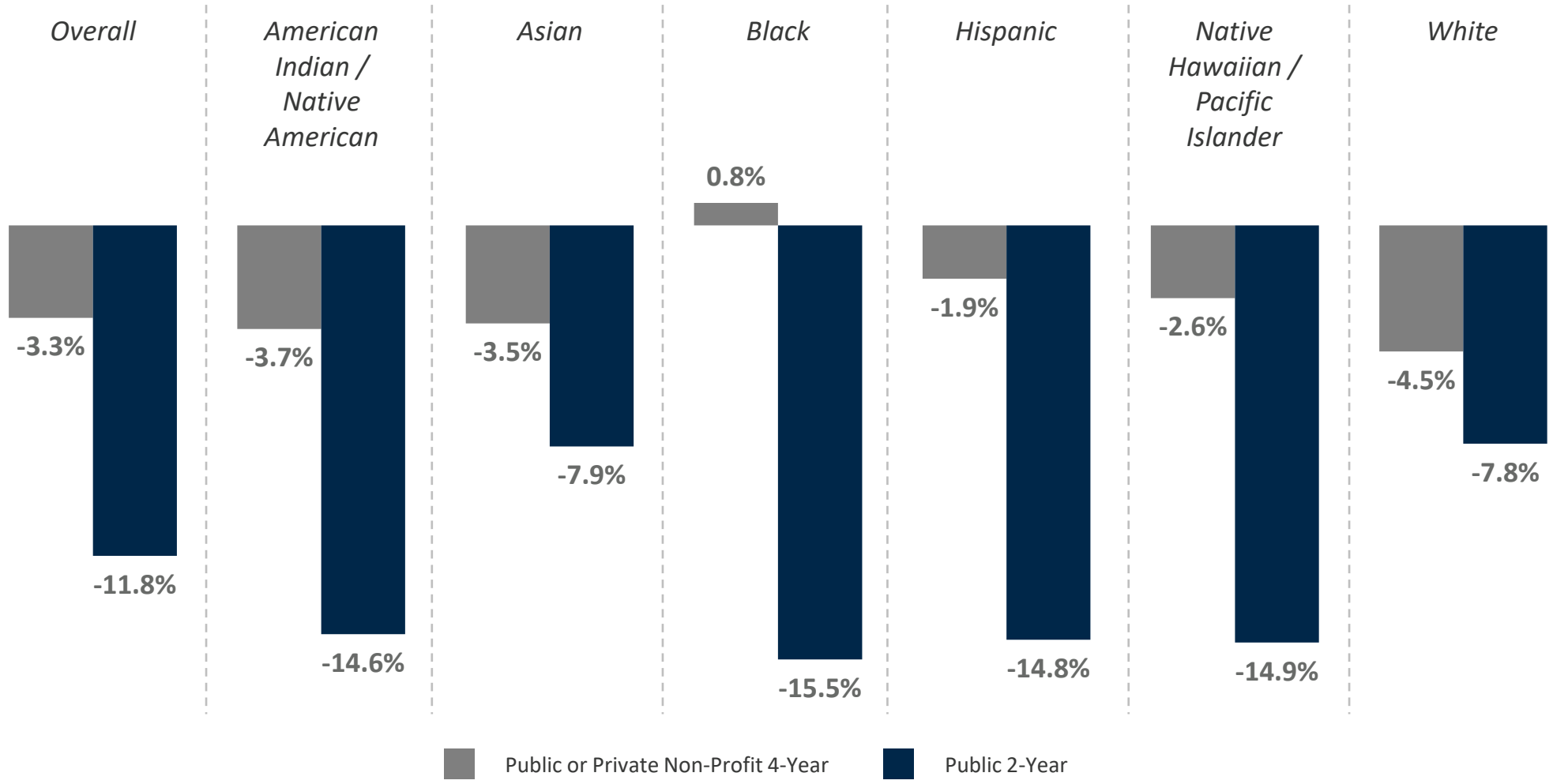
Utah Women Aged 25-35 in Higher Education

- 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

While Utah has relatively similar enrollment and degree completion rates for men and women in the "traditional student" demographic, there is a **significant discrepancy between men and women in the 25-35 age range.** Additional factors such as marriage status widen this gap even further.

Sources: Utah Women in Higher Education, 2000-2017

…One more example of the social imperative in serving non-traditional students is the fact that nationally, students of color saw a precipitous drop in college enrollment during the last year, particularly at two-year colleges



Sources: "College enrolment and Retention in the Era of COVID," College Board Research

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.**

Personal & Familial

- Individuals with **at least one parent with a degree** or certificate **are 50% more likely to complete a degree themselves**.
- **If a sibling has completed a degree** or certificate, individuals are **twice as likely to complete a degree themselves.**

Cicero

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 and likelihood 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

Cicero

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 or certificate

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

Pain points listed chronologically, not in priority order.

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:

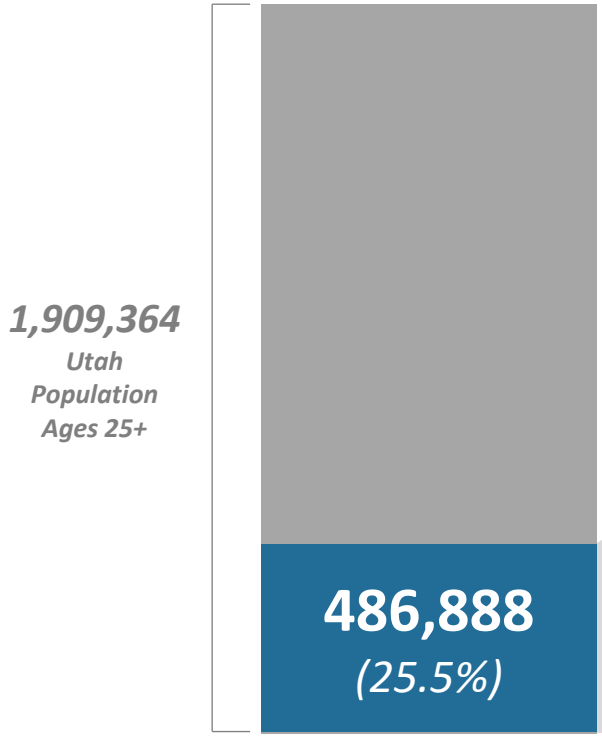
- …Academic support and mentoring
- …Parking accessibility

Institutions are aware of these priorities. **The discrepancy lies in what students view as adequate vs. what the institutions view as adequate.** The gap in these areas is severe. Significantly more hands-on support and guidance is required.

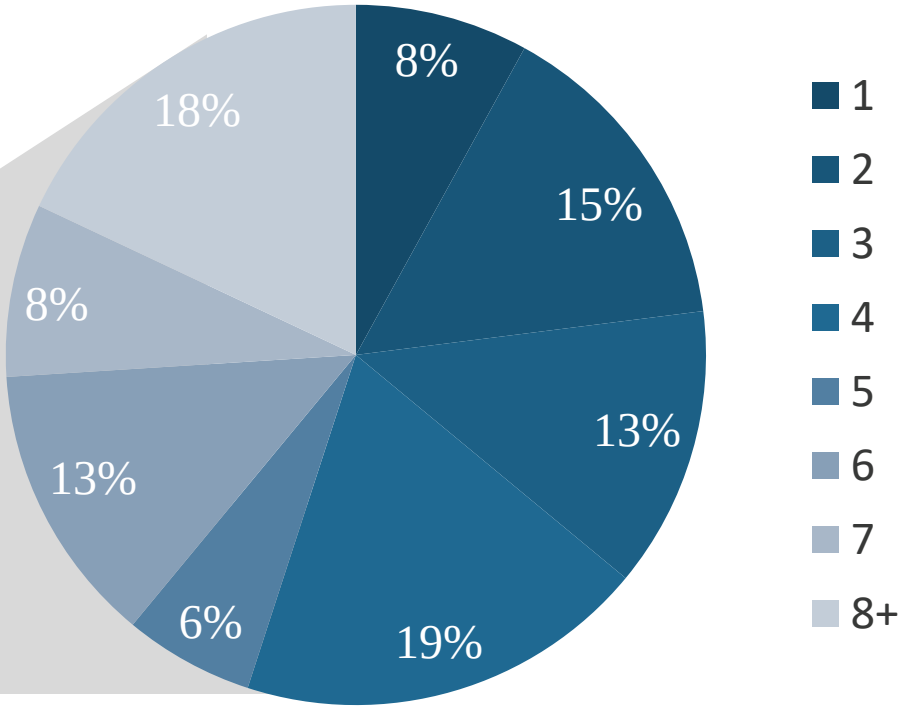
Sources: Bill and Melinda Gates Foundation. National study conducted by Cicero Group of tens of thousands of students, prospects, and university and college employees

Overlaying data from the 2019 American Community Survey with findings from the 2011 statewide study, SUGGESTS that there may be ~220,000 individuals in Utah who have five or more semesters completed without a degree or certificate

Portion of Utah Population with College Credits but No Degree *(Ages 25+)*



Semesters Enrolled in College or Vocational Program Without Receiving a Degree



Key Takeaways:

- Nearly 20% of students with some college and no degree completed four years (eight semesters) of college
- 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

Cicero

Peer-reviewed studies provide evidence-based practices for how institutions can customize 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 of grants on documents and information more easily obtainable for non-traditional students; three-year average income verified by tax returns; lock in candidate's data for entirety of program with one simplified annual form to update if income has changed in prior year

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."

Cicero

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 and service-related best practices 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

Improve Transfer Processes
Improve the ease and personalization of transferring credits, offer competency-based assessments for credit, and liberally expunge negative performance in academic history

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

Workforce Alignment
Generously credit experiential and workplace-related learning already achieved; illustrate skill and knowledge alignment and stackability with high-demand jobs to demonstrate compelling ROI

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

Equitable Access
Provide non-traditional students privileges for scheduling, parking, transportation, child-friendly study rooms, campus resources, and even day-care facilities

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

Cicero

To gather more meaningful information about the perceptions of the survey participants, Cicero segmented them into four groups to evaluate different demographics and their specific needs

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

About Survey Respondents

- N=830
- Variety of Education Levels
- Aged 25+
- 60% Female
- 86% White
- Average Income: $75K

Age

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

Education

Segmented into three groups depending on their highest education level achieved: High School / Technical College, College Stopout, and College Degree

Minority

Segmented into two groups based on race: Minority (Asian, Black, Hispanic, Native American, and Native Hawaiian) or Non-Minority (White)

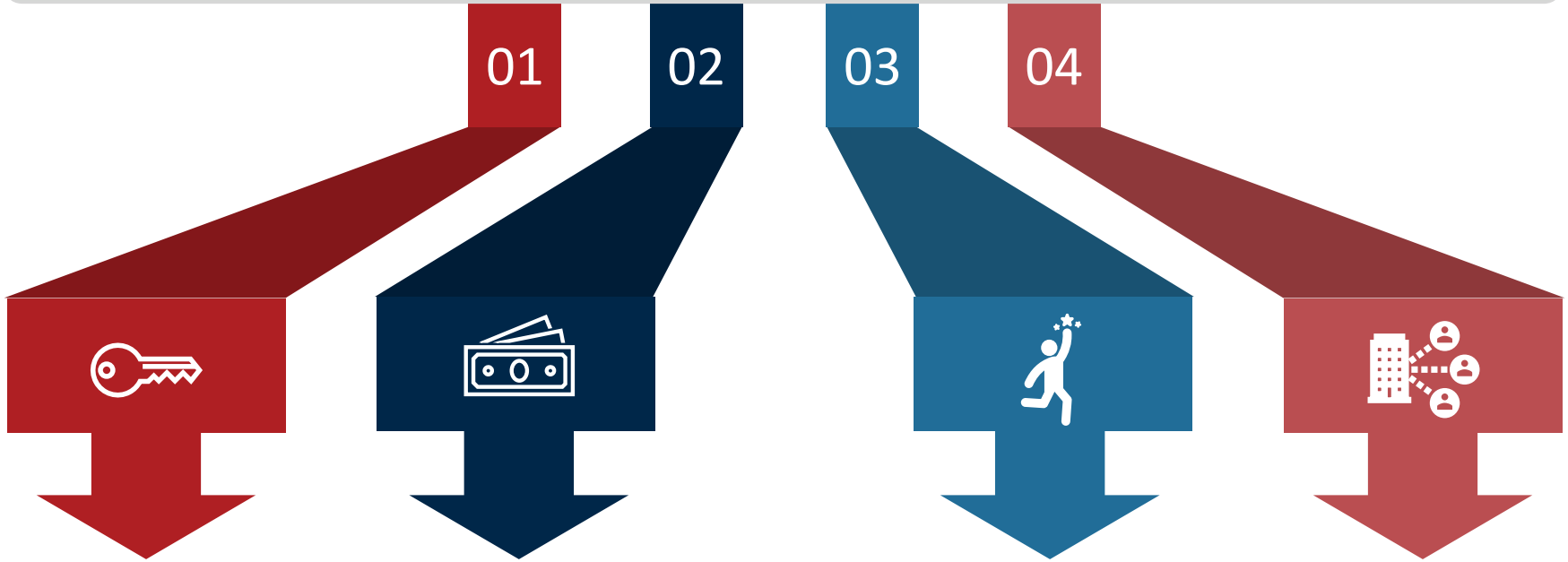
Socioeconomic Status (SES)

Four segments based on SES, which was determined by income level, marital status, and having children under 18 years old

To better understand the implications and outcomes of the research, we have bucketed key findings into the four pillars of the USHE 2021 Strategic Plan

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

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 Barriers to Graduation

Workforce Alignment
Increase Availability and Stackability of High-Demand, High Wage Programs

ACCESS | Remove Structural Barriers to Entry

AGE

1. **Cost:**
   - Nearly 40% of each age group **worries 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**

MINORITY

1. **Cost:**
   - Minority groups are **more likely** to believe the 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

SOCIOECONOMIC STATUS

1. **Knowing Where to Begin:**
   - Lower SES groups **know less where to begin their journey** (36%) compared to the Upper SES groups (5%)
2. **Rigor of Program:**
   - Students in Upper SES have more confidence in their ability to handle the rigor of the program; 16% of Upper SES expressed concern compared to 30% of Lower SES

AFFORDABILITY | Remove Structural Barriers for Affordability

Perception of Value

62% of all respondents said they agree or strongly agree that the value of an education is greater than the cost

Age

Young Adult	4% below average
Middle Aged	3% below average
Older Adult	10% above average

Education

HS / Tech College	8% below average
College Stopout	12% below average
College Degree	7% above average

Minority

Minority	6% below average
Non-Minority	1% above average

SES

Lower SES	11% below average
Middle-Low SES	10% below average
Middle-Upper SES	4% above average
Upper SES	10% above average

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 that $50k

Financial Aid

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

COMPLETION | Remove Structural Barriers to Graduation

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

Other Barriers

Age

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

Education

- 51% of College Stopouts don't know how they would pay for a college program or certificate
- Only 16% of HS / Tech College reported disrupting their current employment as a barrier for working on a degree or certificate

Minority

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

SES

- Consistent concerns across all groups include time commitment and managing demand of work responsibilities while enrolled in a program
- 30% of Lower SES are concerned about rigor of program compared to 16% of Upper SES

WORKFORCE ALIGNMENT | Increase Availability and Stackability of High-Demand, High Wage Programs

Important Factors in Choosing a School

- Older and Middle-Aged Adults expressed the importance of an education with 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 most important factor when selecting a school
- Flexibility with pace and platform is most important factor for Lower SES when selecting a school

Degree/Certificate Preference

- 55% of **Middle-Aged candidates prefer to attend an online college** or university, while **49% of Young Adults want a 4-year university**
- 47% of **Minority** students prefer to attend an **online college or university**
- 46% of **Lower SES** students prefer to attend school at **a traditional 4-year university**

Type of Program & Mode of Study

- Young, Middle-Aged, and Older Adults **all prefer schooling that is part time with hybrid learning**
- Those with **High School / Technical College prefer online school** compared to hybrid
- Non-Minorities are not as concerned about having the option to choose between online and in-person options as minorities
- Members of each **socioeconomic status prefer part-time and hybrid modes of study**

Preferred Program/Major

- **Business and Computer & Information Sciences** majors are the most popular across age groups and SES statuses
- 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**

Cicero

A Voice of the Customer study encompassing postsecondary students of all ages, with 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

*"As a non-traditional student, I chose Weber State because of the **flexible schedule**. The available class times allowed me to complete my studies and **be there for my kids** at home."*

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

*"I have a lot of caregivers (employees) that would make excellent nurses but have **lower grades**. Schools are very competitive, and **if they'd consider relevant work experience** it'd really help these students."*

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

*"Davis Tech had a **pre-admission advisor** who walked me through everything I needed to do before school started – it was so nice. I **didn't feel any anxiety** that I was going to miss something."*

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**

*"I talked with my instructor about **family issues** I was facing, but he didn't work with me. If he'd helped me better **understand the school's system**, I wouldn't have had to pause my studies."*

Source: Hall Foundation Voice of the Customer Study

Thank you!

Questions?

Age Segmentation

Cicero

AGE GROUPS | The following three groups are segmented based on age to better understand non-traditional students' preferences and challenges depending on how old they are

Young Adults

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

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

Older Adults

Older Adults are mostly seeking education to gain new skills and feel personal satisfaction. Roughly half have started the process of looking for a program but are less likely to actually apply than other age groups. This group is the least likely to have student debt. They could use help getting motivated to take their aspirations from just a dream to tangible action.

Ages 50+
213 Respondents

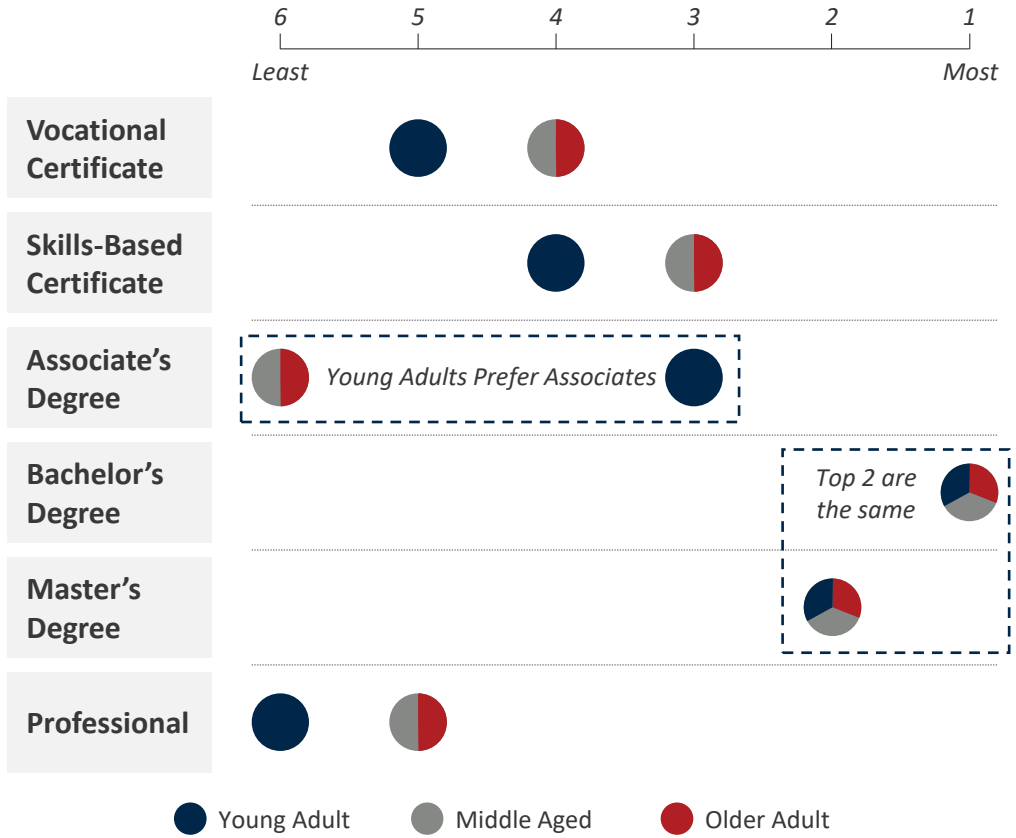
Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.

MOTIVATIONS | Young Adults and Middle Aged are focused on creating a better life by pursuing further education, while Older Adults are more focused on personal satisfaction through earning a degree

Key Takeaways:

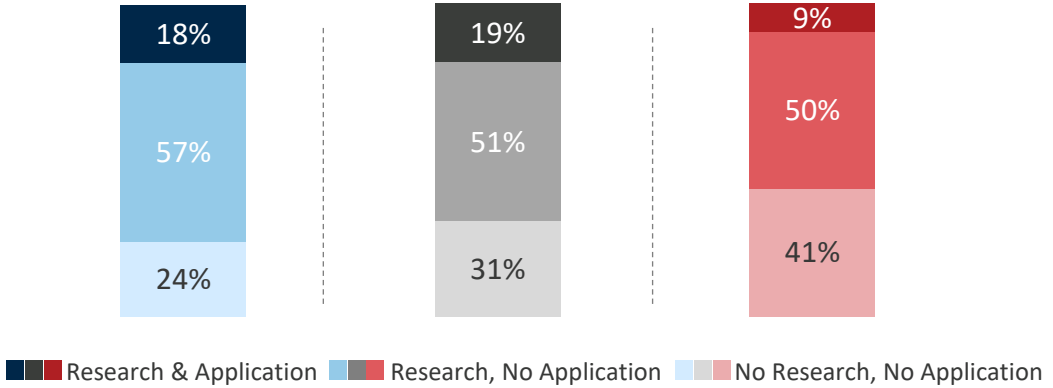
- Bachelor's and Master's are most preferred for all groups, with YA preferring Associate's much more than MA/OA
- Gaining new skills is a top motivator for all students
- Over 50% of students have researched, but have not completed an application for their program of choice

Preferred Degree



	Young Adult	Middle Aged	Older Adult
Top Motivations for Pursuing Further Education	1 Create a Better Life *(26%)* 2 Develop New Skills *(13%)*	1 Create a Better Life *(17%)* 2 Develop New Skills *(15%)*	1 Develop New Skills *(26%)* 2 Personal Satisfaction *(25%)*
Differentiating Perspective on the Value of Pursuing Education	• *58%* believe the value of school is higher than the cost ▼ 4% below average	• *59%* believe the value of school is higher than the cost ▼ 3% below average	• *72%* believe the value of school is higher than the cost ▲ 10% above average

Progress Towards Application



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%)

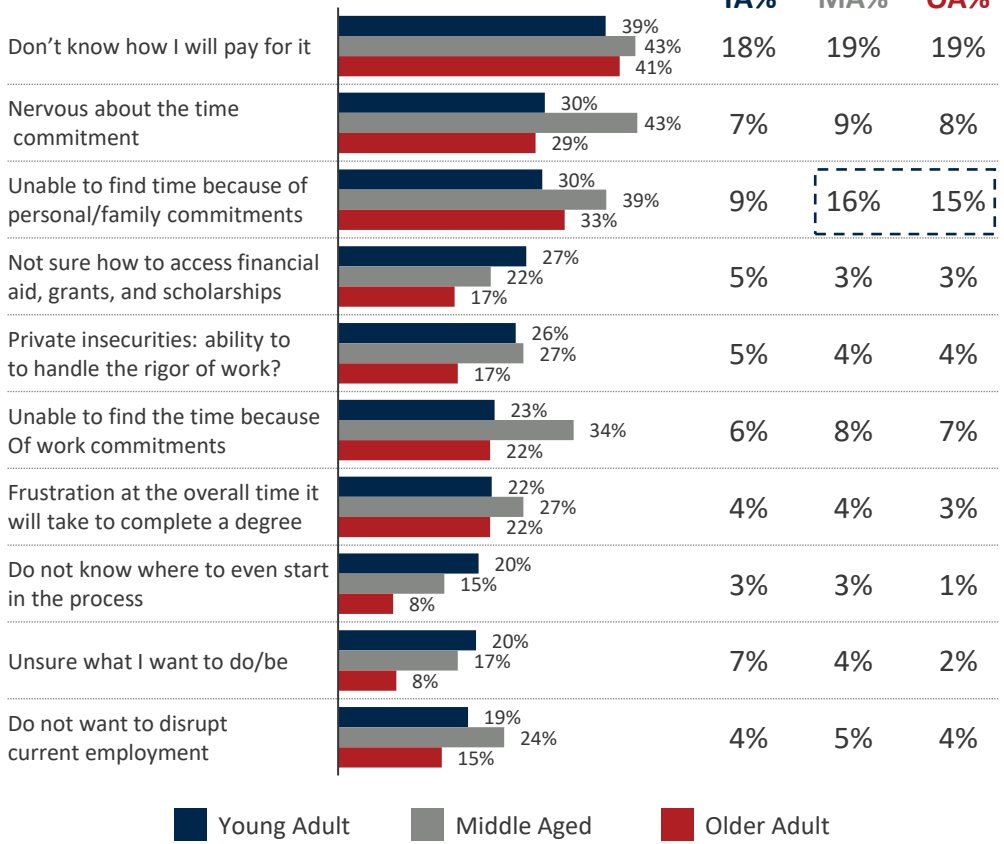
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond 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)

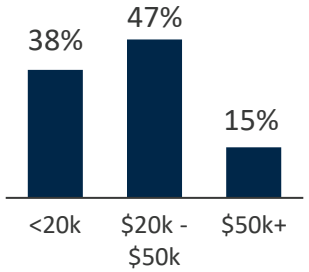
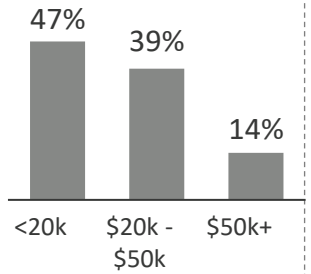
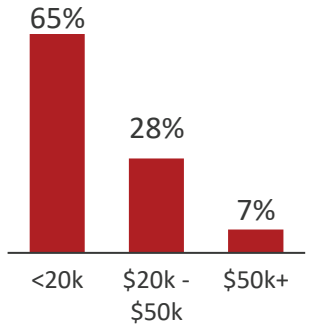
Key Takeaways:

- 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

Barriers to Entry (% that selected)



	% #1 Factor YA%	MA%	OA%
Don't know how I will pay for it	18%	19%	19%
Nervous about the time commitment	7%	9%	8%
Unable to find time because of personal/family commitments	9%	16%	15%
Not sure how to access financial aid, grants, and scholarships	5%	3%	3%
Private insecurities: ability to to handle the rigor of work?	5%	4%	4%
Unable to find the time because Of work commitments	6%	8%	7%
Frustration at the overall time it will take to complete a degree	4%	4%	3%
Do not know where to even start in the process	3%	3%	1%
Unsure what I want to do/be	7%	4%	2%
Do not want to disrupt current employment	4%	5%	4%

	Young Adult	Middle Aged	Older Adult
Cost Expectations	$ $ $	$ $	$
Estimated Cost			
Differentiating Perspective on the Obstructions to Pursuing Higher Education	• Struggles the most with deciding on a program (61%) and navigating the financial aid process (74%)	• Struggles the most to manage work demands while enrolled (80%) and personal commitments (83%)	• Least worried about ability to maintain acceptable grades (40% concerned) • Least concerned about language barriers (6%)

Consistent Factors	• All groups are concerned with the ability to pay for their education

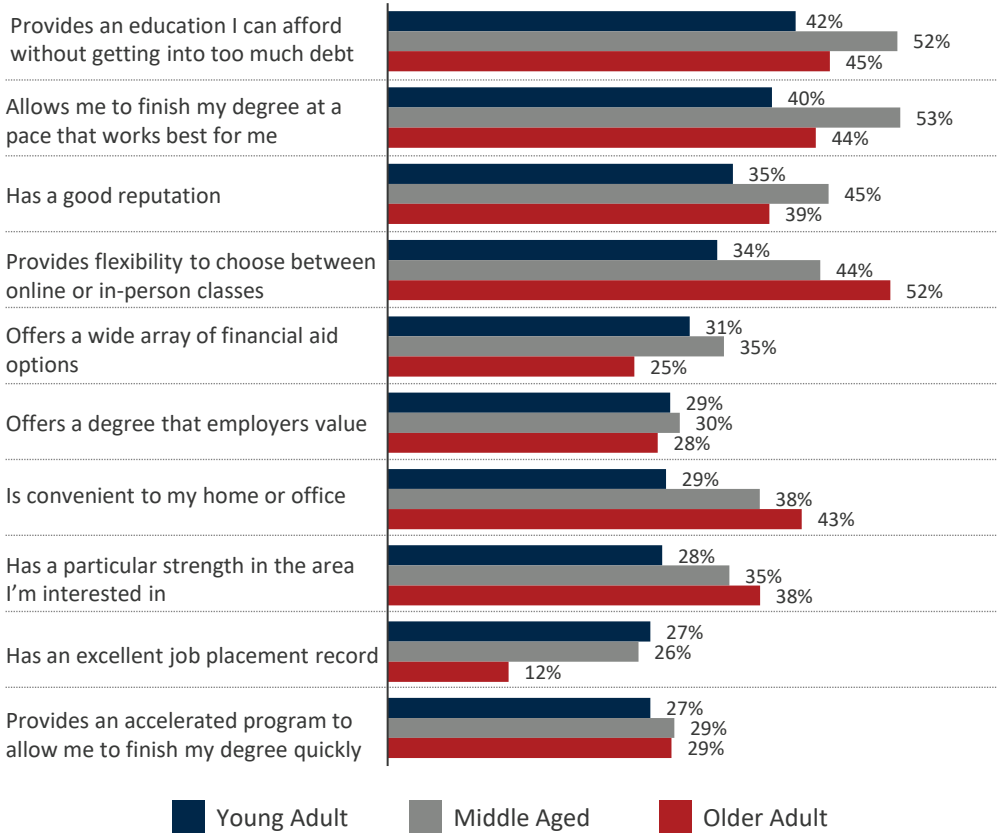
Q15 - What are concerns or challenges for you personally, relative to your personal educational journey?; Q16 - Which is the SINGLE MOST impactful challenge relative to your educational journey?; Q29 - About how much do you anticipate it will cost to complete the specific certificate or degree you will seek? ;Q30 - To what degree do the following obstruct your pursuit of further education?

SOLUTIONS | Finding a school or program that allows the student to go at a self-selected pace and not incur too much in debt is preferred by each age group, with over 50% of Middle Aged focused on finding this

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



	Young Adult	Middle Aged	Older Adult
Top Areas of Study / Interest	1. Business *(35%)* 2. Computer & Information Sciences *(20%)* 3. Healthcare/ Medicine General *(16%)*	1. Business *(31%)* 2. Computer & Information Sciences *(18%)* 3. Education *(18%)*	1. Business *(25%)* 2. Computer & Information Sciences *(15%)* 3. Education *(13%)*
Type of School Preference	**49%** Traditional 4- year university	**55%** Online college or university	**46%** Online college or university
Mode of Study	• 50% Hybrid • 50% Part-Time	• 55% Hybrid • 61% Part-time	• 55% Hybrid • 75% Part-Time

Consistent Factors

- Most popular degrees are business and computer/information sciences
- Similar expectations for time to complete
- Personal income/savings and federal student loans are most common source of payment for all groups

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 ?

Education Segmentation

Cicero

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

High School / Technical College

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.

High School Diploma, or has started or completed a vocational / technical / skill-based certificate

166 Respondents

College Stopout

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.

Has completed some college, but had no degree

165 Respondents

College Degree

Individuals who have college degrees see a greater value in education than the expense. They are not as concerned about their ability to succeed in the program nor getting into their preferred program. They could use help finding programs that are part-time and would result in tangible new skills gained.

Has an Associate's, Bachelor's Master's or Professional Degree

499 Respondents

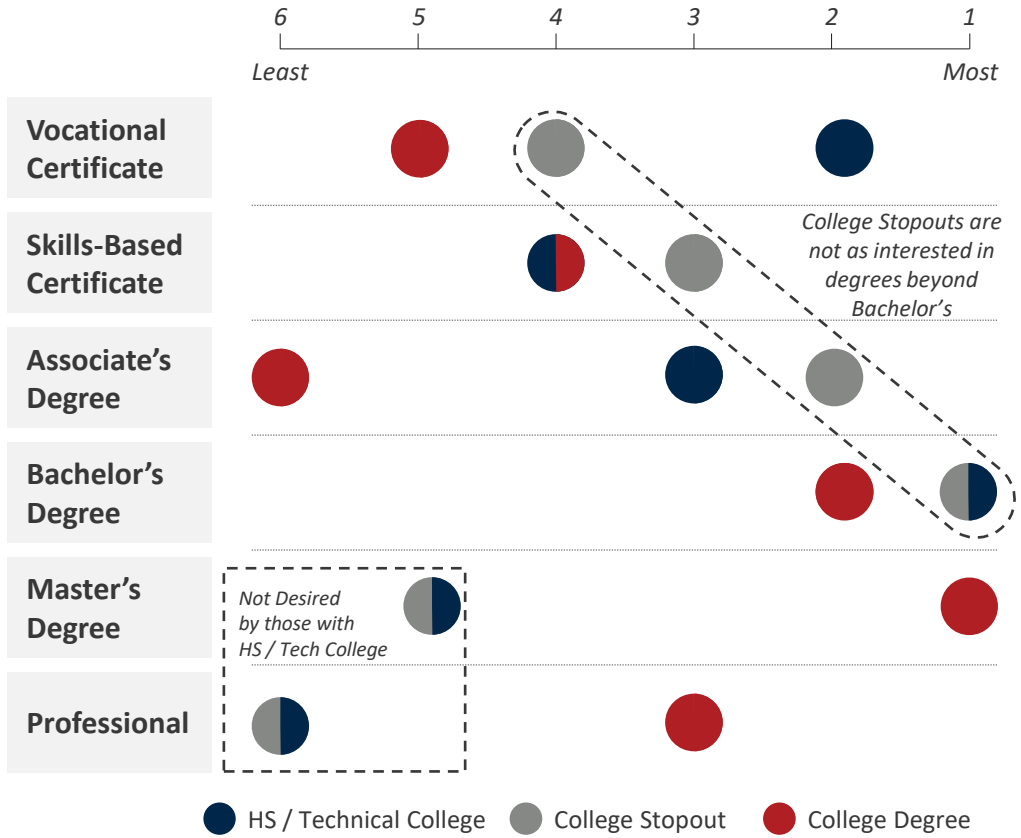
Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.

MOTIVATIONS | While all students are motivated by the possibility of improved quality of life, College 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

Preferred Degree



	HS / Technical College	College Stopout	College Degree
Top Motivations for Pursuing Further Education	1 Create a Better Life *(24%)* 2 Develop New Skills *(13%)*	1 Create a Better Life *(22%)* 2 Personal Satisfaction *(19%)*	1 Develop New Skills *(20%)* 2 Create a Better Life *(14%)*
Differentiating Perspective on the Value of Pursuing Education	• *54%* believe the value of school is higher than the cost ▼ 8% below average	• *50%* believe the value of school is higher than the cost ▼ 12% below average	• *69%* believe the value of school is higher than the cost ▲ 7% above average
Progress Towards Application	20% / 54% / 26%	22% / 44% / 33%	13% / 55% / 32%

Research & Application | Research, No Application | No Research, No Application

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

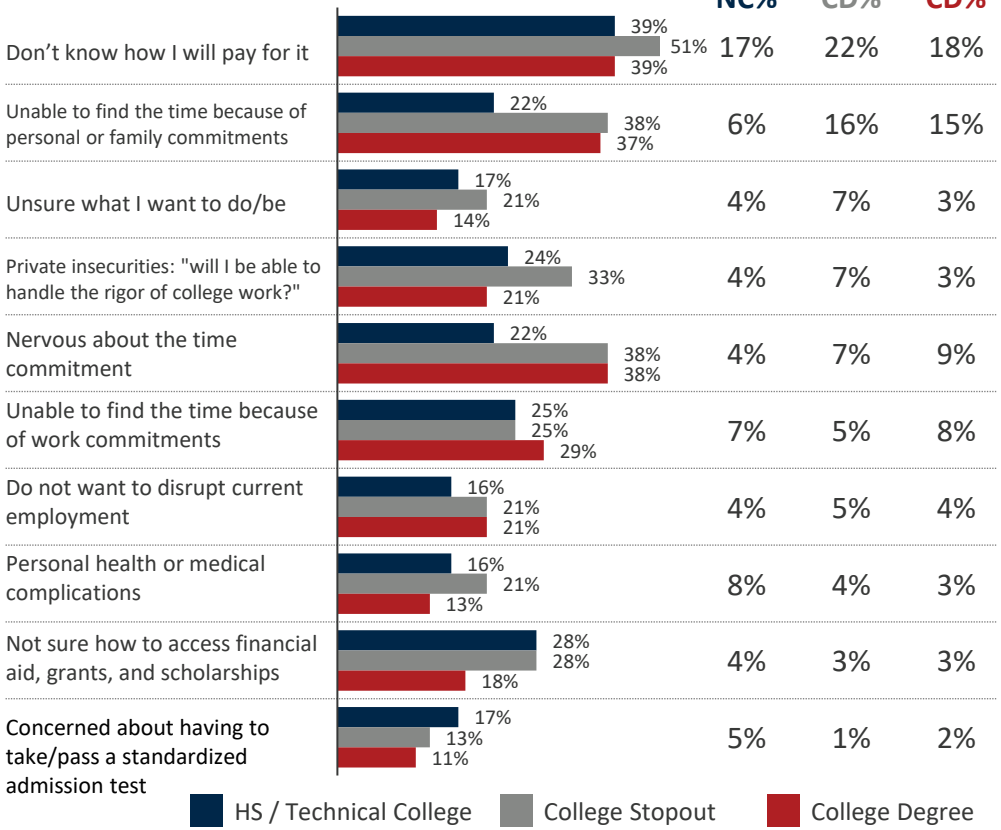
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education

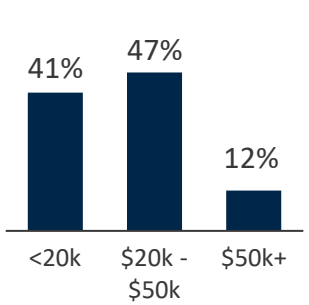
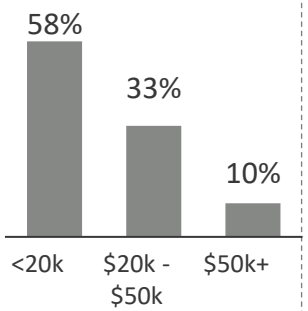
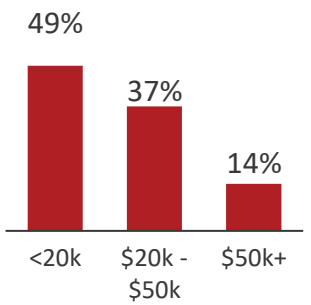
BARRIERS | HS/ Tech College is disproportionally concerned with the barrier of English being their non-primary language and College Stopout and College Degree are much more likely to be concerned with finding time

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)



	HS / Technical College	College Stopout	College Degree
Cost Expectations	$ $	$	$ $
Estimated Cost			
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%)	• Struggles the most with the total program cost (89%) and the time it will take to graduate (75%)	• Least worried about ability to maintain acceptable grades (47% concerned) and least concerned about getting into their preferred program (53%)

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

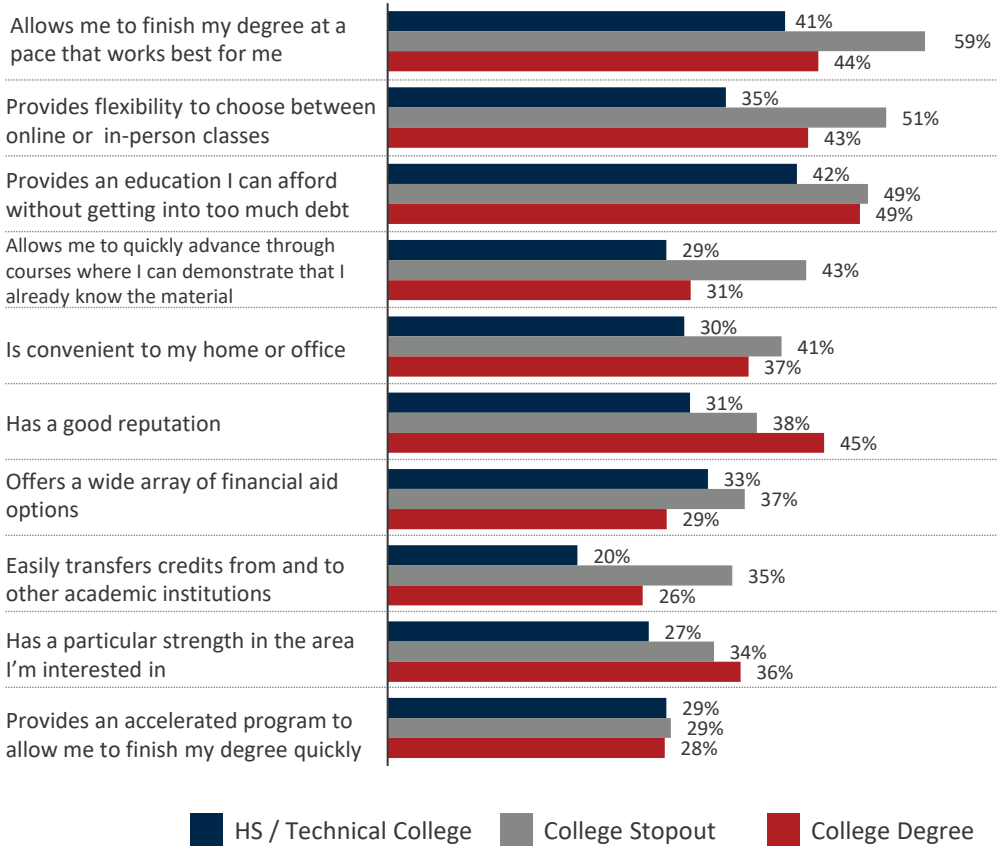
Q15 - What are concerns or challenges for you personally, relative to your personal educational journey?; Q16 - Which is the SINGLE MOST impactful challenge relative to your educational journey?; Q29 - About how much do you anticipate it will cost to complete the specific certificate or degree you will seek?; Q30 - To what degree do the following obstruct your pursuit of further education?

SOLUTIONS | Nearly 60% of College Stopouts are looking for schools that allow flexibility in the pace that 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



	HS / Technical College	College Stopout	College Degree
Top Areas of Study / Interest	1. Business *(34%)* 2. Computer & Information Sciences *(23%)* 3. Personal Services *(17%)*	1. Business *(39%)* 2. Computer & Information Sciences *(16%)* 3. Psychology *(15%)*	1. Business *(27%)* 2. Computer & Information Sciences *(17%)* 3. Education *(17%)*
Type of School Preference	**55%** Online college or university	**46%** Online college or university	**51%** Online college or university
Mode of Study	• 48% Online • 46% Part-Time	• 52% Hybrid • 60% Part-time	• 56% Hybrid • 67% Part-Time

Consistent Factors

- Part-time school schedule
- Business and Computer & Information Sciences are the top degree choices

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 ?

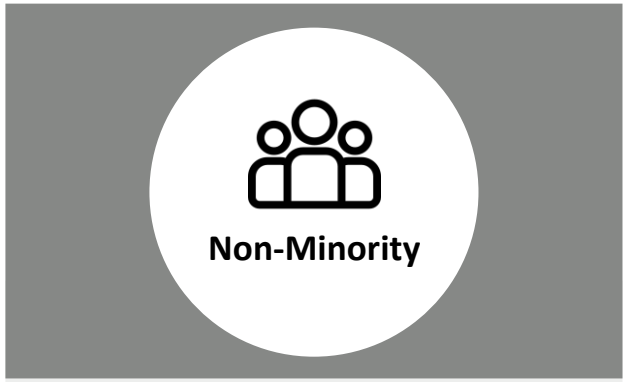
Minority Segmentation

Cicero

MINORITY GROUPS | Minorities are not as likely as Non-Minorities to believe that the value of an education trumps the cost of the degree

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



The most important factor to Non-Minorities is getting an education they can afford without getting into too much debt. They see the value an education can bring to their life, and they believe it outweighs the cost. They could use help with understanding the best option to balance their other commitments and pursue a degree at the same time.

White
717 Respondents

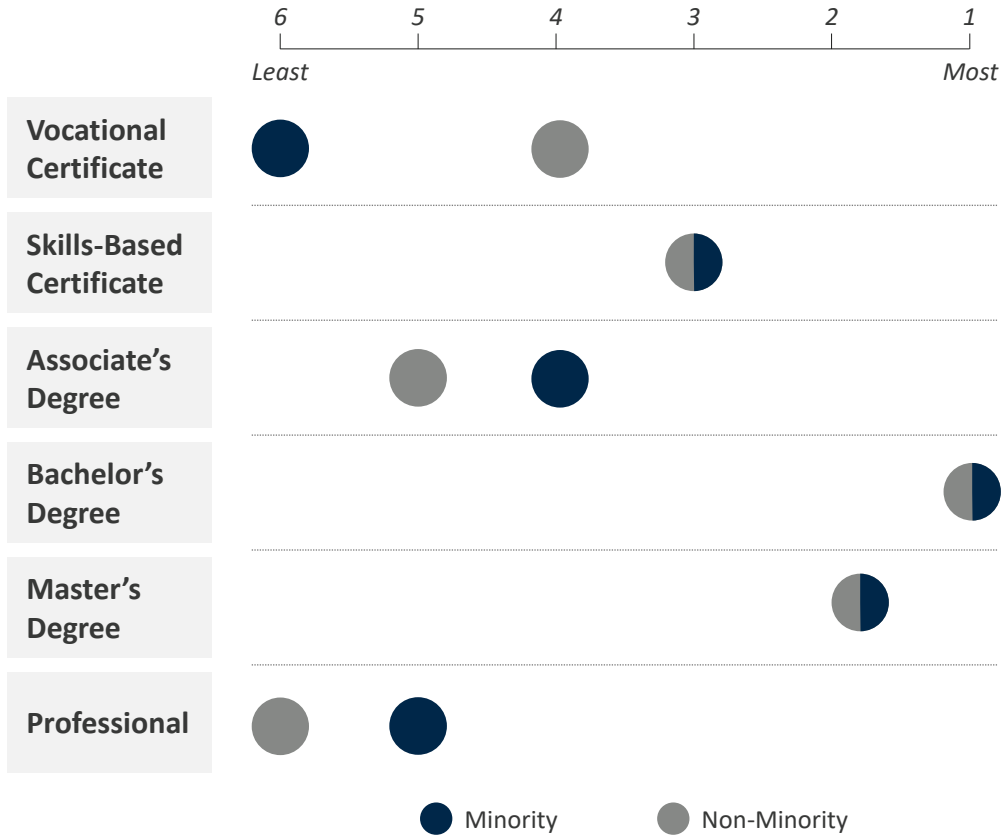
Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.

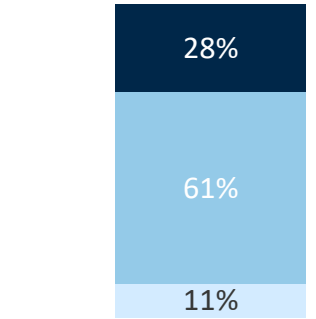
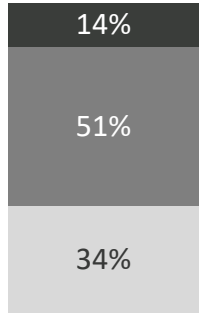
MOTIVATIONS | Despite feelings of skepticism around the value of further education, Minorities are more likely to make progress in their application process than are Non-Minorities

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



	Minority	Non-Minority
Top Motivations for Pursuing Further Education	1 Create a Better Life *(19%)* 2 Develop New Skills *(17%)*	1 Create a Better Life *(17%)* 2 Develop New Skills *(17%)*
Differentiating Perspective on the Value of Pursuing Education	• *56%* believe the value of school is higher than the cost ▼ 6% below average	• *63%* believe the value of school is higher than the cost ▲ 1% above average
Progress Towards Application		

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

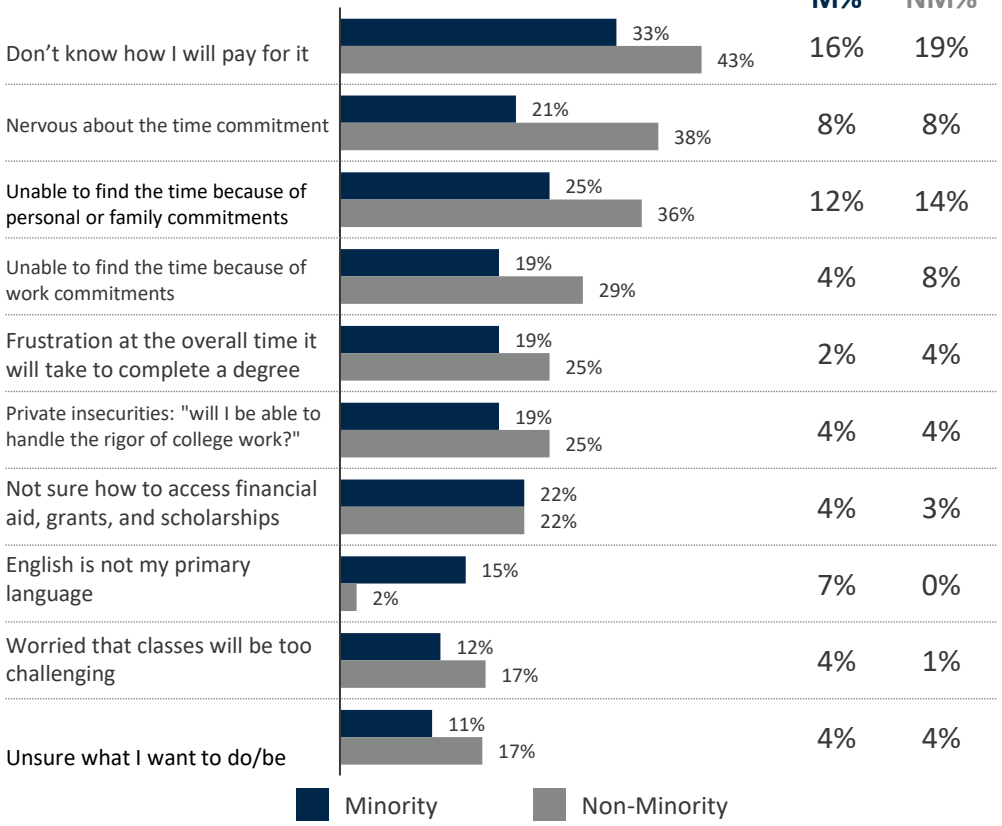
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education

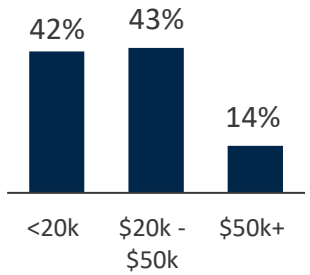
BARRIERS | Both groups struggle with time management between personal and work commitments, as well as their perceived timeline of how long getting their degree will take

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

Barriers to Entry (% that selected)



	Minority	Non-Minority
Cost Expectations	$ $	$
Estimated Cost		
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%)

Consistent Factors

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

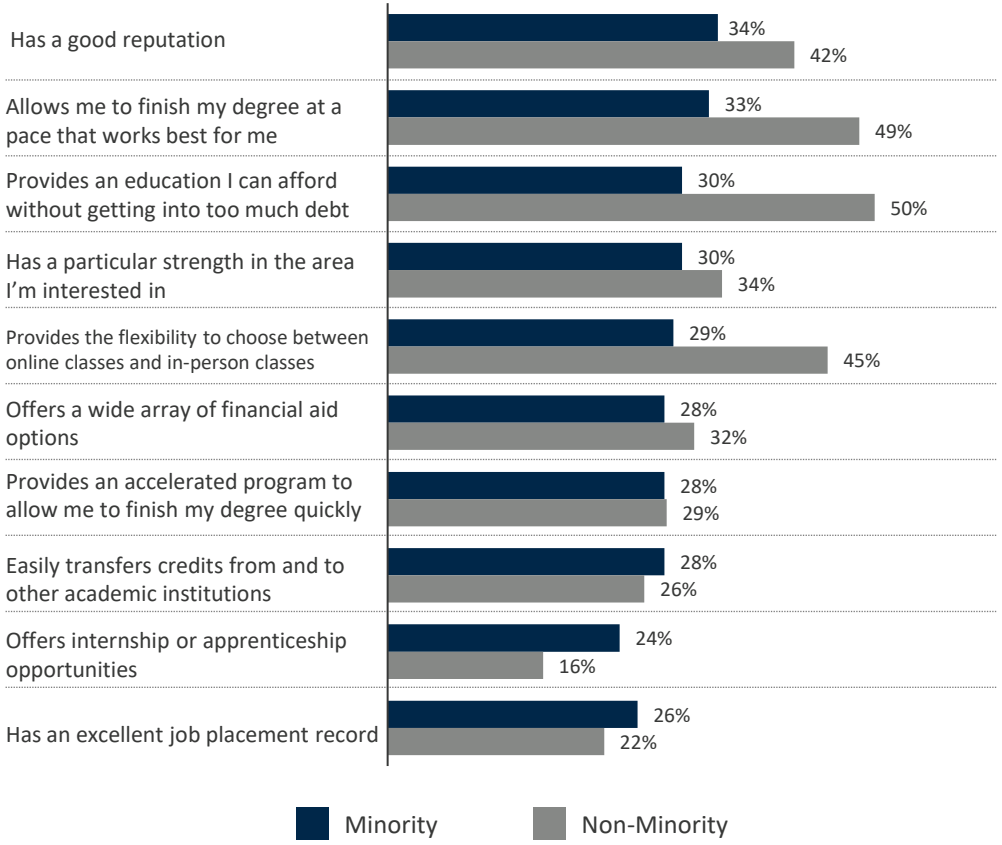
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond 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/program, avoiding debt, and completing the program at their own pace compared to their Minority counterpart

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



	Minority	Non-Minority
Top Areas of Study / Interest	1. Business *(28%)* 2. Computer & Information Sciences *(22%)* 3. Healthcare/ Medicine General *(21%)*	1. Business *(31%)* 2. Computer & Information Sciences *(17%)* 3. Education *(16%)*
Type of School Preference	**47%** Online college or university	**51%** Online college or university
Mode of Study	• 51% Hybrid • 48% Part-Time	• 54% Hybrid • 63% Part-time

Consistent Factors

- The second most common type of school preference is a traditional, 4-year university
- Prefer a hybrid and part-time learning model

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 ?

Socioeconomic Status Segmentation

Cicero

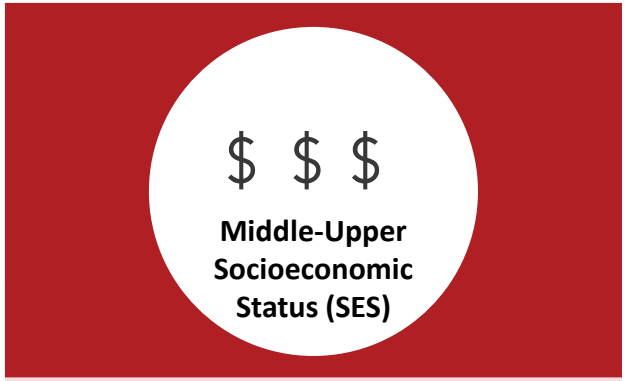
SOCIOECONOMIC GROUPS | The Lower Socioeconomic groups are more focused on finding the right programs specific to their interest, while the Upper Socioeconomic groups seek programs with great reputations

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 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, 62% have kids under 18
461 Respondents

The Upper SES group's intentions of further education, beyond what they have already achieved, is for the hope of gaining new skills and personal satisfaction. They are most concerned with the time commitment, which may be why they are the least likely to have applied to a program. They could use help seeing how they could manage school and other commitments.

$150K+, 88% married, 55% have kids under 18
110 Respondents

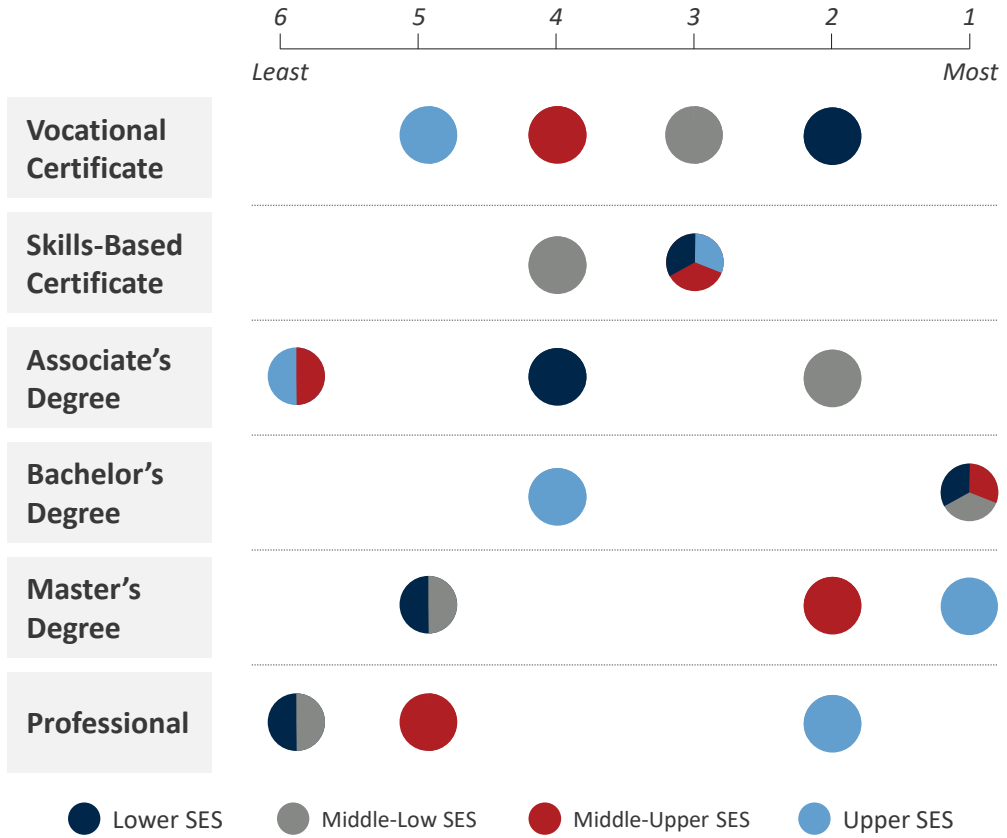
Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.

MOTIVATIONS | The Lower SES Group is less likely to believe that the value of an education is worth the cost that it requires to complete and shows a 20-percentage point gap compared to the Upper SES Group

Key Takeaways:

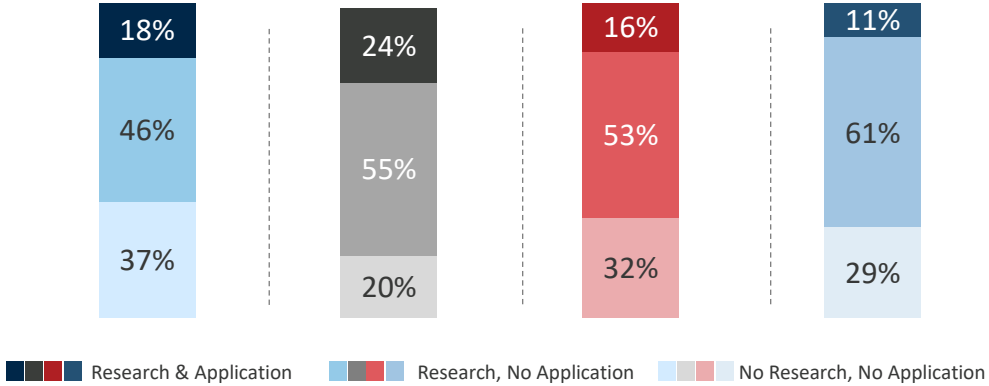
- Lower SES Group values Vocational Certificates and Associates Degrees more than the Upper SES groups, which values Master's Degrees
- Upper SES is the most likely to have researched and not applied to their preferred programs compared to Lower SES, who has a greater percentage that have not researched,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

Preferred Degree



	Lower SES	Middle-Low SES	Middle-Upper SES	Upper SES
Top Motivations for Pursuing Further Education	1 Create a Better Life *(31%)* 2 Earn More Money *(16%)*	1 Create a Better Life *(26%)* 2 Develop New Skills *(17%)*	1 Develop New Skills *(16%)* 2 Create a Better Life *(13%)*	1 Develop New Skills *(28%)* 2 Personal Satisfaction *(23%)*
Differentiating Perspective on the Value of Pursuing Education	• *51%* believe the value of school is higher than the cost ▼ 11% below average	• *52%* believe the value of school is higher than the cost ▼ 10% below average	• *66%* believe the value of school is higher than the cost ▲ 4% above average	• *72%* believe the value of school is higher than the cost ▲ 10% above average

Progress Towards Application



Consistent Factors

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

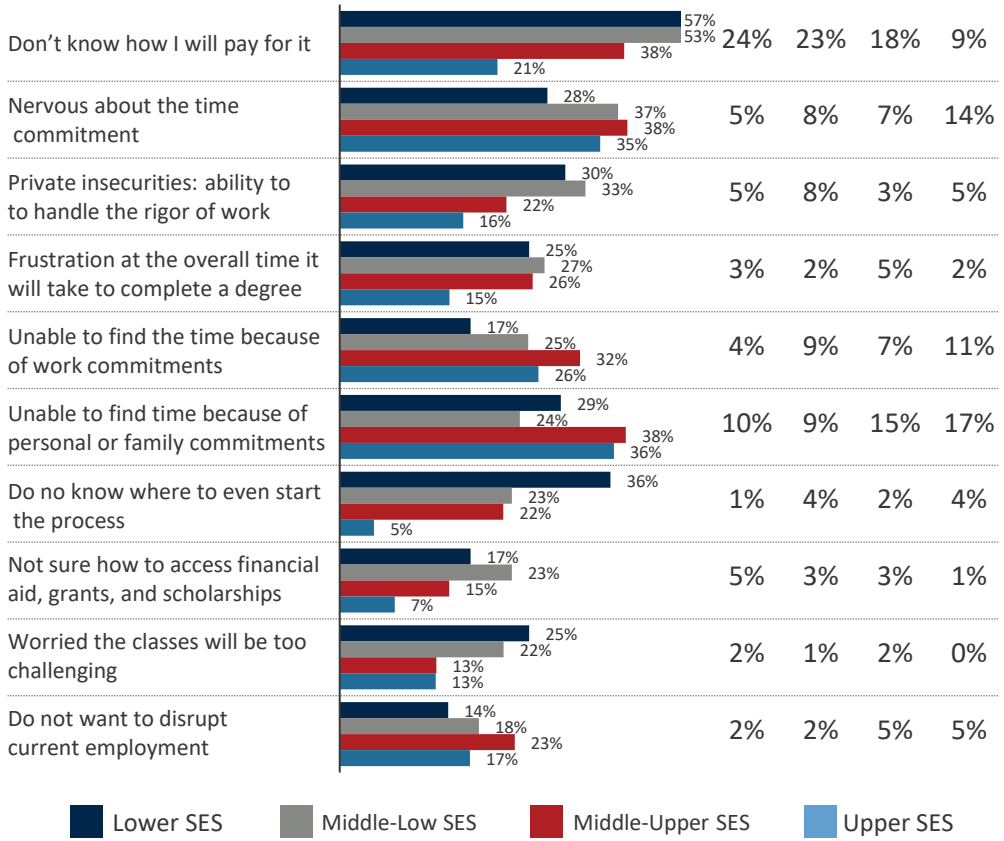
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond high school is worth more than the cost of attending; Q13 - Important reasons for pursuing education

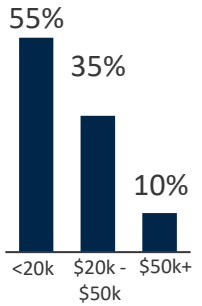
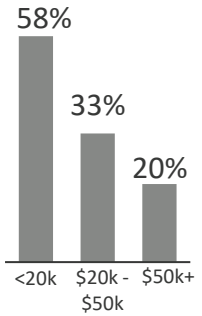
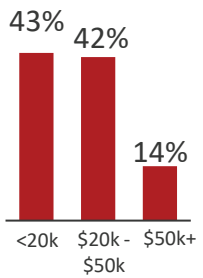
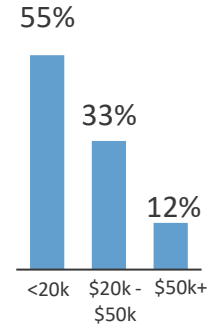
BARRIERS | Those in the Lower SES groups experience a large barrier of knowing where to begin their journey (36%) compared to the Upper SES groups (5%)

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)



	Lower SES	Middle-Low SES	Middle-Upper SES	Upper SES
Cost Expectations	$	$ $	$ $	$
Estimated Cost				
Differentiating Perspective on the Obstructions to Pursuing Higher Education	• Struggles the most with deciding on a program (65%) and navigating the financial aid process (78%)	• Struggles the commute time and distance (60%) and most worried about program cost (92%)	• Most likely to want flexible class schedule options (69%)	• Most worried about fulfilling personal or family commitments while enrolled (85%)

Consistent Factors

- Time commitment
- Affording their program of choice
- Managing demands of work while enrolled

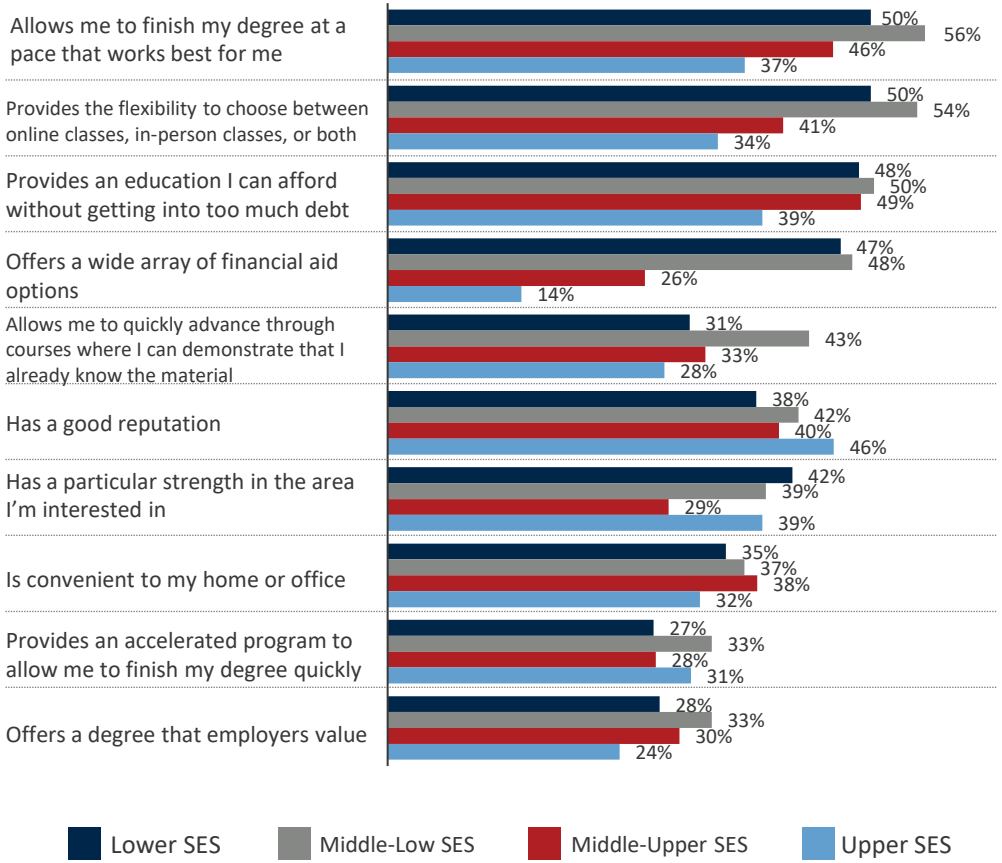
Q4 - Which of the following best describes your personal goals for education?; Q4a - How far along are you in your education plans?; Q6 - What type of education or training certification are you either considering or currently seeking?; Q12 - The overall value one gets from college or certification beyond 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



	Lower SES	Middle-Low SES	Middle-Upper SES	Upper SES
Top Areas of Study / Interest	1 Business *(32%)* 2 Computer & Information Sciences *(20%)* 3 Healthcare/ Medicine General *(16%)*	1 Business *(32%)* 2 Psychology *(23%)* 3 Computer & Information Sciences *(18%)*	1 Business *(31%)* 2 Computer & Information Sciences *(18%)* 3 Education *(18%)*	1 Business *(29%)* 2 Healthcare/ Medicine General *(15%)* 3 Computer & Information Sciences *(14%)*
Type of School Preference	**46%** Traditional 4- year university	**54%** Online college or university	**53%** Online college or university	**52%** Online college or university
Mode of Study	• 54% Hybrid • 48% Part-Time	• 54% Hybrid • 54% Part-time	• 53% Hybrid • 64% Part-Time	• 54% Hybrid • 73% 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-Traditional Students

Cicero

Multiple peer-reviewed studies provide helpful guidance for empowering non-traditional 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 Aid Accessible

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

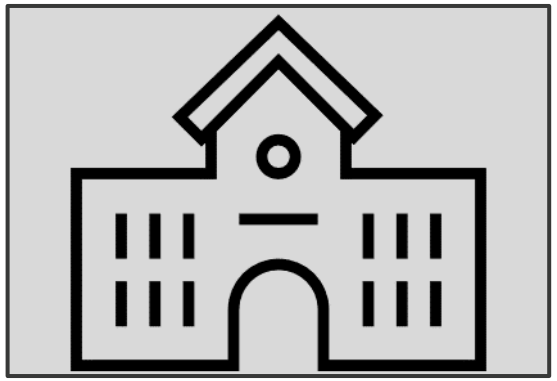
Incentivize

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.” – Holy Family University

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



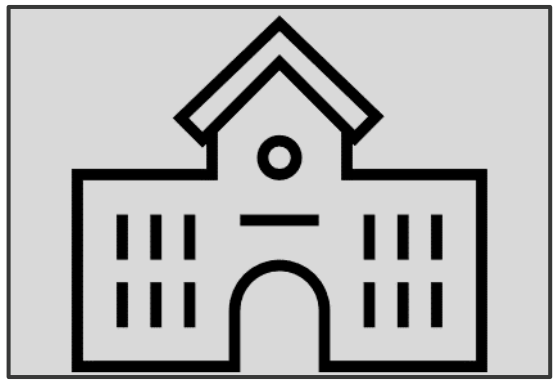
- Improve Confidence: Organize non-traditional students into cohorts and sections where they will make up the majority of the classroom
- Simplify: Improve the ease of transferring credits in based on past courses completed and on competency-based assessments; when students start with a base of credits, 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." – Holy Family University

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 grants process** off easily obtainable documents and 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-traditional 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

Dispositional Barriers

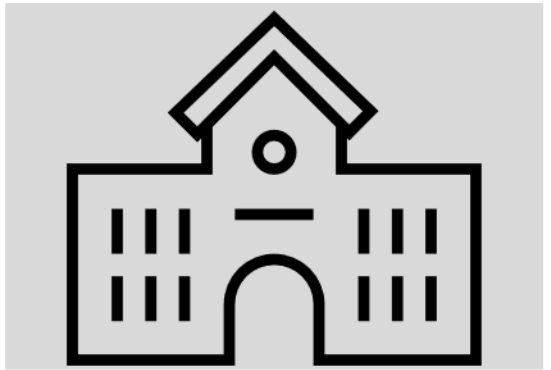
Ever-present barriers left to the individual to address in isolation

Examples:
- Motivation
- Ageist attitudes
- Lack of self-esteem
- Fear of failure

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

The Four Pillars Theoretical Framework



Personal Motivation

Students' self-beliefs about academic capabilities play a vital role in their motivation to achieve.

Family Support

Decisions for non-traditional students to enter college programs are largely based on support from family.

Institutional Support

When institutional support is poorly provided, students are likely to quit, leave, or never enroll in courses.

Community Support

Being a part of a harmonious and welcoming community is integral to student success.

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 courses completed and on competency-based assessments; when students start with a base 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 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

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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 strengthening personal 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

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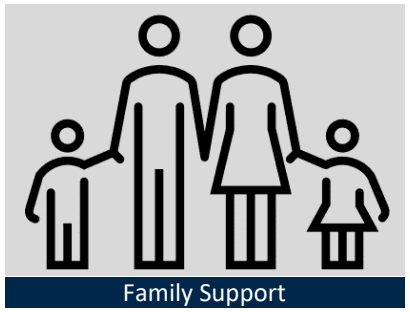


- Validate the **deep experiential and workplace-related learning** that non-traditional students bring to the classroom
- Construct a **family-friendly environment** to help parents support children in the form of libraries, study rooms, or even day-care facilities
- Host events that give family members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

- 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 specific to local industries
- Share resources with local government agencies to **promote overall welfare within the community**

Source: Supports for Nontraditional Students in Higher Education: A Summative content Analysis Using a Corpus-Based Approach

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 affordability 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 b**ased 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

Allow for Competency-Based Remedial Programs

Practices:

- **Remove barriers** to competency-based education for remedial coursework and development
- **Establish programs** tailored to students' needs that allow students to progress quickly through courses

Goal:

- Ensure students have **the skills necessary** to be successful at the college level

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 **125% of 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

QUOTE: "The varied life circumstances of non-traditional students mean that they may not follow a typical enrollment pattern."

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 the later semesters of their education
- Experiment with offering students **small "bonuses"** for attaining different milestones along their educational journey
  - Students who complete X credits could receive a **one-time award** of $XXX
  - **Assign** students to different experimental groups and **study how students respond** to being awarded different amounts at different momentum points

Goals:

- Incentivize non-traditional students to **diligently complete their 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 access to FAFSA and altering 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

Best practices for the federal government are provided for information purposes only.

Experiment with Emergency Fund for Non-Traditional Pell Grand 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

Cicero

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

Appendix

Frequency Analysis: all the survey responses in aggregate

Cicero

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

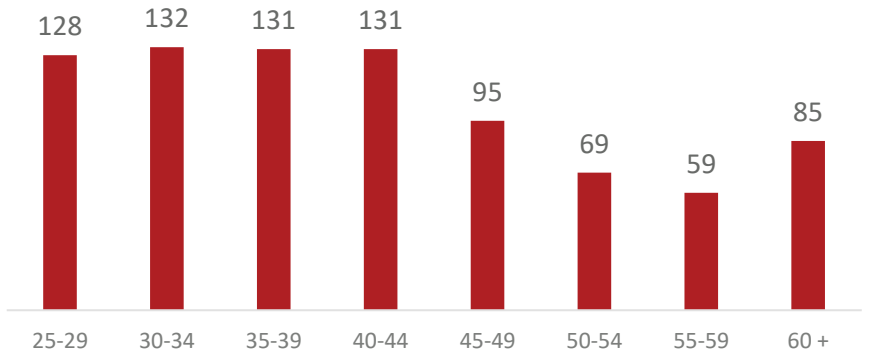
830 *total*

survey completes

Levels of Education Including…

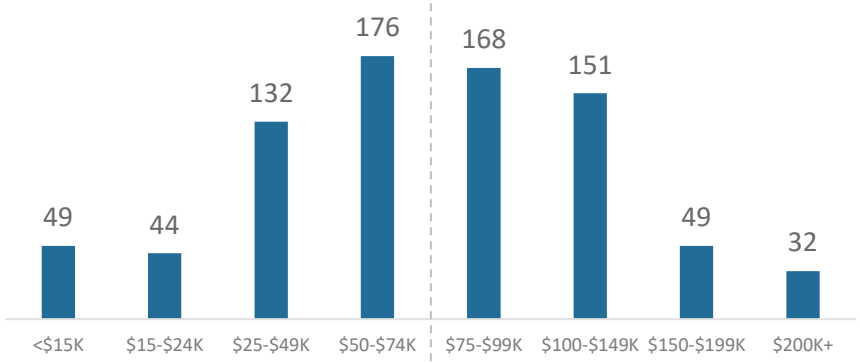
- *High School Diploma or GED (65)*
- *Some College, but No Degree (165)*
- *Started a Vocational / Technical / Skill-Based Certificate, but Never Finished (22)*
- *Vocational / Technical / Skill-Based Certificate or Diploma (79)*
- *Associates Degree (113)*
- *Bachelor's Degree (264)*
- *Master's Degree (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+***



Avg. Utah Income
$75K

Gender Identity

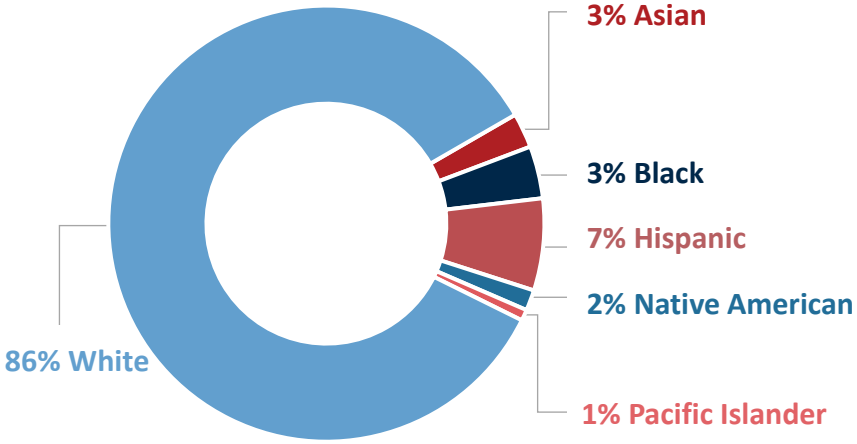
59% *Female*

40% *Male*

1% *Non-Binary*

Utah Gender Breakdown: 49.6% Female

Race



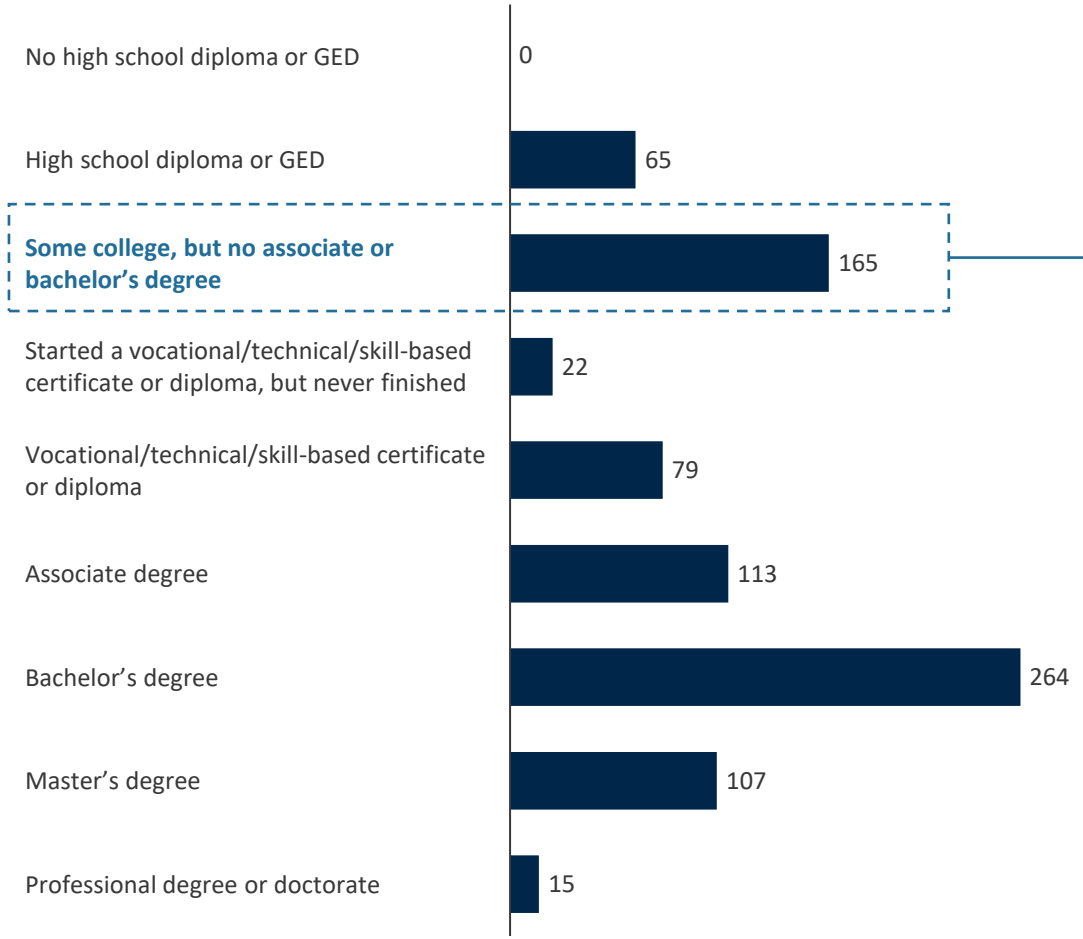
Utah White Population
90.6%

Q1 - What is your age category? N=830; Q2 - What is the highest level of school you have previously completed? N=830; Q37 - 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

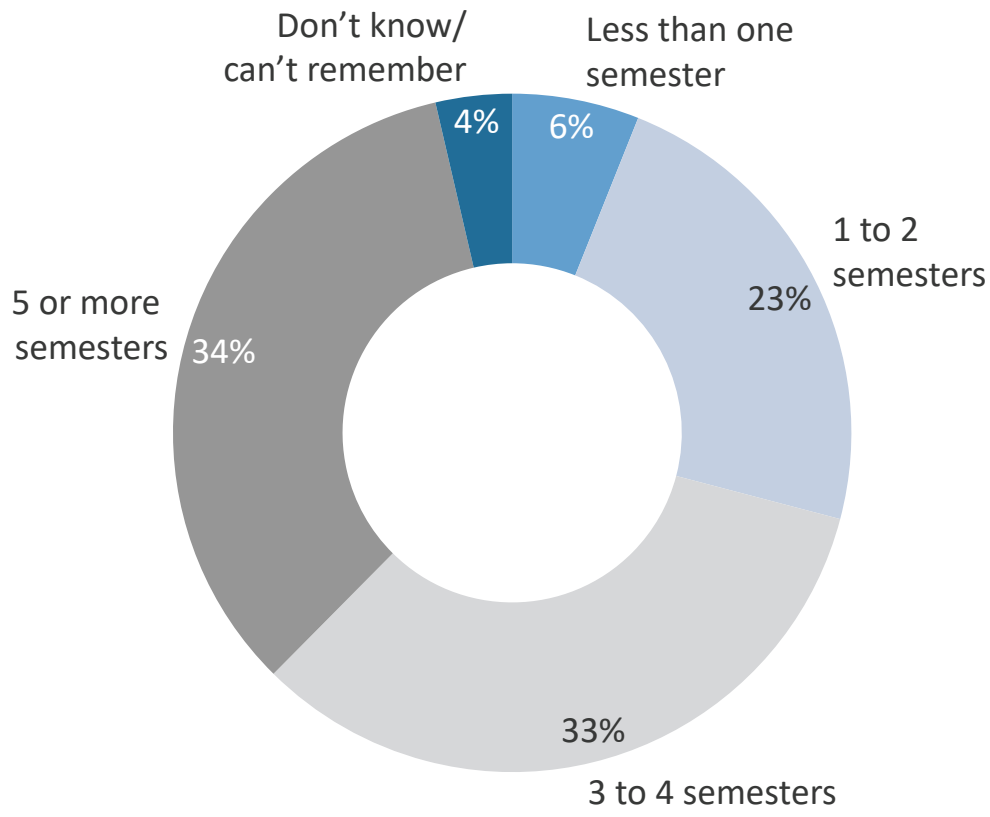
EDUCATION HISTORY| Highest Level of School Previously Completed

Highest level of school previously completed

N=830



Some college, but no associate or bachelor's degree:
Semesters of college previously completed N=165



Q2 - What is the highest level of school you have previously completed?
Q3 - About how many semesters of college have you already completed?

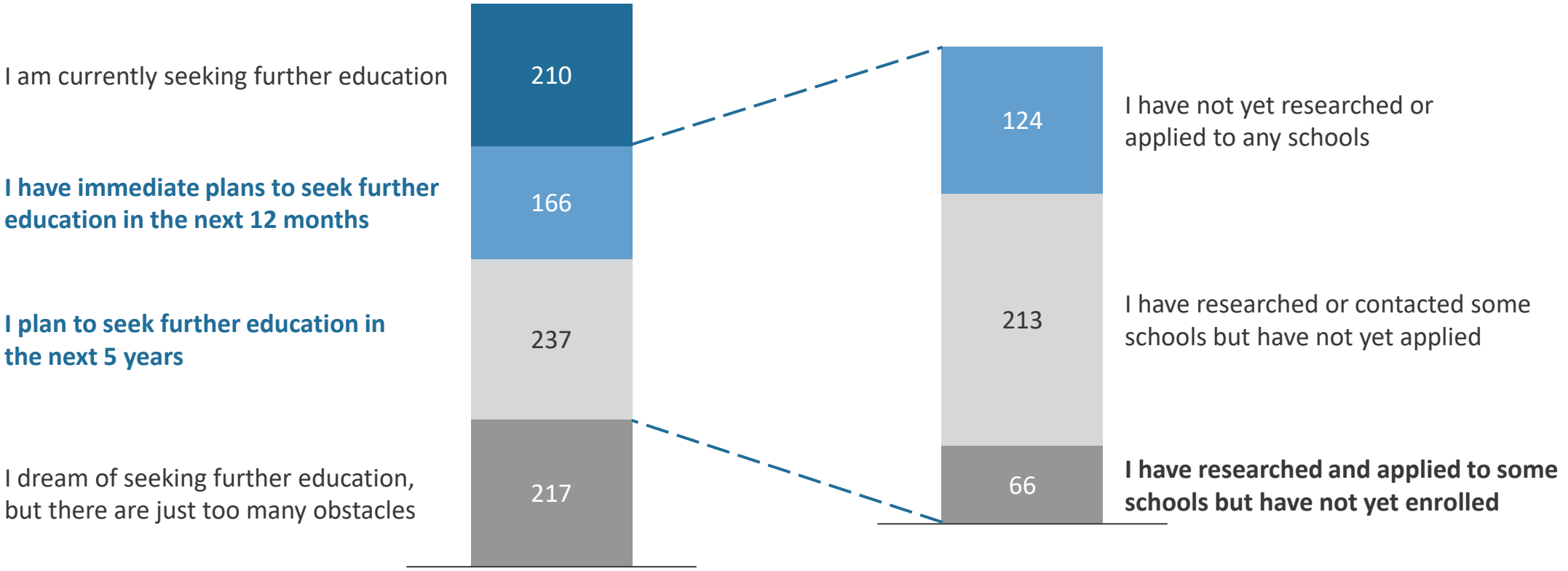
EDUCATION HISTORY| Personal Goals for Education

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

N=830

→ **Educational Plan Progress**

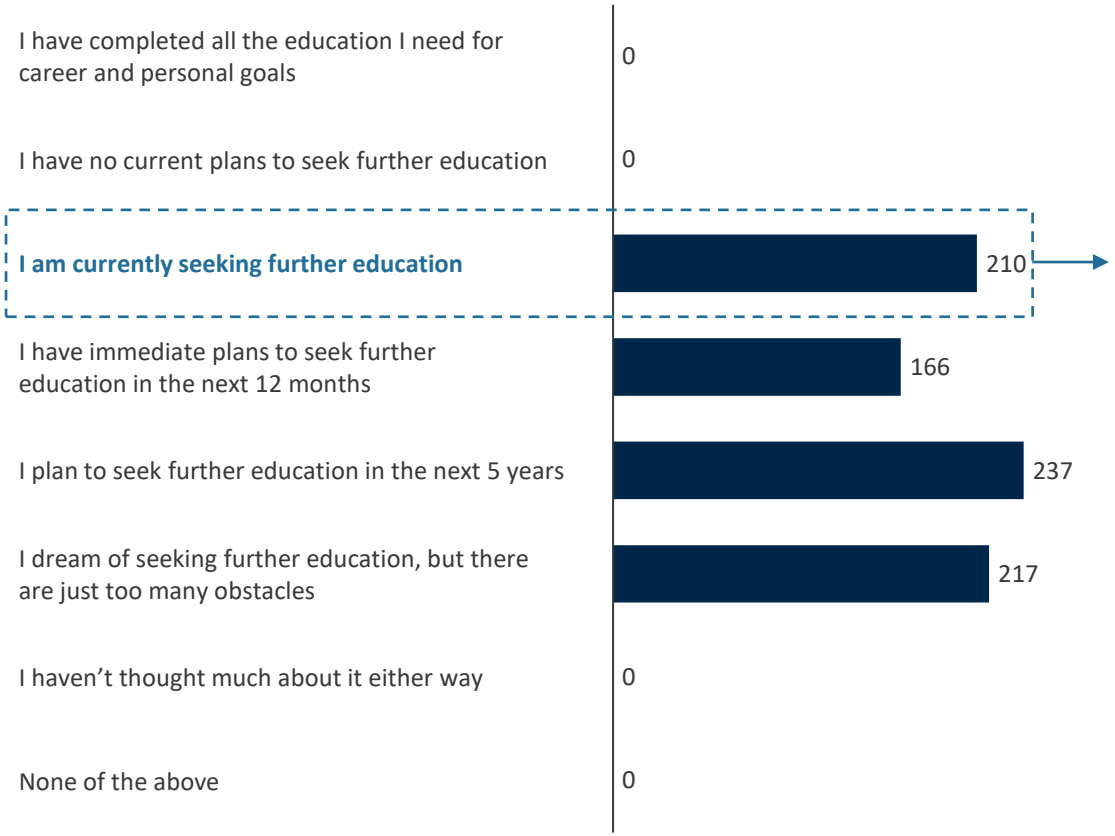
N=403



EDUCATION HISTORY| Personal Goals for Education

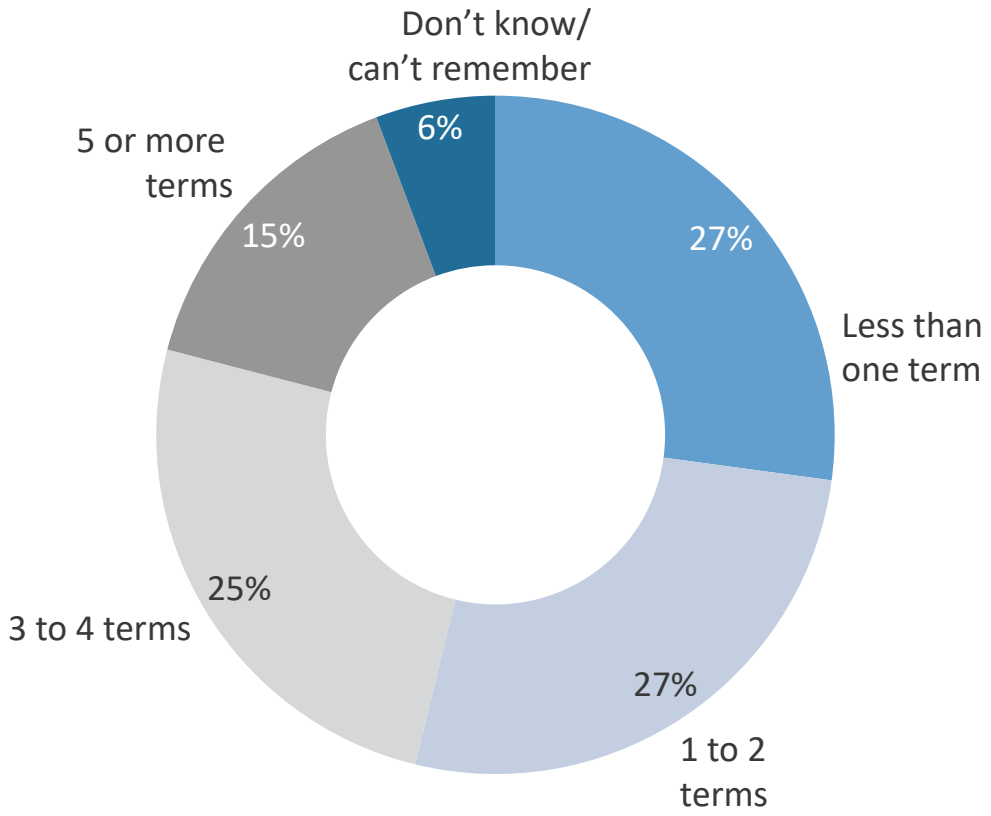
Personal goals for education (technical/vocational school, college, or university)

N=830



Current Program Completion Progress

N=210

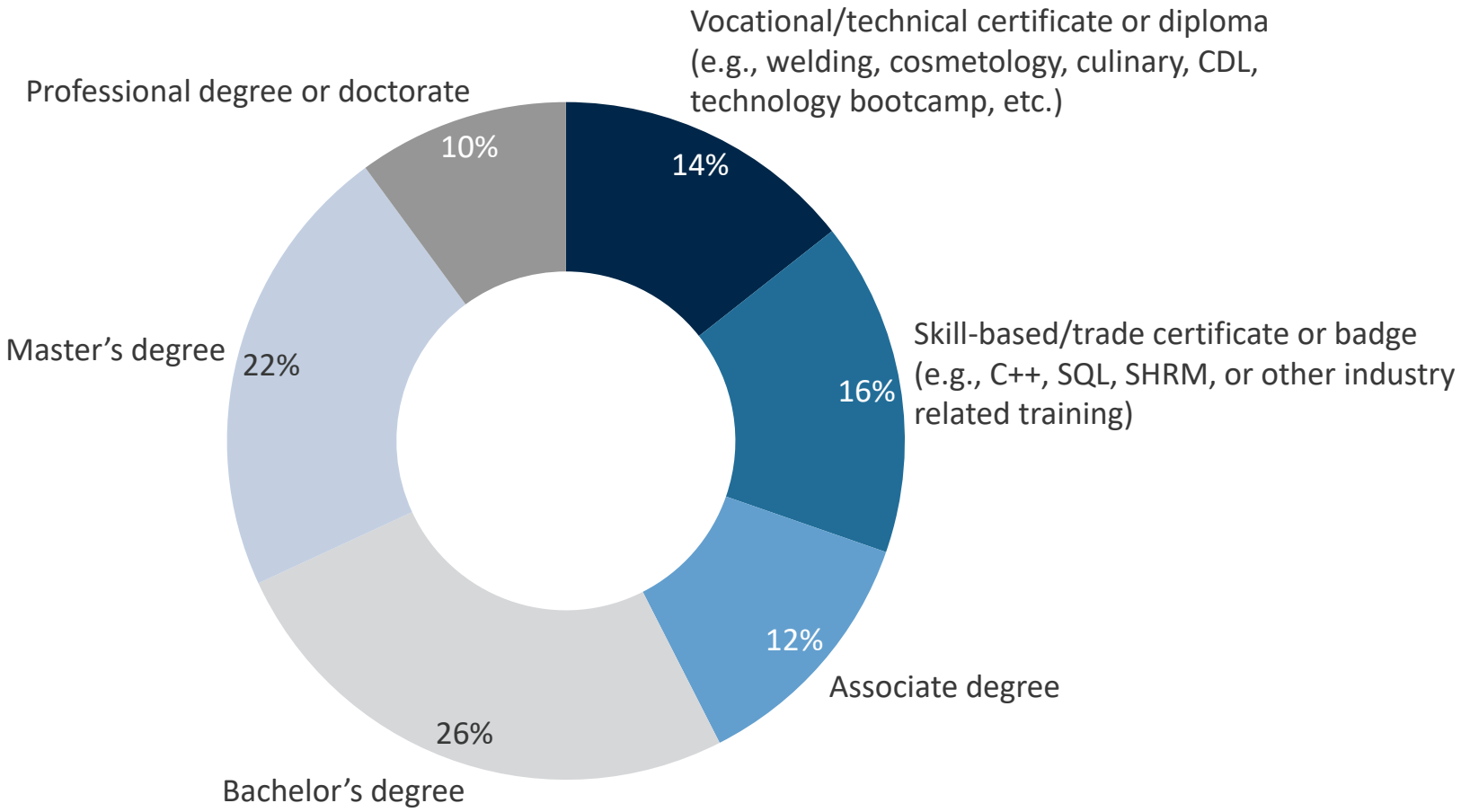


Q4 - Which of the following best describes your personal goals for education (technical/vocational school, college, or university)
Q5 - About how much of your program have you already completed?

EDUCATION HISTORY| Pursued Type of Education

Type of education or training certification considering or seeking

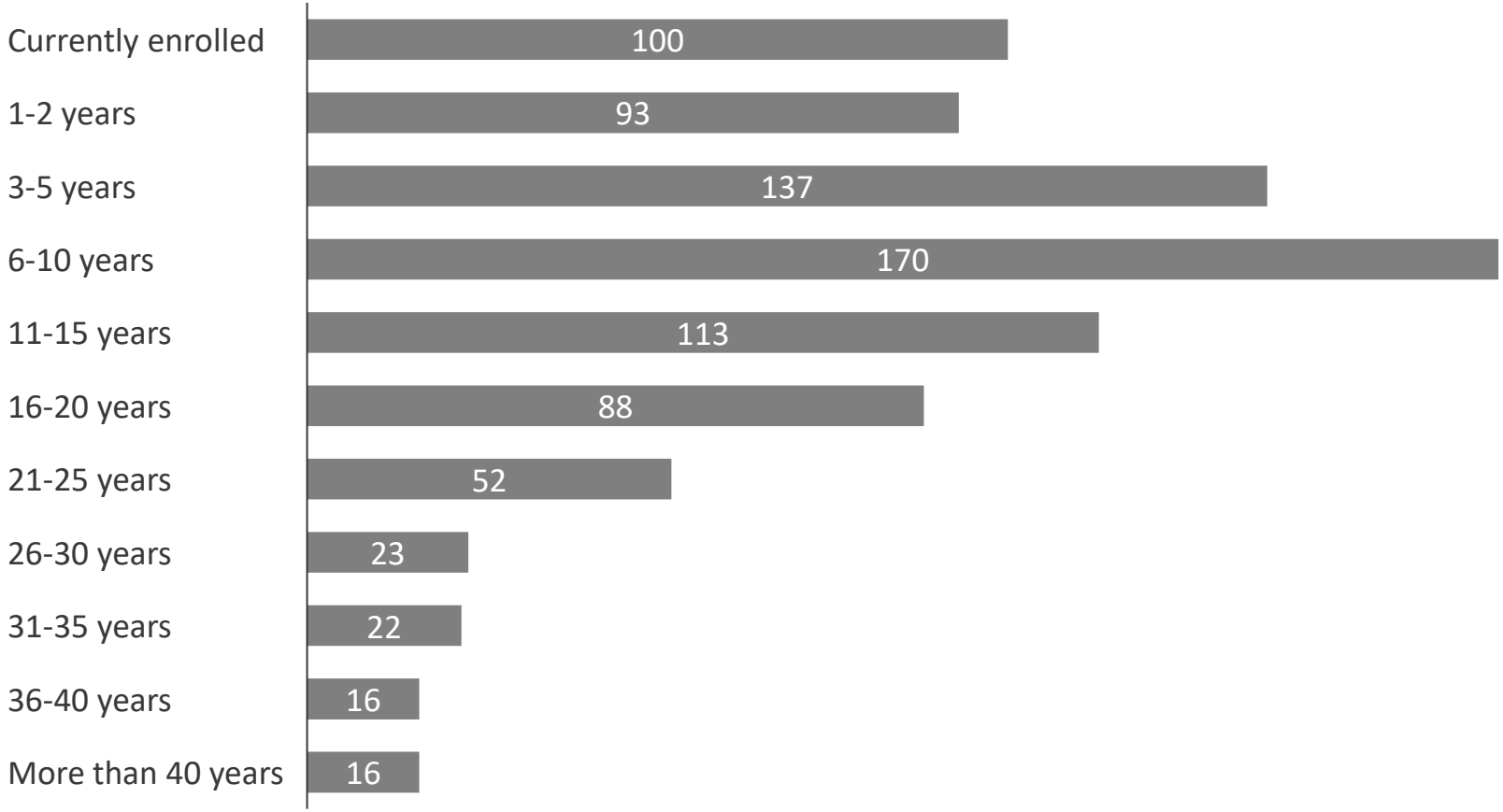
N=830



EDUCATION HISTORY| Length of Time Since Last Enrolled in Post-High School Education

Approximate time since enrollment in post high school education

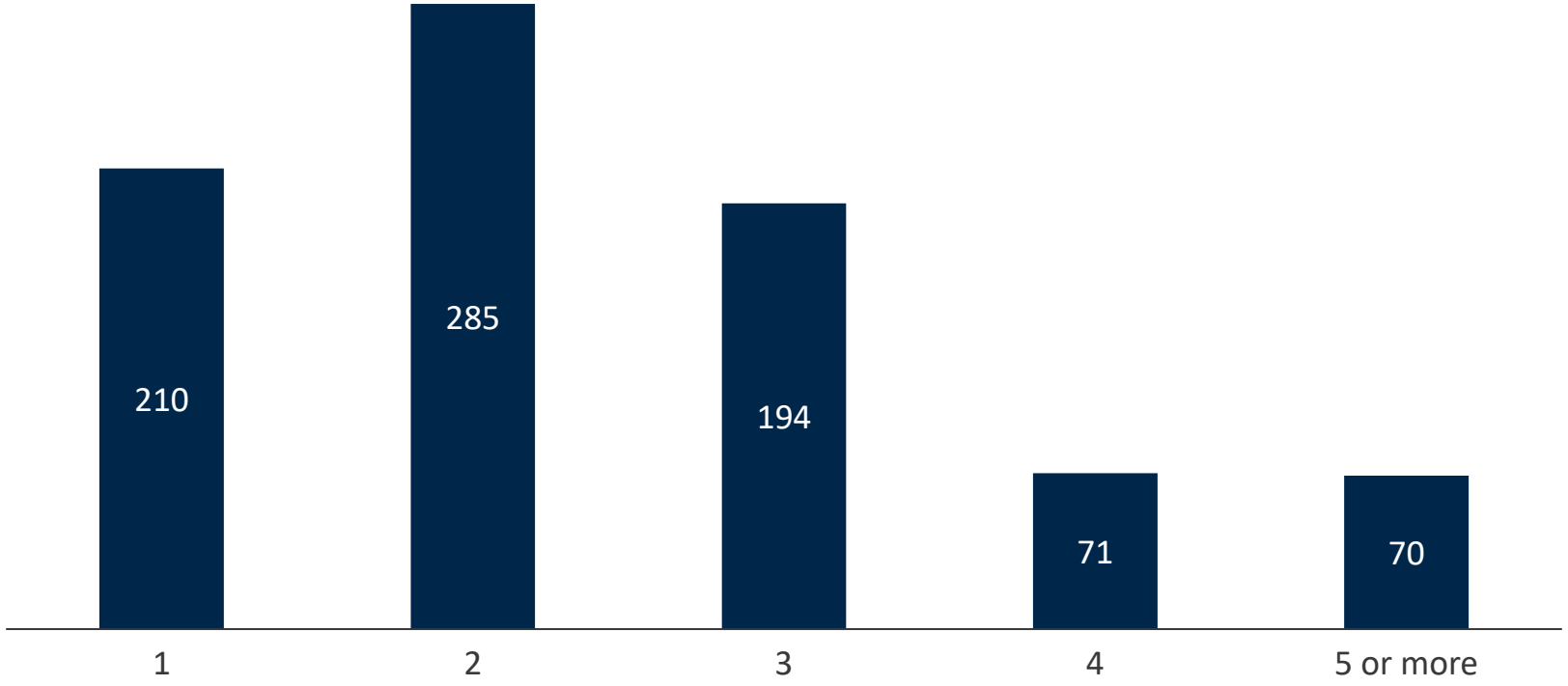
N=830



EDUCATION HISTORY| Number of Attempts to Enroll in School

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

N=830

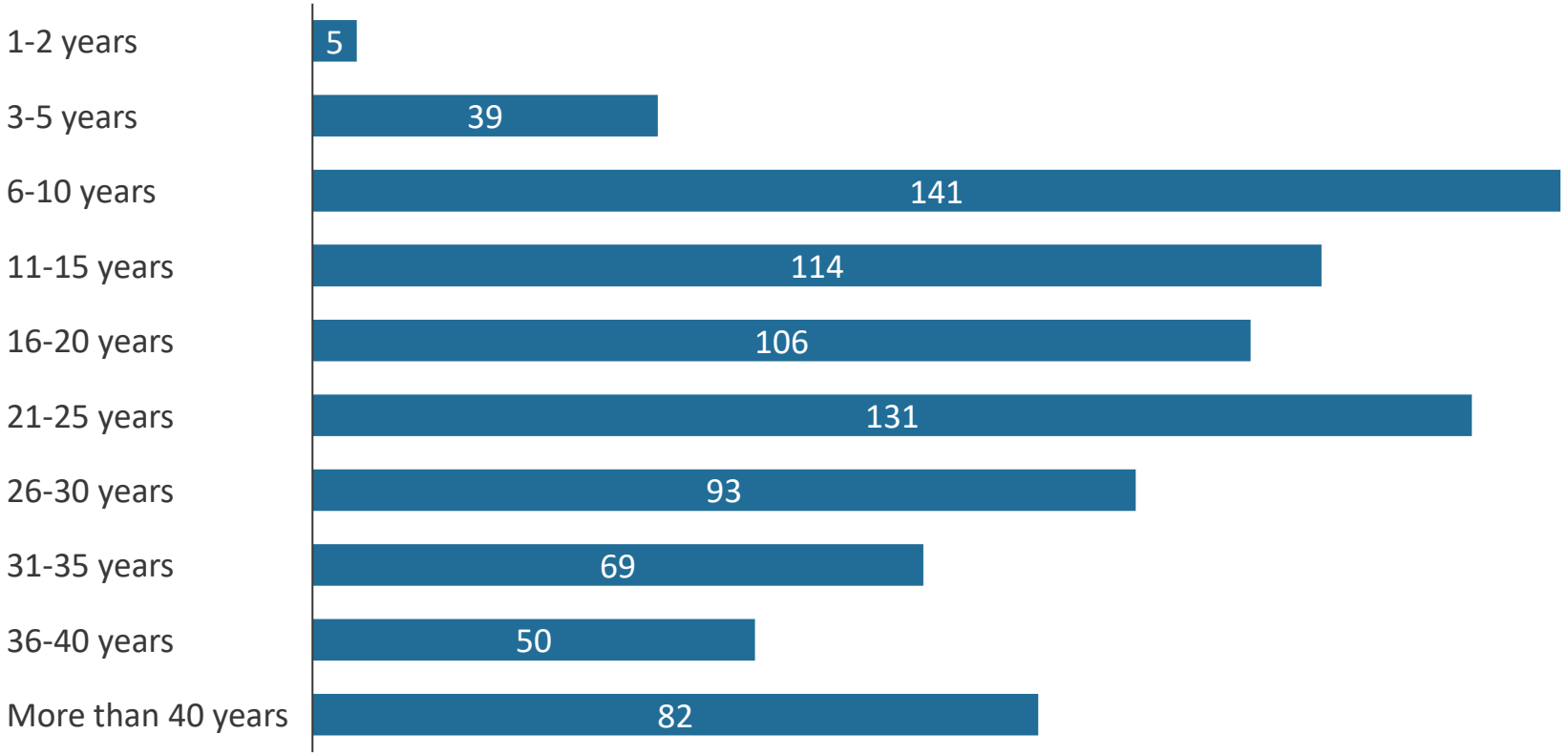


Q8 - Since completing high school, how many different times have you enrolled in school (either at different schools, or at the same school at different times) to seek additional education or training?

EDUCATION HISTORY| Length of Time Since High School or GED Completion

Approximate time since completing high school or GED

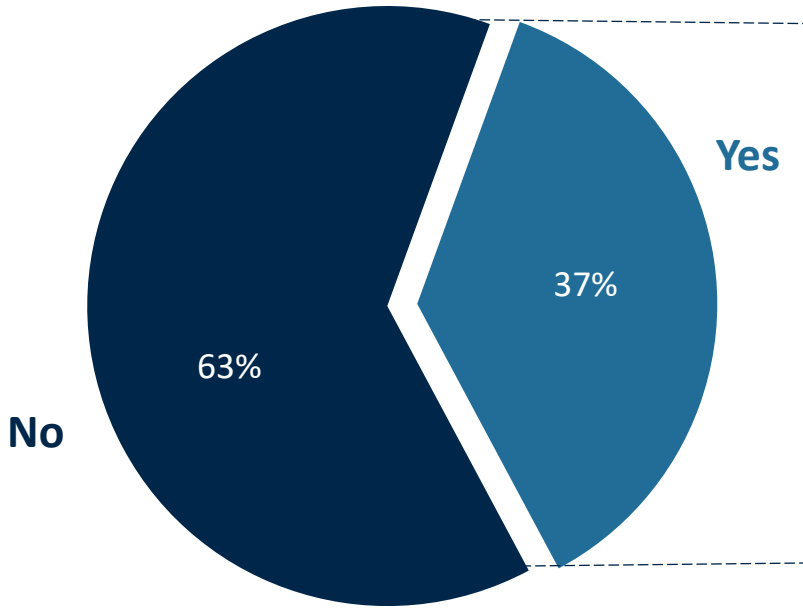
N=830



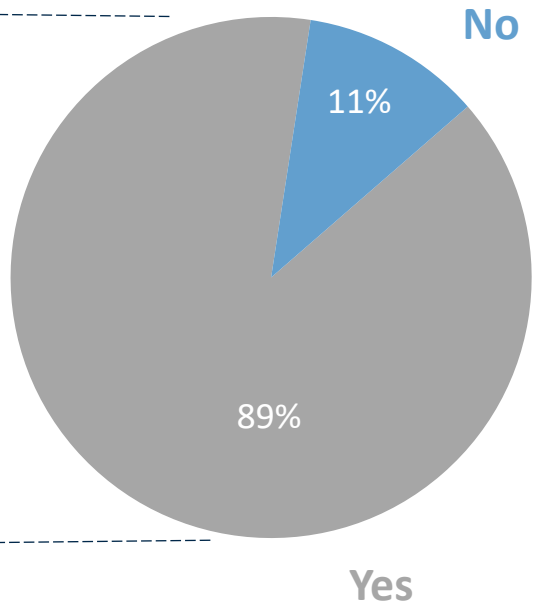
Q9 - About how long has it been since you completed high school or GED?

EDUCATION HISTORY| Participation in Military, Religious, & Humanitarian Service Under Age 25

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=304

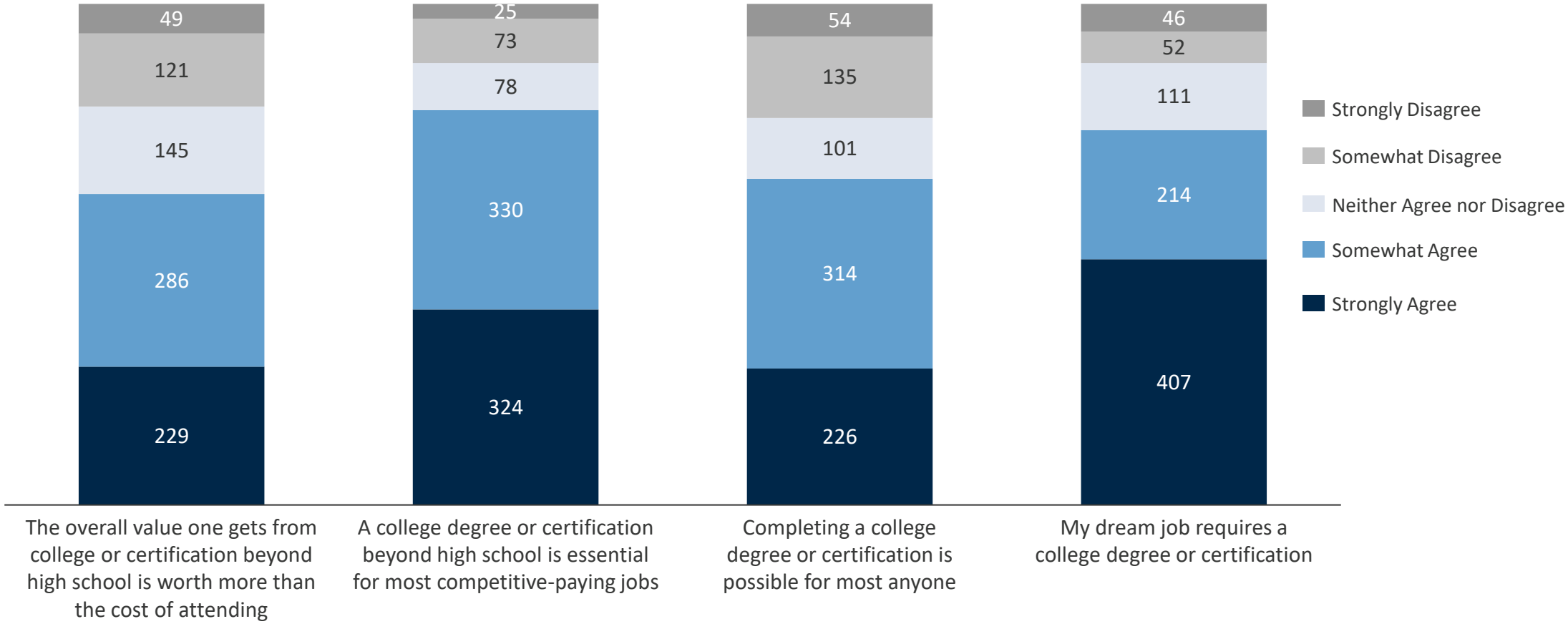


Q10 - Between high school and the age of 25 did you participate for any period of time in full-time military, religious, or humanitarian service ?
Q11 - Have you tried to enroll at a school for additional education after completing your religious, military, or humanitarian service ?

MOTIVATIONS| Valuing Higher Education

Perceptions on the value and importance of college

N=830

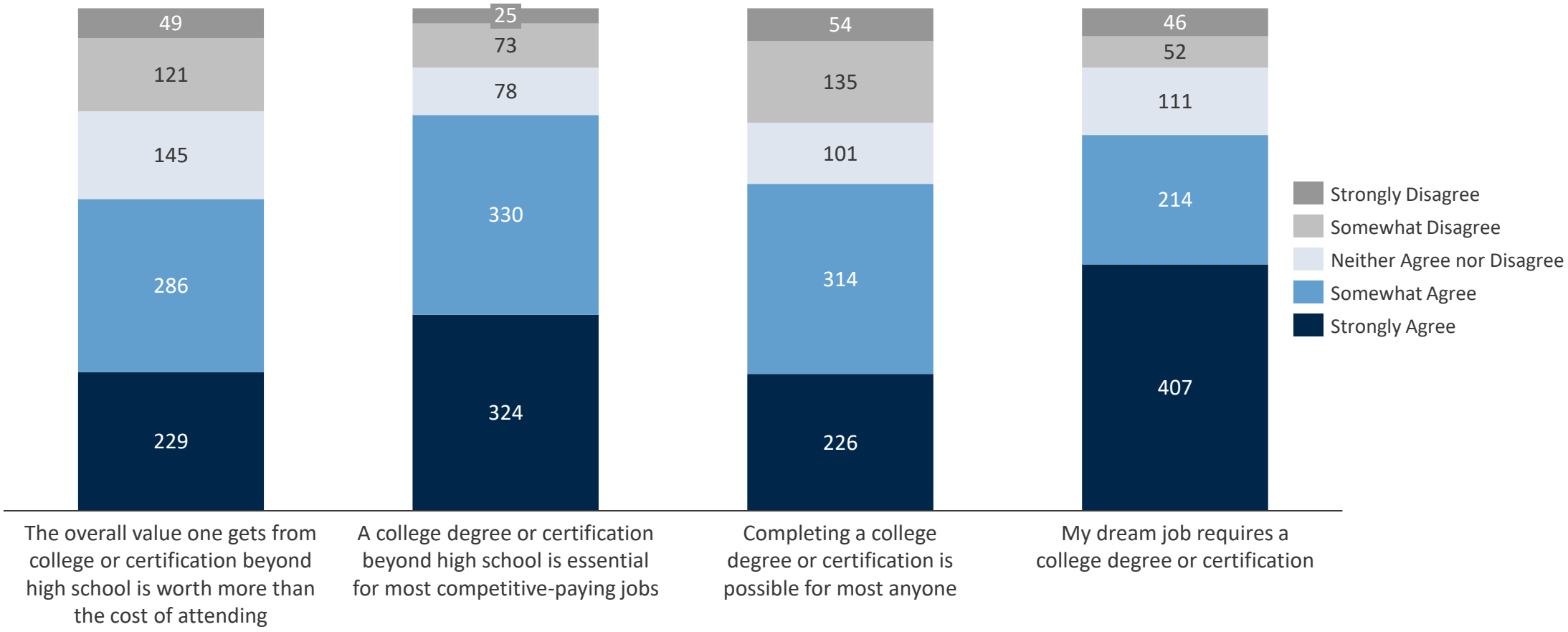


Q12 - To what extent do you agree or disagree with the following statements regarding higher education?

MOTIVATIONS| Valuing Higher Education

Perceptions on the value and importance of college

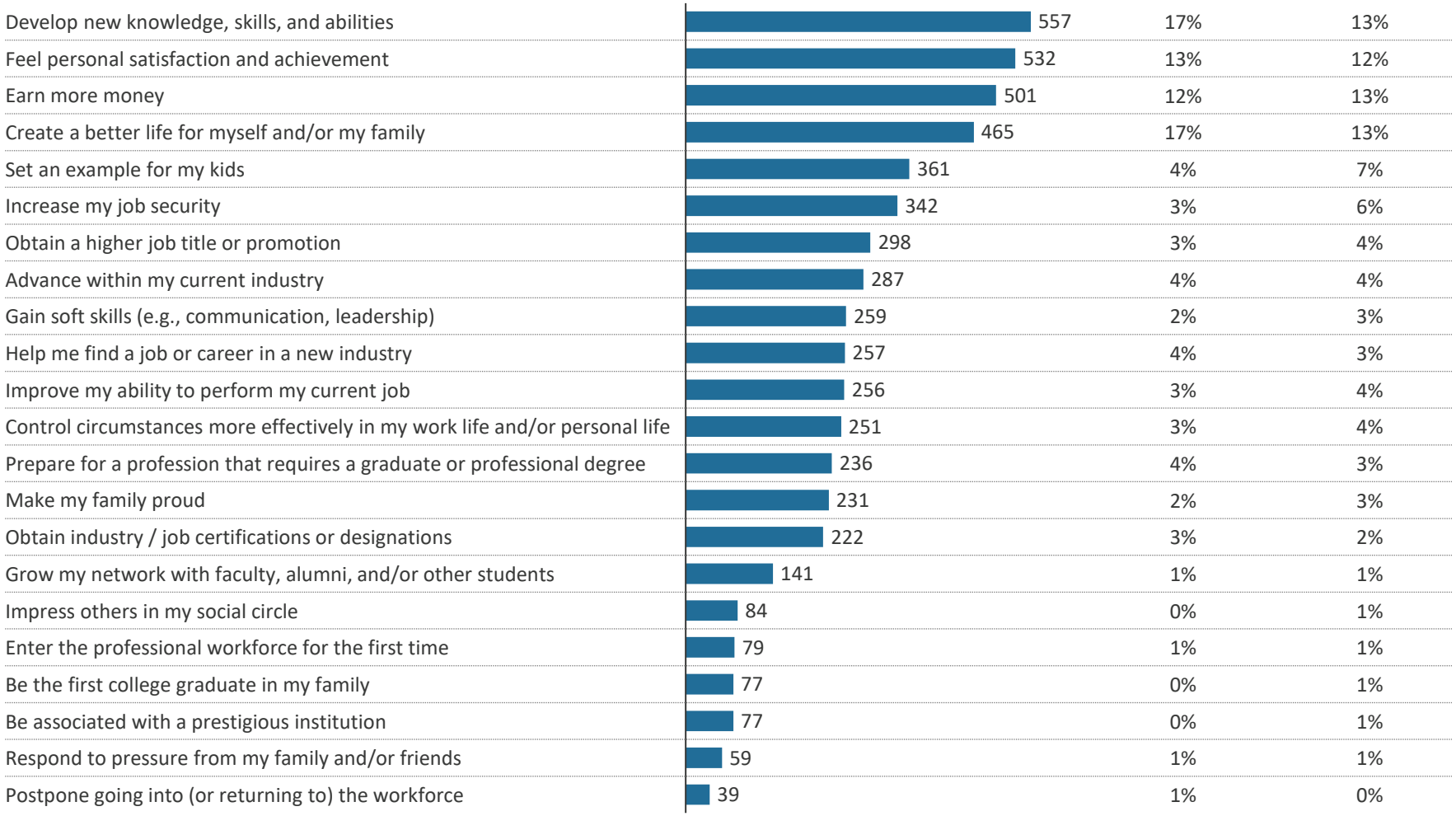
N=830



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



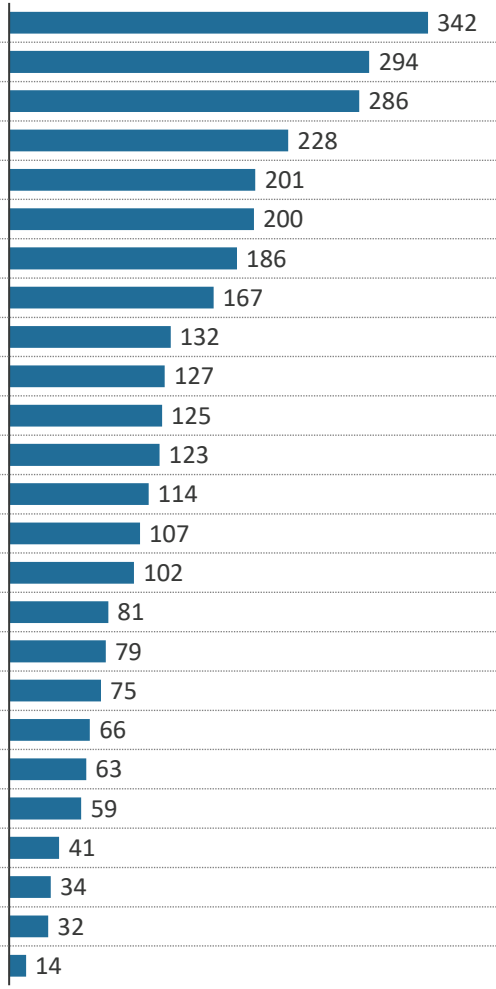
	Most Important	2nd Most Important

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



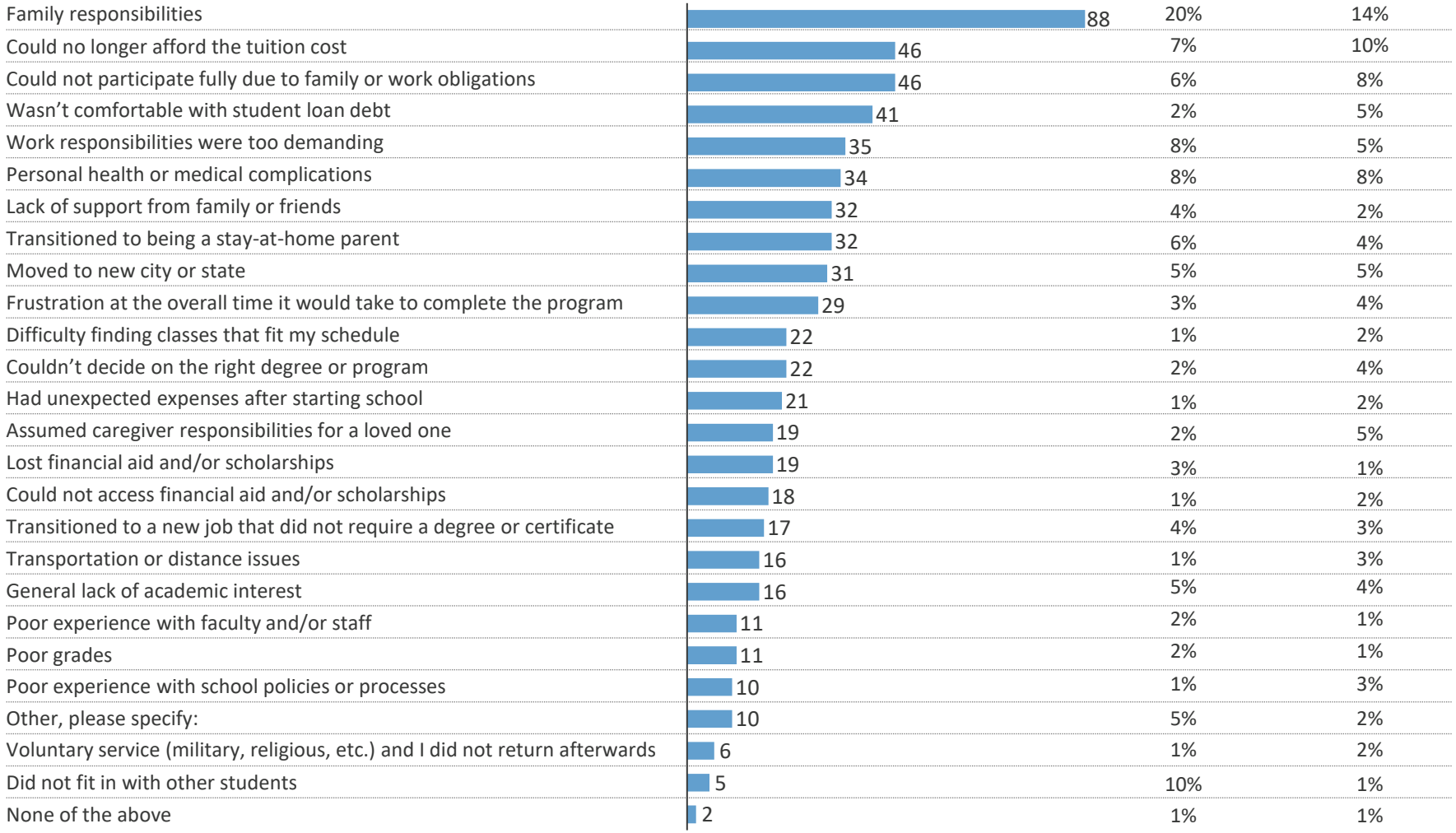
		Most Important	2nd Most Important
Don't know how I will pay for it	342	19%	12%
Nervous about the time commitment	294	8%	9%
Unable to find the time because of personal or family commitments	286	13%	10%
Unable to find the time because of work commitments	228	7%	7%
Frustration at the overall time it will take to complete a degree	201	4%	5%
Private insecurities: "will I be able to handle the rigor of college work?"	200	4%	5%
Not sure how to access financial aid, grants, and scholarships	186	3%	4%
Do not want to disrupt current employment	167	4%	5%
Unsure what I want to do/be	132	4%	3%
Personal health or medical complications	127	4%	5%
Do not know where to even start in the process	125	2%	3%
Comfortable with overall financial situation	123	3%	4%
Not sure which school or schools to consider	114	2%	2%
Concerned about learning online	107	1%	2%
Concerned about having to take/pass a standardized admission test	102	2%	2%
Have poor or inadequate grades from the past	81	1%	2%
Bad experience with school previously	79	1%	1%
Transportation or distance issues	75	2%	2%
Concerned about learning in-person	66	2%	2%
Lack of support from family or friends	63	1%	2%
Work does not require it for promotion	59	1%	1%
Other, please specify:	41	3%	2%
None of the above	34	4%	4%
English is not my primary language	32	1%	1%
Worried that classes will be too challenging	14	2%	3%

Q15 - Which of the following factors, if any, are concerns or challenges for you personally , relative to your personal educational journey?
Q16 - Which of the following from the items you previously selected is the SINGLE MOST impactful challenge relative to your educational journey?
Q16a - Which of the following from the items you previously selected is the SECOND MOST impactful challenge relative to your educational journey?

BARRIERS| Obstructing Factors

Obstructing factors from finishing an already started program

N=187



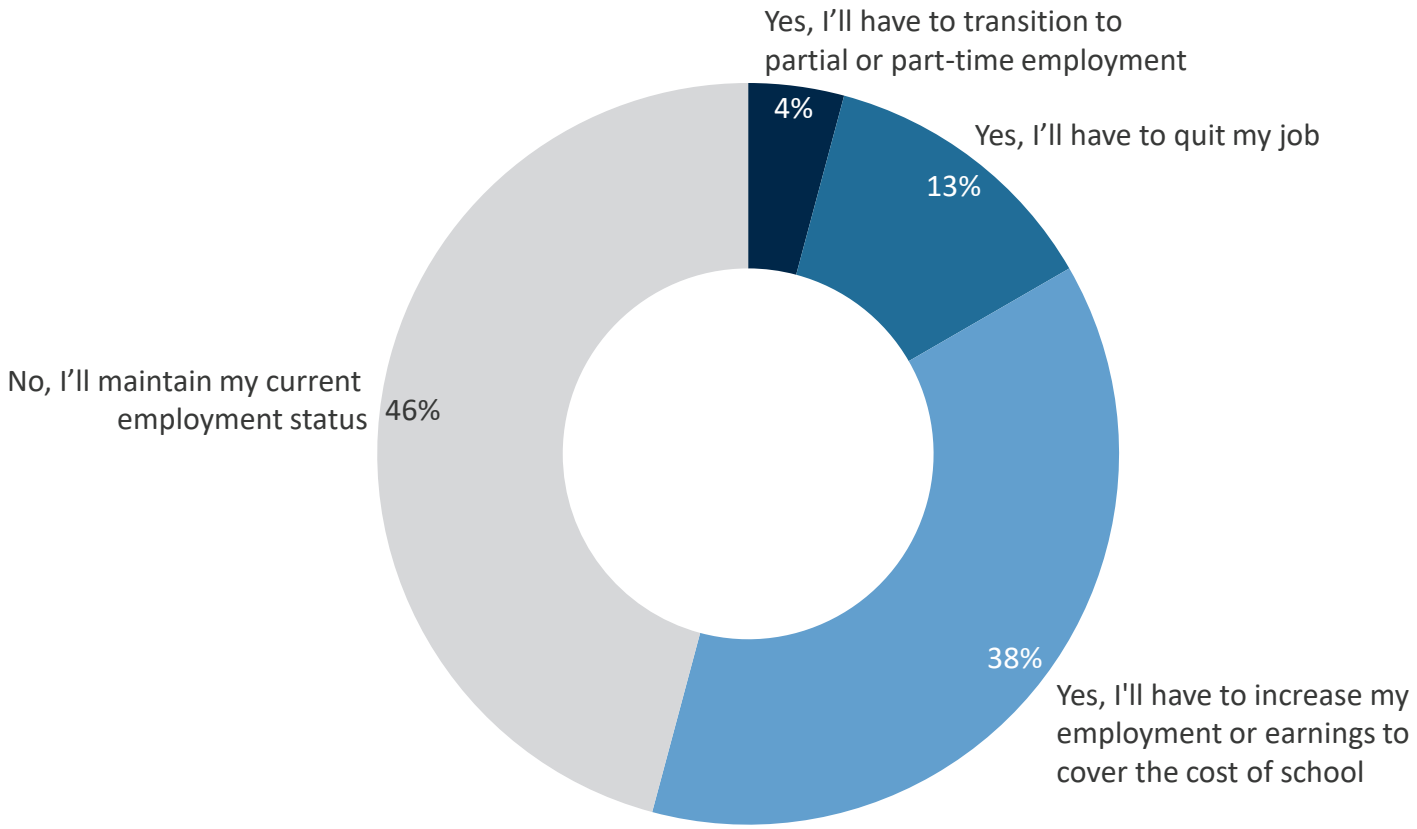
	Most Important	2nd Most Important

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 professional certificate?
Q18a - Which of the following from the items you previously selected was the SECOND MOST influential in keeping you from completing your degree or professional certificate?

BARRIERS| Impact to Employment Status

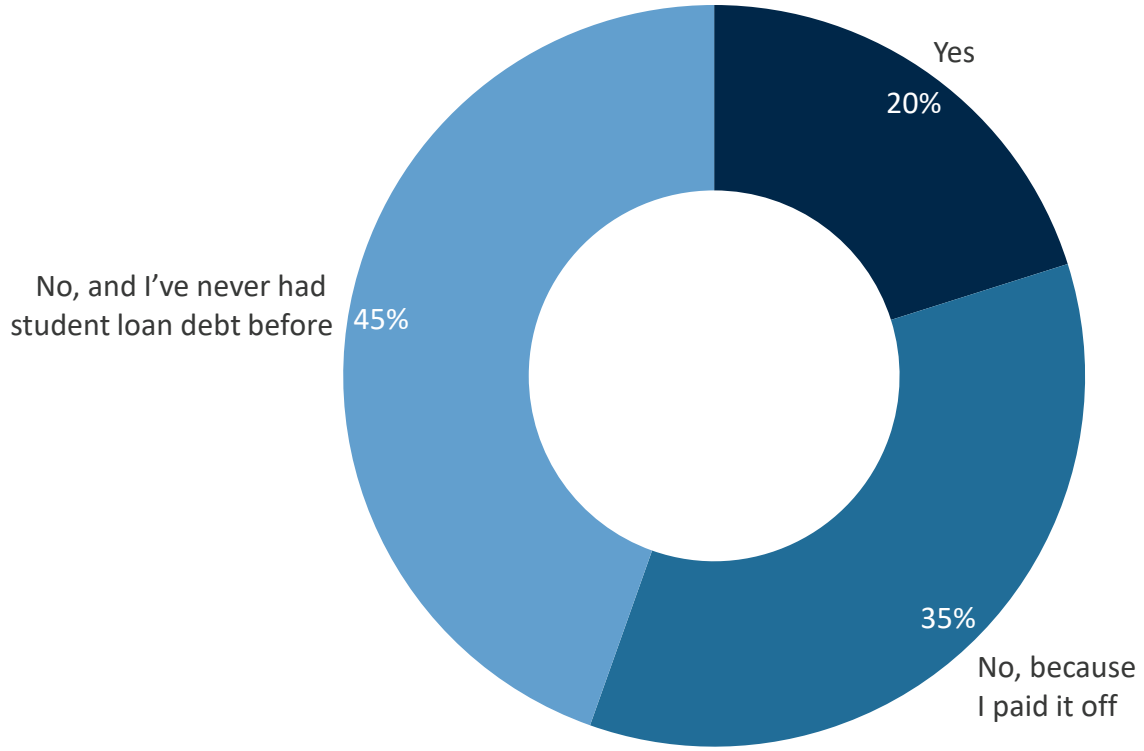
Impact of returning to school on employment status

N=29



BARRIERS| Outstanding Student Debt

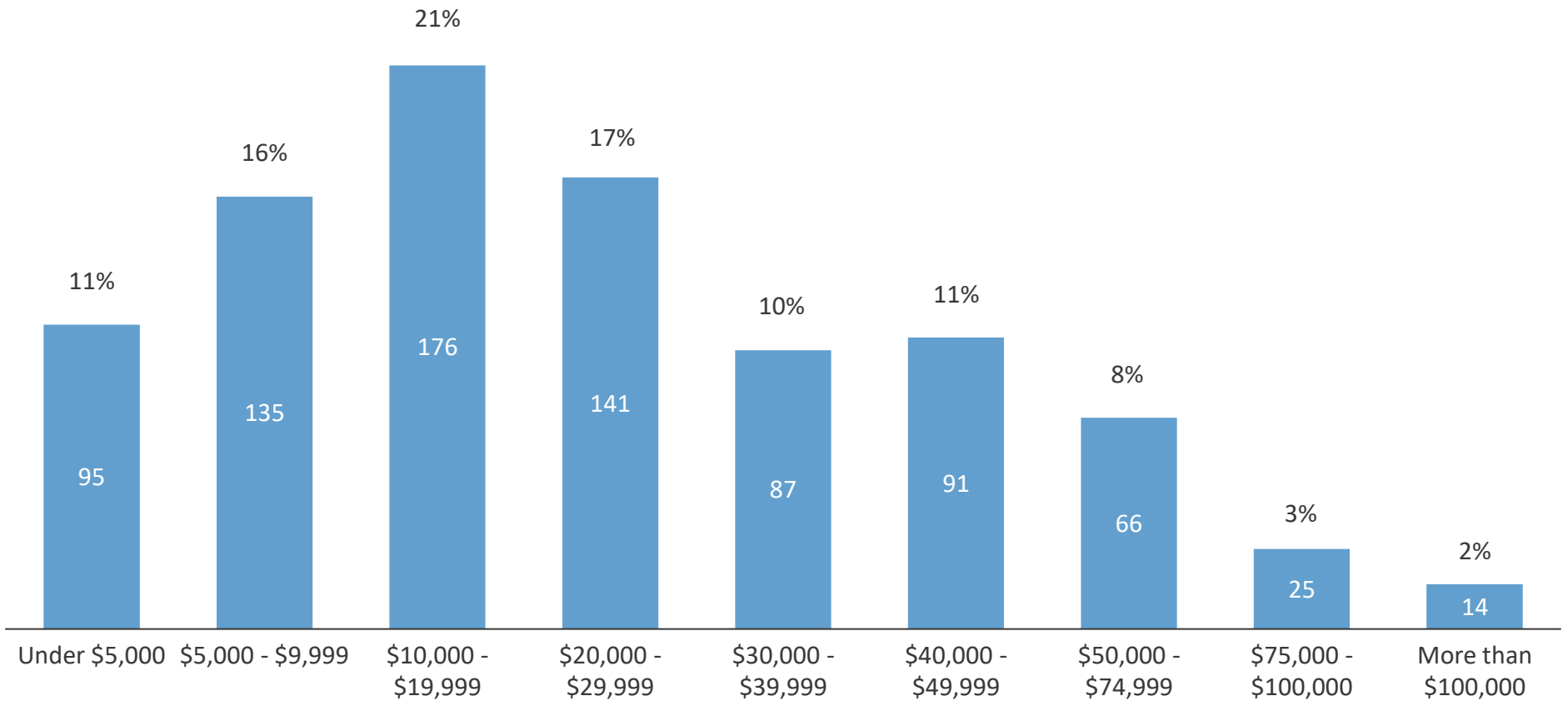
Amount of outstanding student loan debt originating from past education efforts N=810



Q28 - Do you have any outstanding student loan debt originating from past education efforts?

BARRIERS| Cost to Complete Certificate or Degree

Anticipated cost to complete the specific sought-after certificate or degree N=830



Q29 - About how much do you anticipate it will cost to complete the specific certificate or degree you will seek?

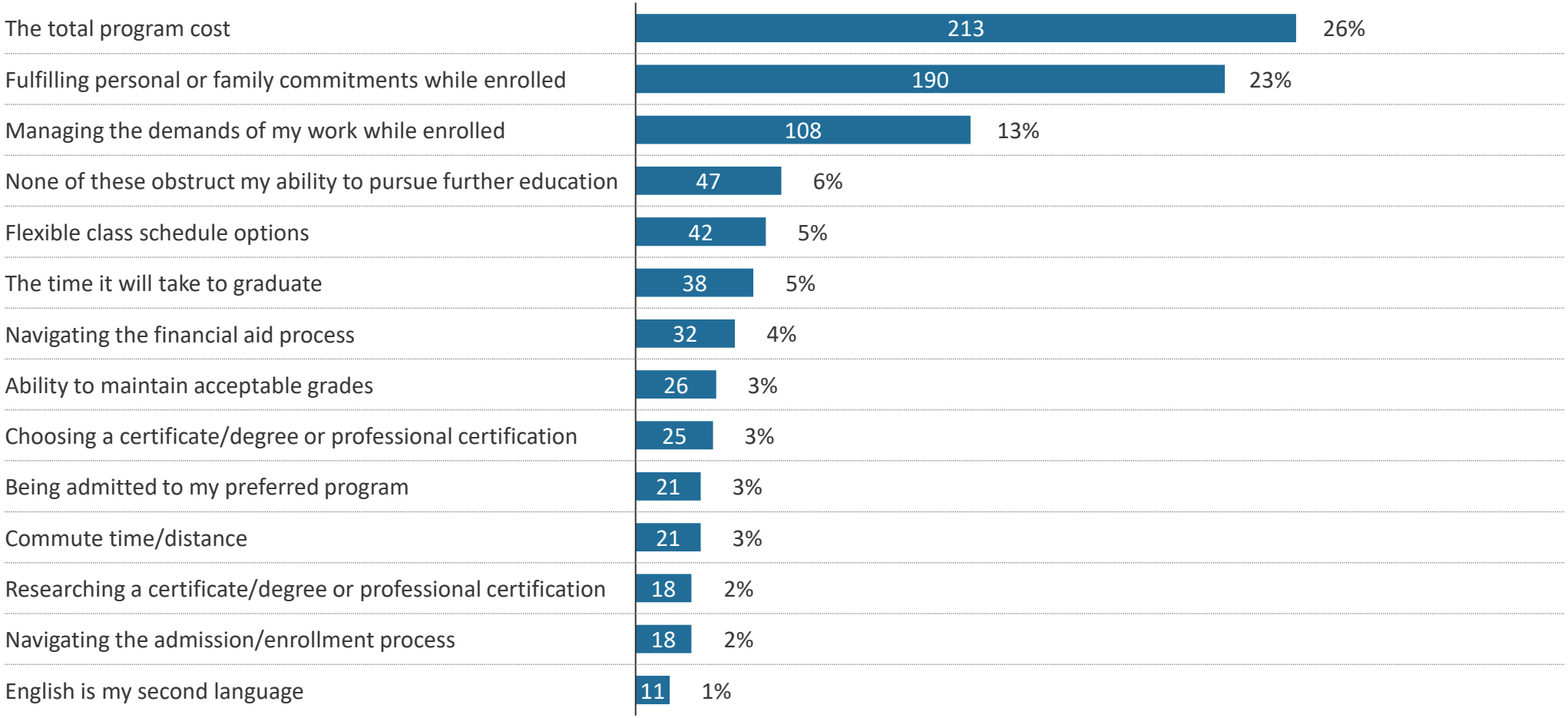
BARRIERS| Degree of Obstruction

	Impact on Obstructing Ability to Further Education (N=810)			
	Significant	**Some**	**Modest**	**None**
Knowing what is the right program for me to seek	7%	17%	36%	40%
Navigating the admission/enrollment process	4%	12%	37%	46%
Being admitted to my preferred program	5%	13%	38%	44%
The total program cost	27%	26%	30%	17%
Navigating the financial aid process	11%	19%	33%	36%
The time it will take to graduate	10%	22%	40%	28%
Ability to maintain acceptable grades	4%	13%	38%	46%
Flexible class schedule options	8%	18%	41%	32%
Managing the demands of my work while enrolled	17%	23%	35%	25%
Fulfilling personal or family commitments while enrolled	19%	27%	34%	20%
Commute time/distance	6%	15%	34%	46%
English is not my primary language	2%	6%	7%	84%

Q30 - To what degree do the following obstruct your pursuit of further education?

Obstructing factors of pursuing further education

N=830

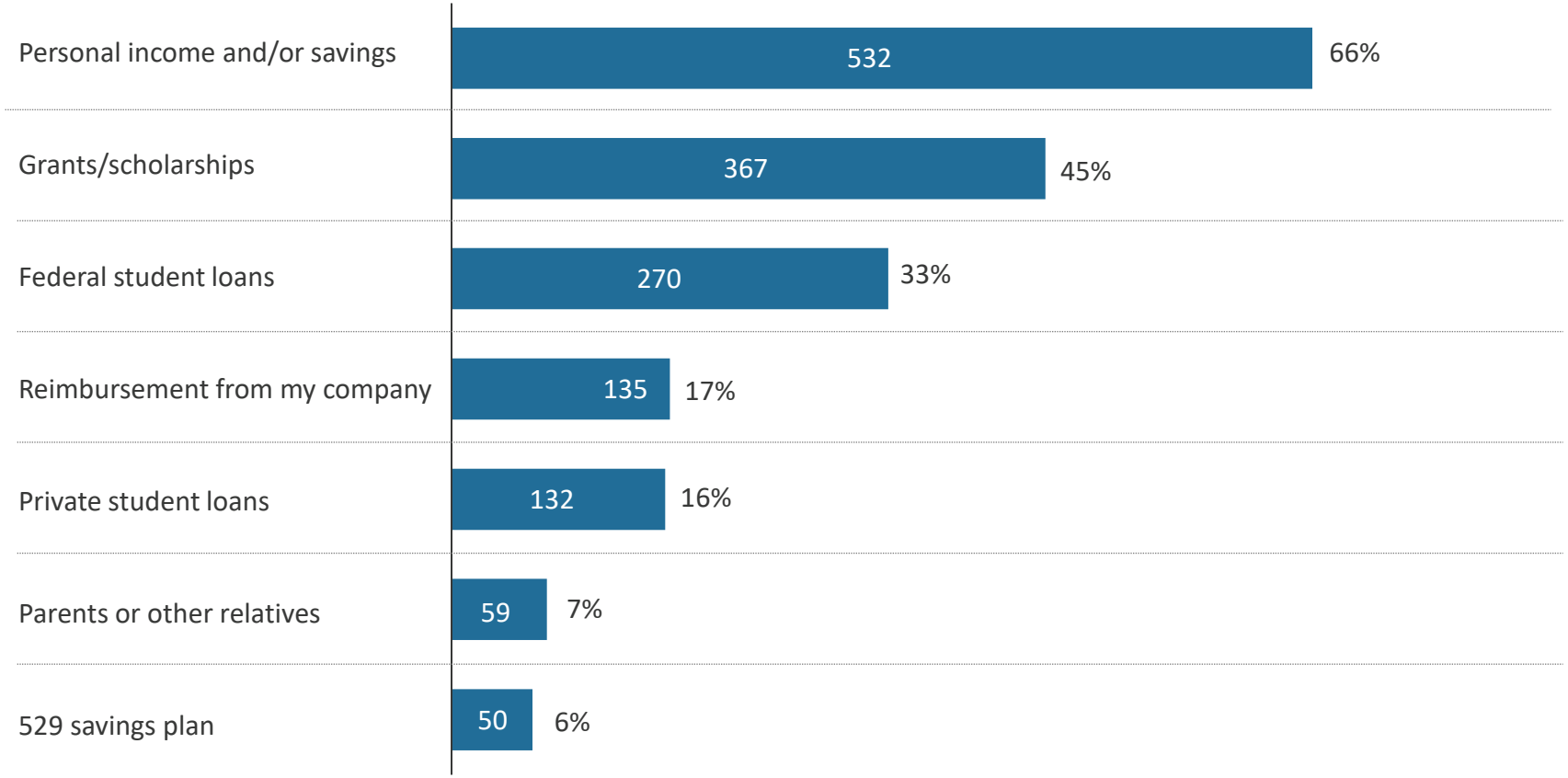


BARRIERS| Confidence in Overcoming Obstacles

	Confidence Level (N=810)			
	NOT Confident	**Unsure**	**Confident**	**Not an Obstacle**
The total program cost	14%	36%	33%	18%
Navigating the financial aid process	4%	21%	42%	33%
The time it will take to graduate	3%	22%	49%	26%
Ability to maintain acceptable grades	2%	15%	47%	35%
Flexible class schedule options	3%	20%	47%	30%
Identifying and enrolling in courses I need	2%	11%	50%	37%
Navigating school policies and requirements	2%	9%	37%	52%
Managing the demands of my work while enrolled	6%	27%	43%	23%
Fulfilling personal or family commitments while enrolled	7%	30%	46%	17%
Solving issues as they arise while being able to continue to attend school	3%	22%	56%	19%
Commute time/distance	3%	15%	38%	44%

Sources planned to use to pay for education

N=810

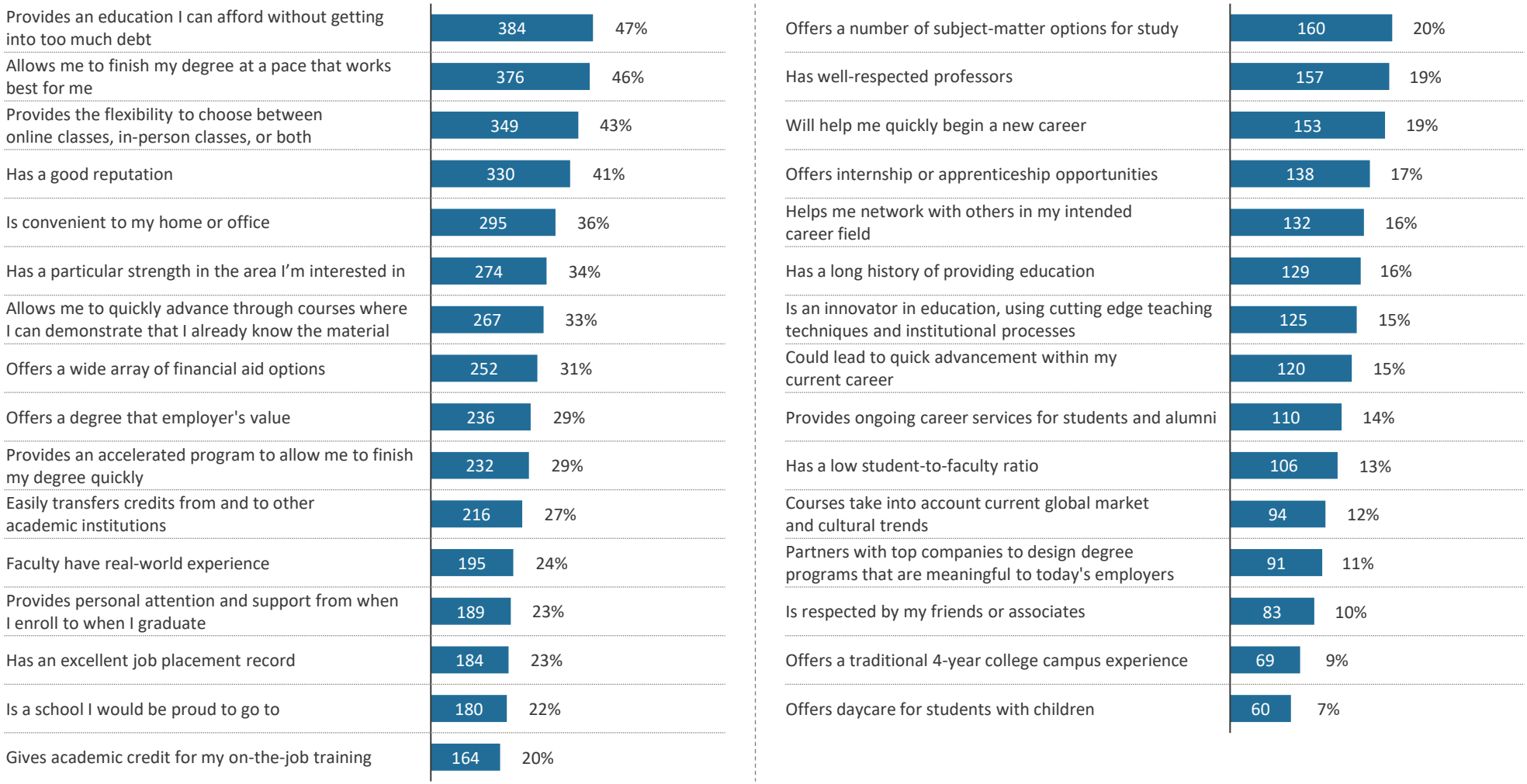


Q27 - Which of the following sources will you use to help pay for your education ?

SOLUTIONS| Important Factors when Choosing a School

Most significant factors when deciding on a school or program

N=810

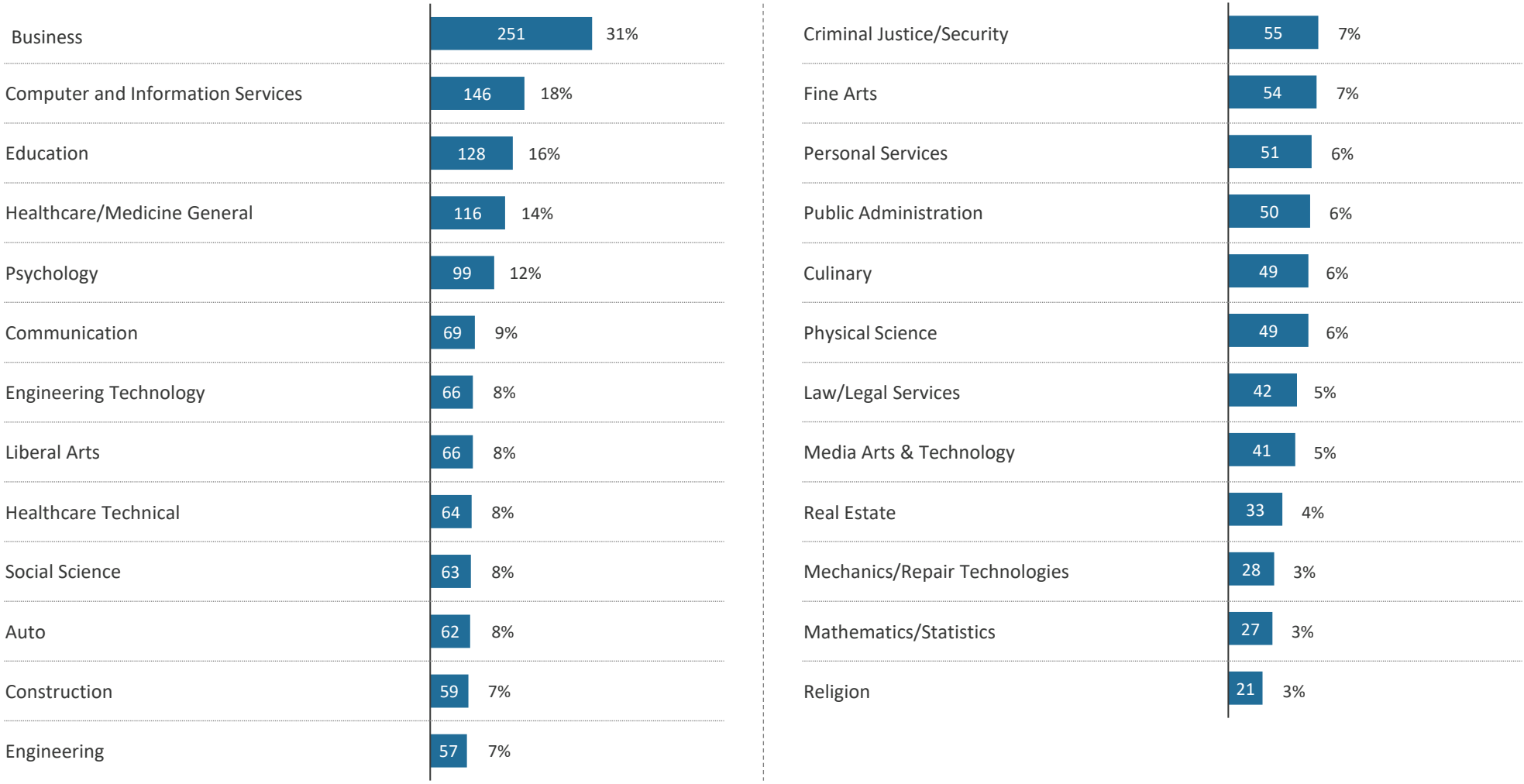


Q19 - What factors are most important to you when deciding on a school ?

SOLUTIONS| Sought After Degrees/ Certificates

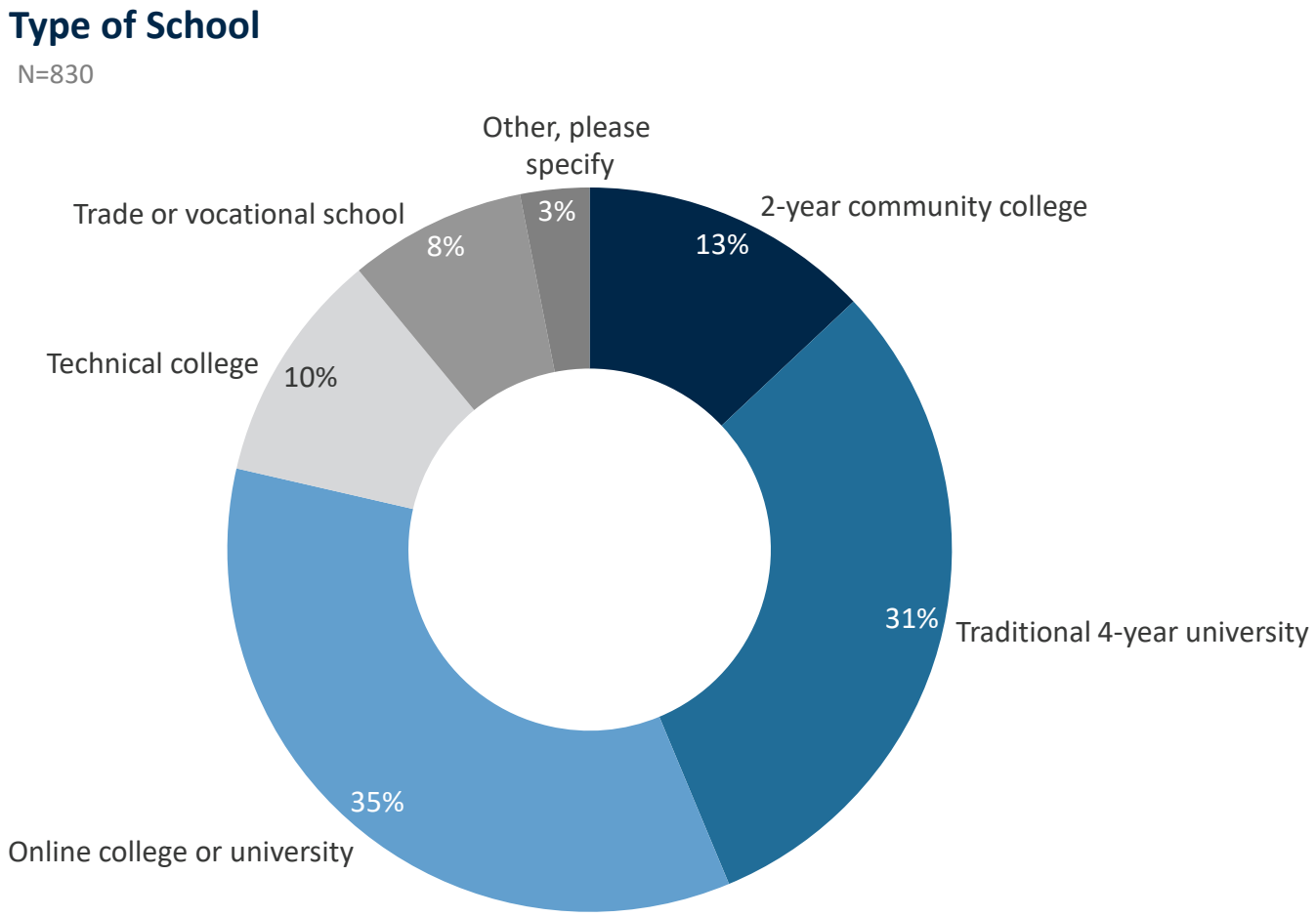
Type of educational areas

N=810



Q21 - Which of the following educational areas best describe the degree/certificate you seek ?

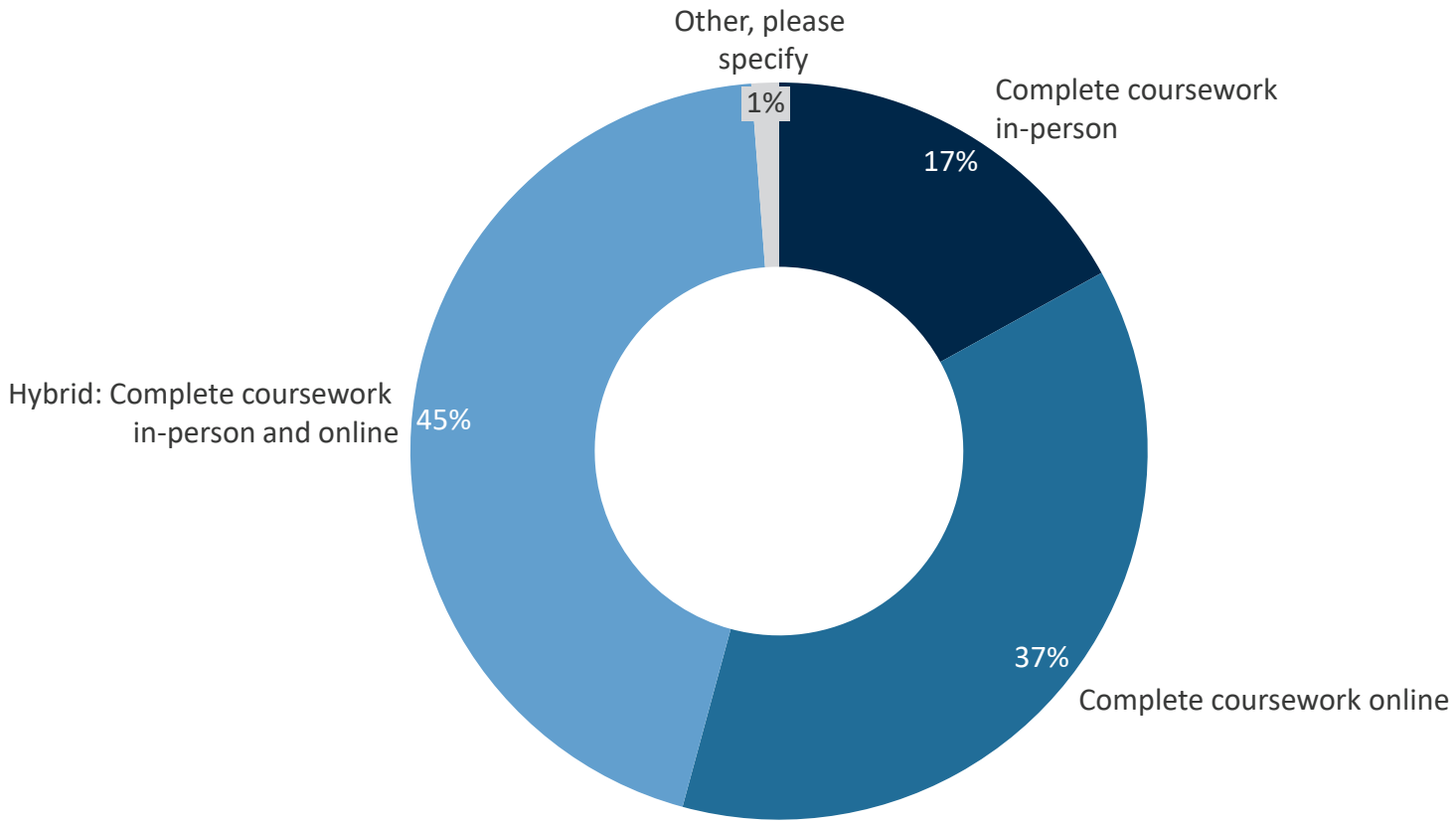
SOLUTIONS| Type of School



SOLUTIONS| Mode of Education

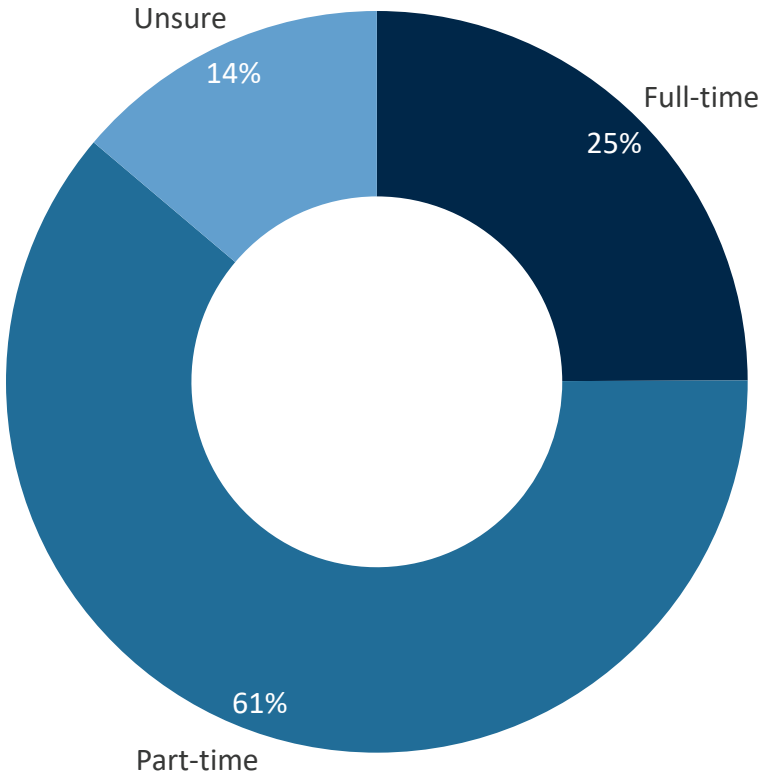
Preference on type of learning/engagement

N=810



Ideal School Schedule

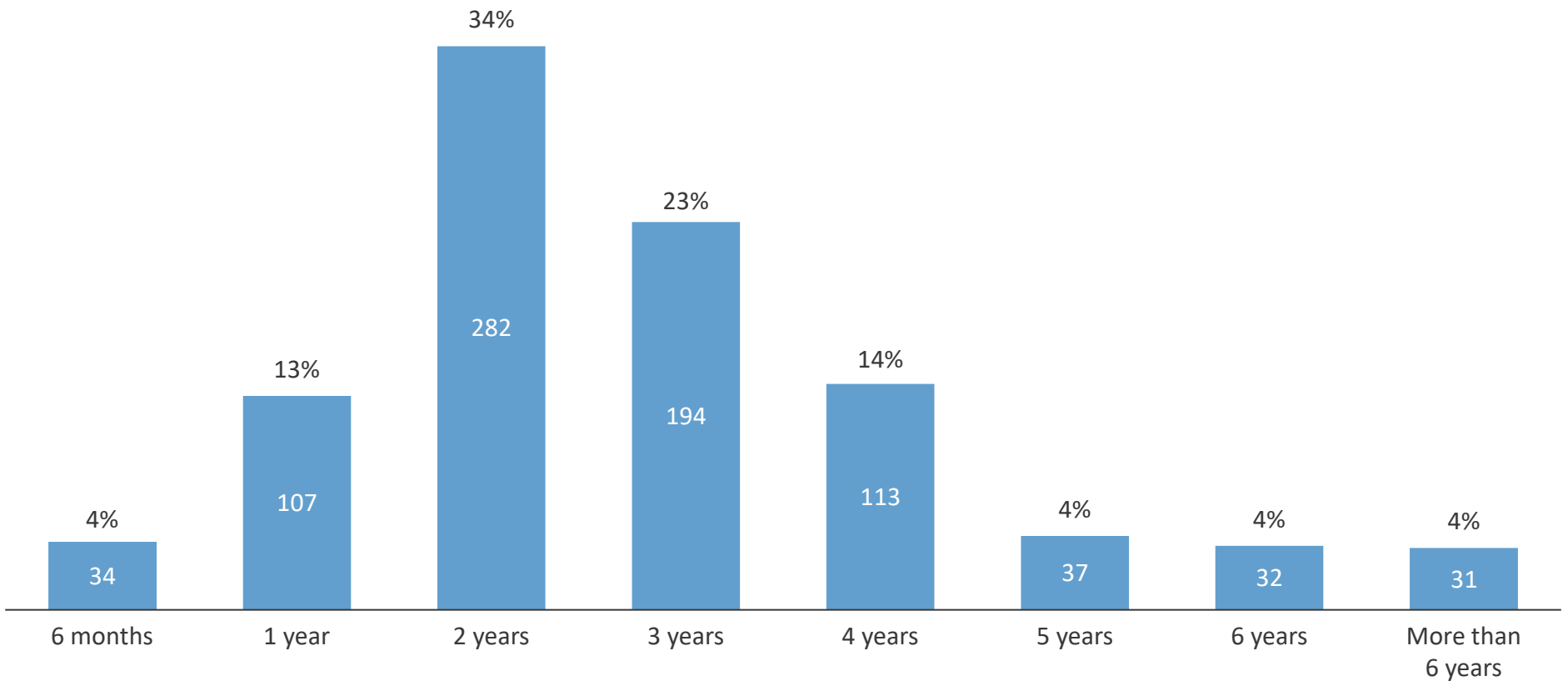
N=810



SOLUTIONS| Time to Complete Educational Experience

Expected length to complete educational experience

N=830

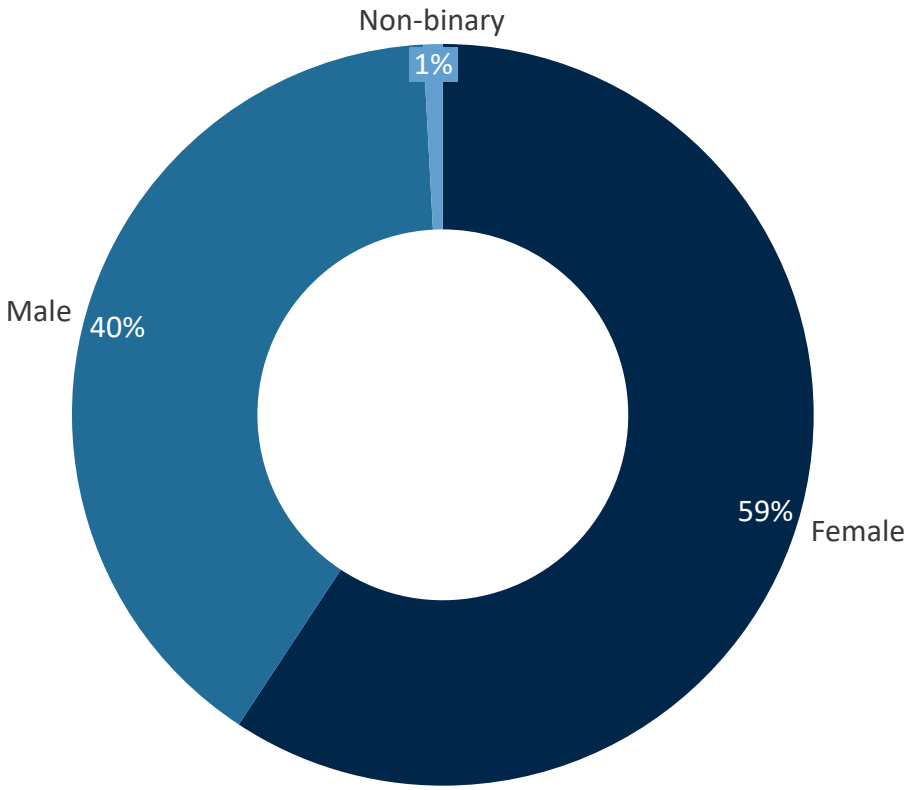


Q25 - About how many years in total do you think it will take you to complete your educational experience?

DEMOGRAPHICS| Gender

Gender Identity

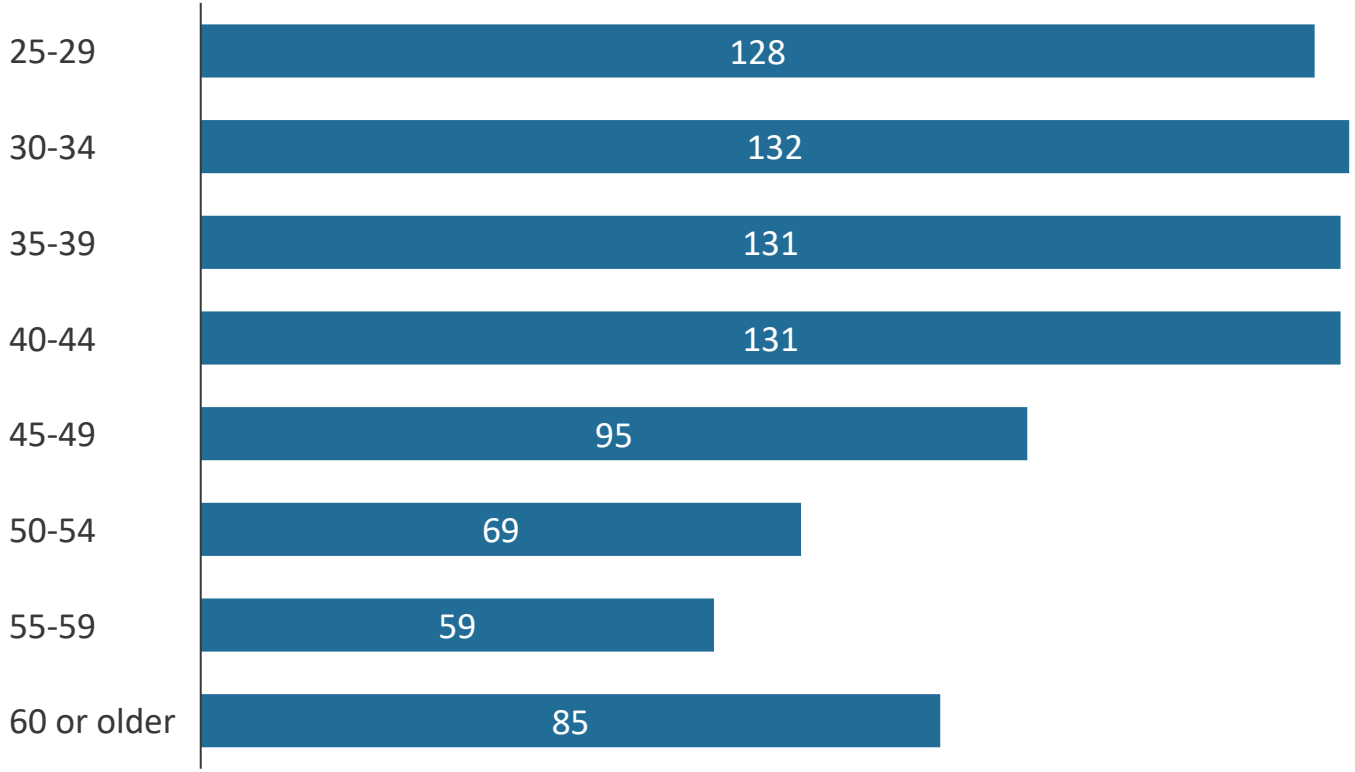
N=830



DEMOGRAPHICS| Age

Age category

N=830



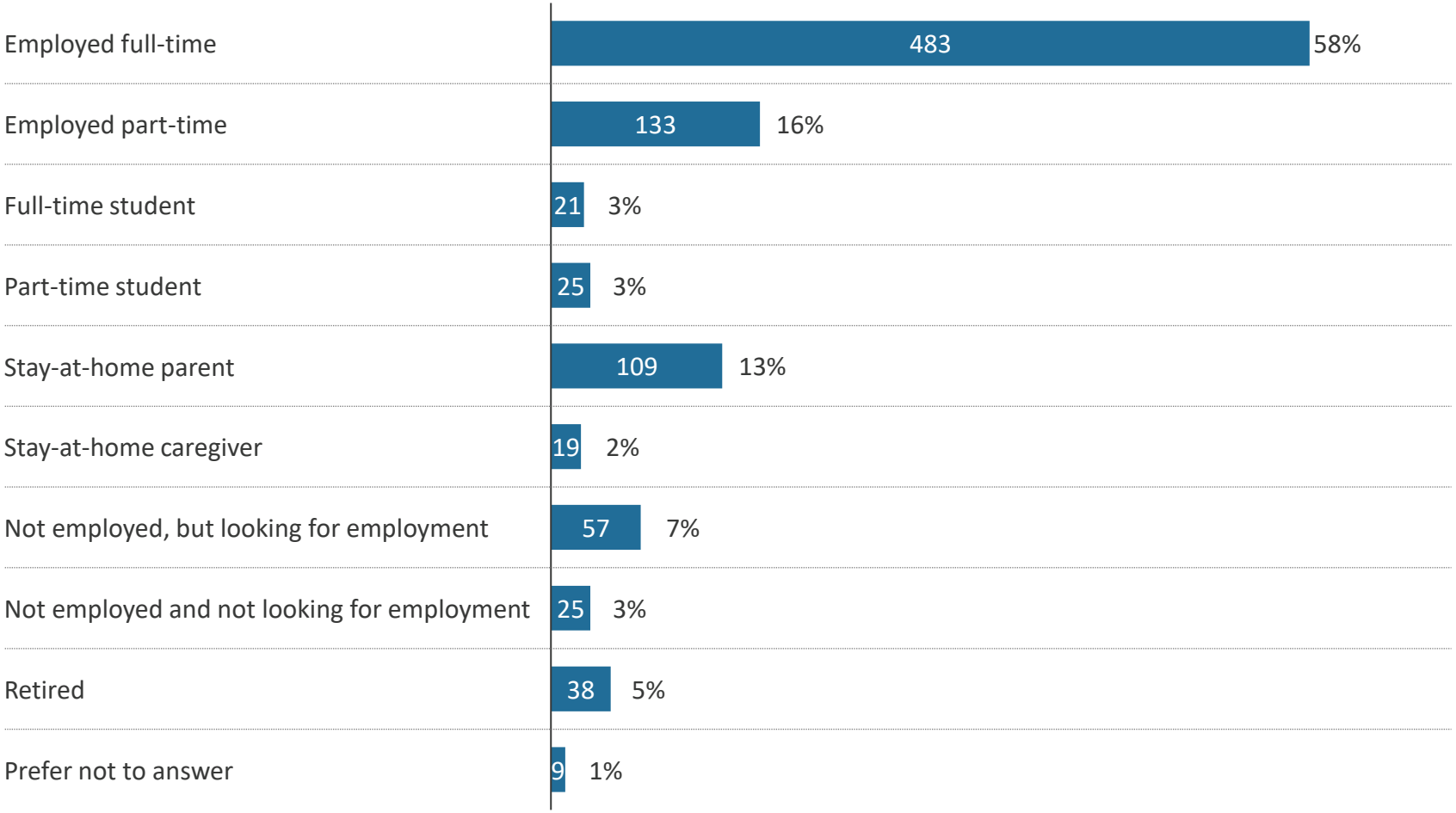
** The survey was focused on individuals over 25, which is why there is no data for ages under.*

Q1 - What is your age category?

DEMOGRAPHICS| Employment Status

Current employment status

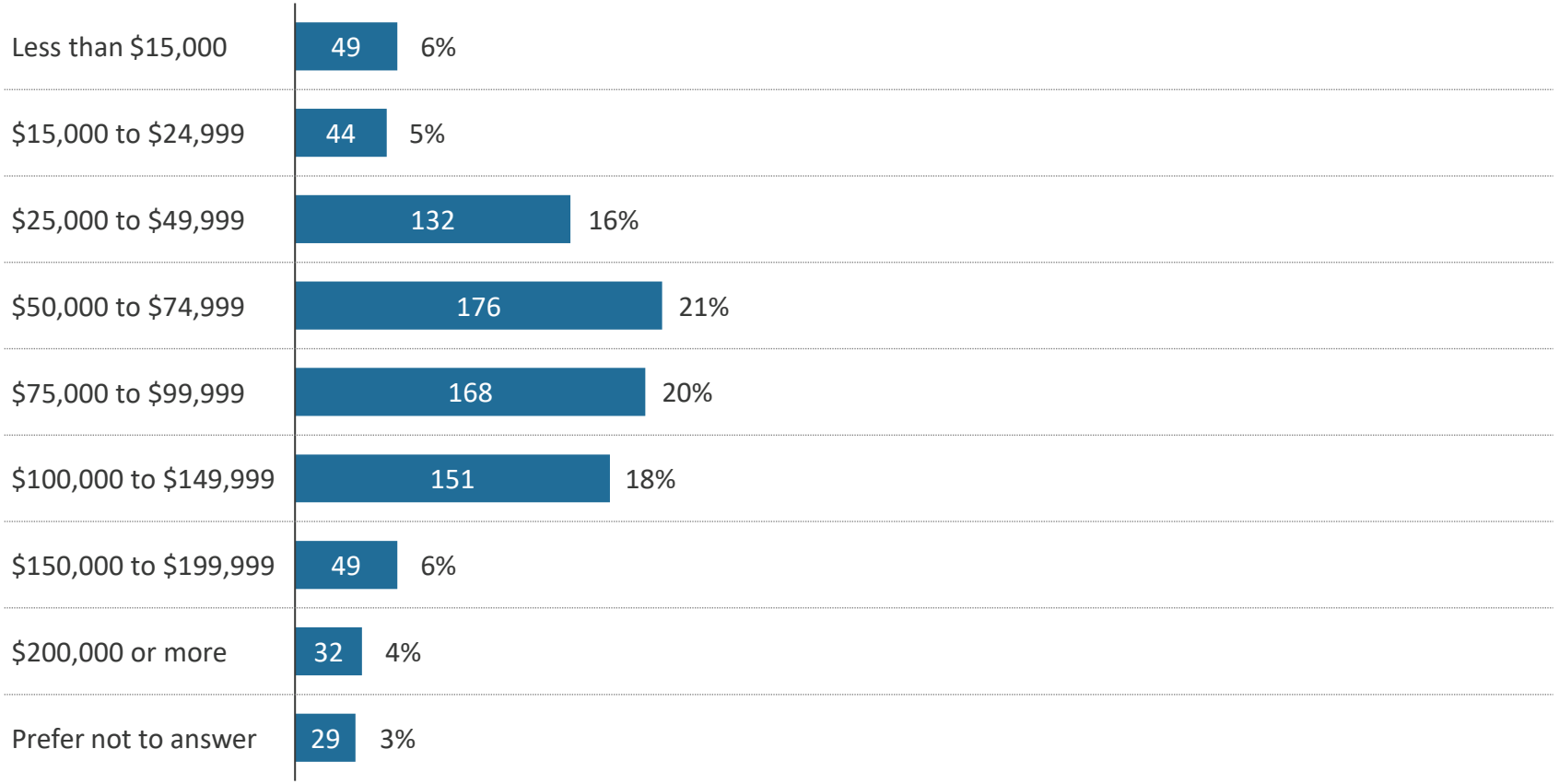
N=830



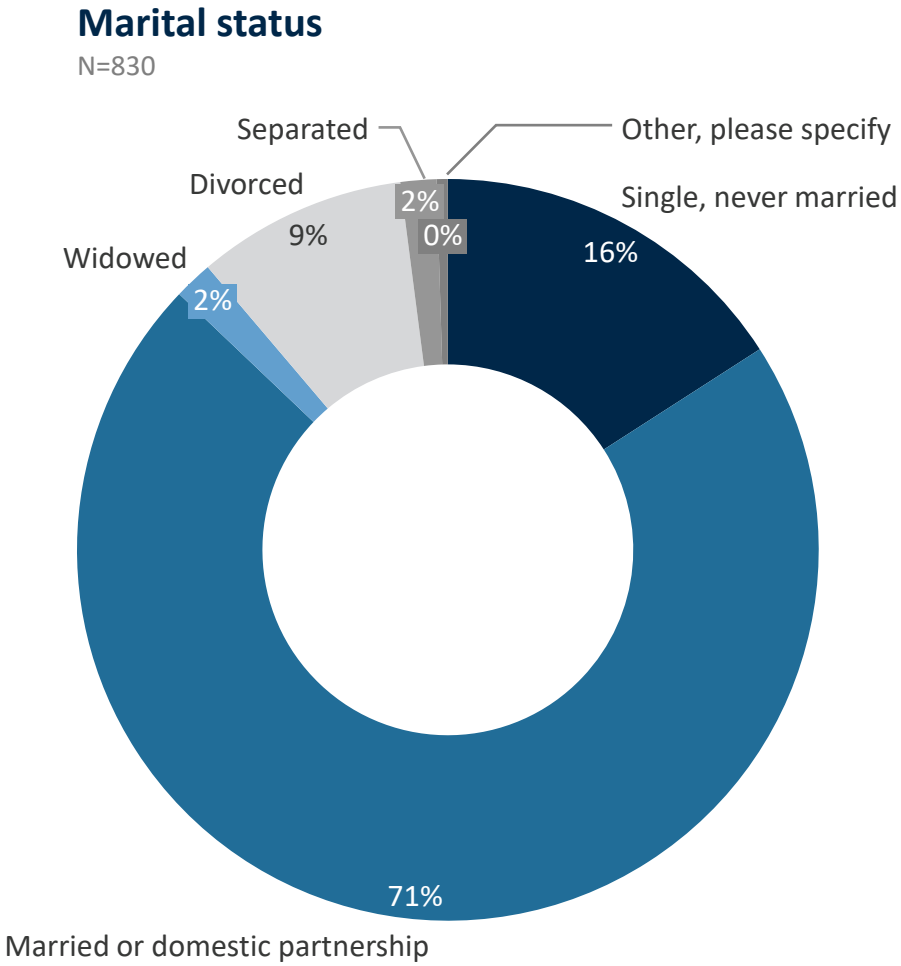
DEMOGRAPHICS| Total Household Income

Total household income

N=830



DEMOGRAPHICS| Marital Status

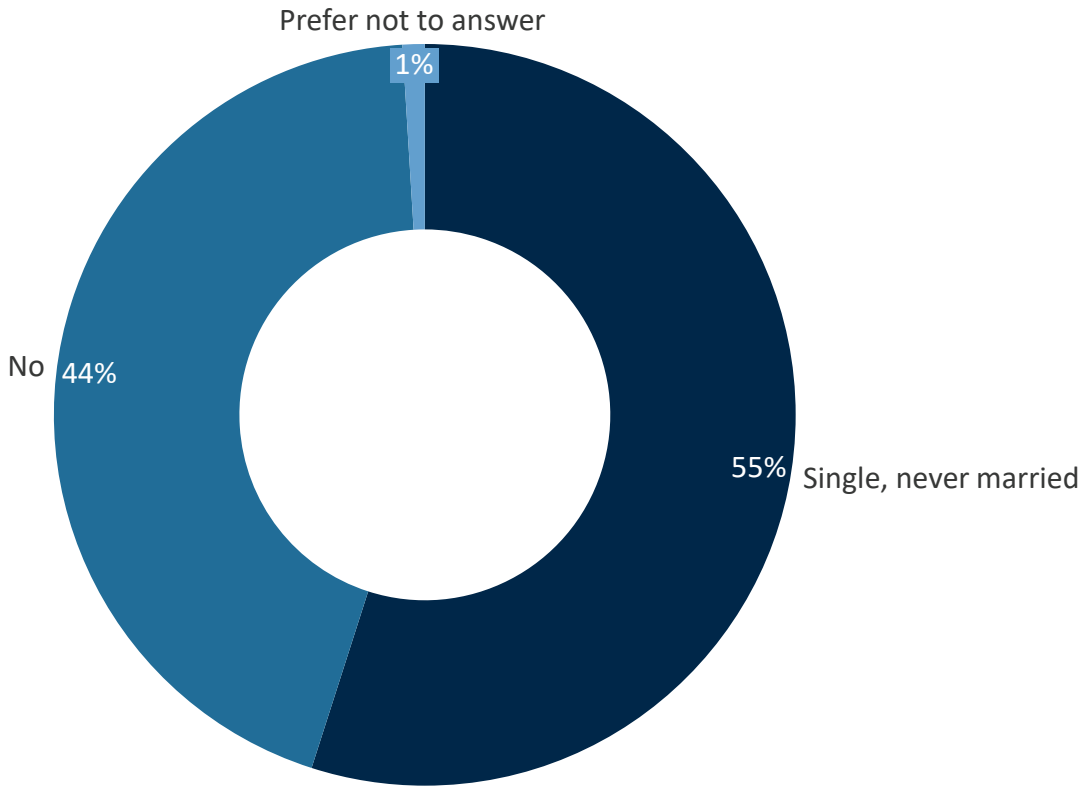


Q38 - Please indicate which of the following best describes your situation.

DEMOGRAPHICS| Children Under 18

Children under the age of 18 living in household

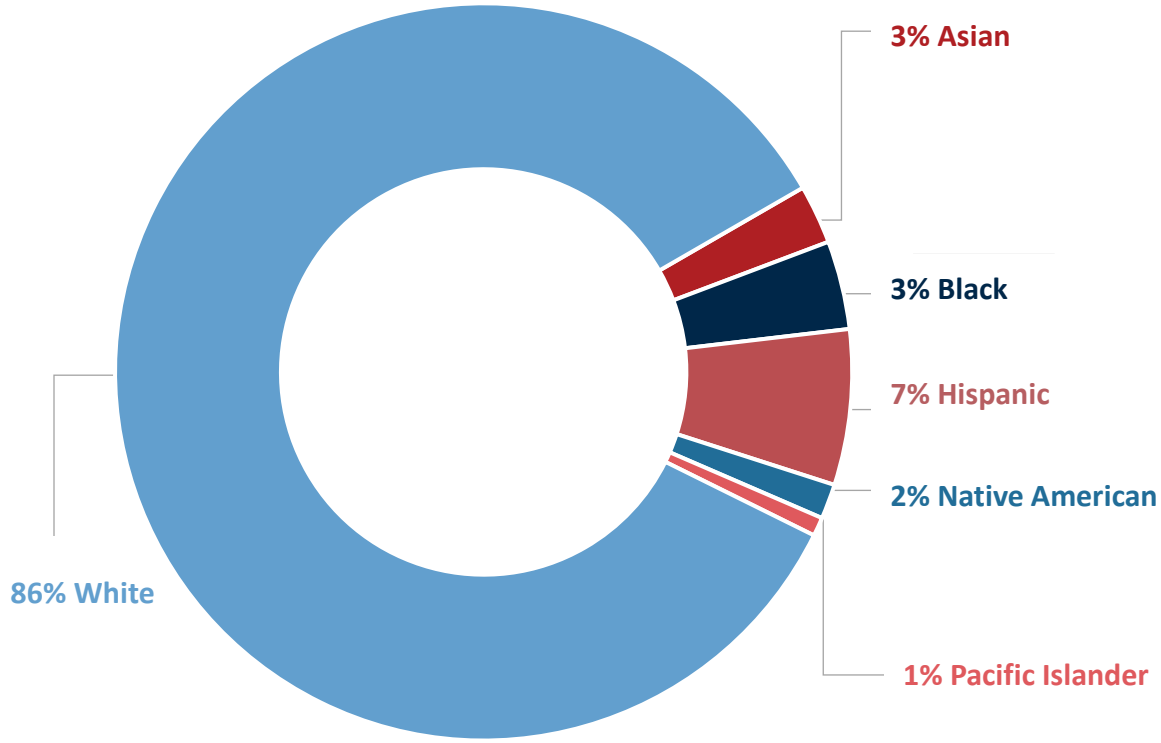
N=830



Q39 - Do you currently have children under the age of 18 living in your house?

DEMOGRAPHICS| Race

Race
N=830



Utah White Population
90.6%

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

UTAH SYSTEM OF HIGHER EDUCATION

MEMORANDUM

TAB F

October 29, 2021

Statewide Higher Education Advocacy and Awareness Campaign Update

Fuel Marketing, the selected agency for Utah's statewide higher education advocacy and awareness campaign, will update committees on the progress of campaign development to this point. They will present a detailed campaign timeline outlining major launch and reporting dates, goals broken down by campaign phases, and the messaging approach and direction.

Both the Marketing/Communications workgroup and the Board/OCHE staff workgroups met prior to the October committee meetings and shared their feedback on the items outlined above, which was implemented into the materials presented to Board committees.

Next Steps

- Campaign workgroups will convene in November, prior to the launch, to review the campaign landing page, finalized messaging, and tracking mechanisms.
- An initial soft launch of phase one of the campaign is anticipated to take place in November 2021.
- We are looking at a spring 2022 launch of phase two of the campaign, which will focus on addressing misconceptions in higher ed and the value/ROI of higher ed. Phase two will require a baseline survey.

Commissioner's Recommendation

This is a discussion item only; no action is required.