1. Strategic Plan Update: Board Committee Priority Review TAB A
   - Review strategic plan priorities and plan for the upcoming five committee meetings
2. Public Education Equity Funding Evaluation (SB 142, 2021) TAB B
3. Statewide Higher Education Advocacy and Awareness Campaign Update TAB C
4. Student Report TAB D
   - Campus Safety and Equity Advisory Council and student member stipends – Policy R120 and R582
   - Utah Student Association
   - Lauren’s Promise
5. Streamlining Admissions and Scholarships TAB E
   - Updated scope of effort of the Board Priority: “Simplify institutional admissions processes”
6. Voice of the Customer Report (USHE Non-Traditional Student in Utah) TAB F
7. Mental health update TAB G

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.
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 strategic plan in May 2021 to guide the newly-merged system for the next five years. The Board’s strategic plan is built on six pillars:

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

Two themes guide the strategic plan:

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 strategic plan to specific Board committees. This does not mean a specific strategy will not impact other committees, but that an identified committee will be keeping an eye on the progress of its assigned strategies and actively work to advance them. (The Academic Education and Technical Education Committees share all of their strategies, as they impact both degree-granting and technical institutions.)

Strategic Goals pertaining to the Student Affairs Committee:

- **Access**: Increase the college-going rate of high school graduates by 3% in 5 years. Increase the college-going rate of underrepresented groups by 4% in 5 years.
- **Affordability**: Increase student ability to pay the cost of attendance.
- **Completion**: Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented students by 4% in 5 years.
- **Workforce Alignment**: 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.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tactic(s)</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>Ensure high school students are meaningfully informed on scholarships,</td>
<td>• Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE</td>
<td>• Develop and package communications and training around USHE college access efforts&lt;br&gt;• Relationship building and inventorying at the state level with state college access partners and institutional partners&lt;br&gt;• Develop and implement strategy across UCAC coordinators and institutional partners that supports co-collaborative work in regions</td>
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<td>dual enrollment programming, financial aid, and higher ed pathways</td>
<td>Directors, CTE directors, institutions, and advisors.</td>
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<tr>
<td>Simplify institutional admissions processes</td>
<td>• Build out K-12/USHE data to inform access&lt;br&gt;• Simplify applications and admissions for students from historically underserved populations</td>
<td>• Restructure partnership with Utah Date Research Center&lt;br&gt;• Develop a process for more inclusive measures&lt;br&gt;• Implement Statewide Student Identifier&lt;br&gt;• Taskforce with institution partners and state stakeholders focused on ROI analysis of transactional data system&lt;br&gt;• Longitudinal data for HS Feedback Report and other metrics&lt;br&gt;• Expand the functionality of Keys to Success to integrate with institution admissions/enrollment platforms and processes&lt;br&gt;• Update USHE residency policy and practices&lt;br&gt;• Identify state policy/statute revisions to simplify admissions&lt;br&gt;• Simplify access and college readiness platforms</td>
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<tr>
<td>Workforce Alignment</td>
<td>Completion</td>
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<td><strong>Ensure students are meaningfully informed on the value and ROI of higher ed</strong></td>
<td><strong>Streamline citizenship affidavit processes (HB 144)</strong></td>
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<td><strong>Increase higher ed participation rate of adults with/without a high school diploma</strong></td>
<td><strong>Create one standard USHE sponsored HB-144 affidavit with accompanying instructions for awarding in-state tuition for all degree-granting institutions</strong></td>
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<tr>
<td><strong>Evaluate and prioritize state student financial aid (continued)</strong></td>
<td><strong>Create instructional one-pager for institutions collecting citizenship data and awarding state and private scholarship aid</strong></td>
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<tr>
<td><strong>Ensure systemwide institutional supports for student mental health and campus safety</strong></td>
<td><strong>Review and update all policies to align with the revised statute</strong></td>
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<tr>
<td><strong>Workforce Alignment</strong></td>
<td><strong>Create guidelines for institutions to annually report HB-144 enrollment and completion data</strong></td>
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<th>Completion</th>
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<td><strong>Increase higher ed participation rate of adults with/without a high school diploma</strong></td>
<td><strong>Identify and implement system mental health strategies and policies in accordance with institution mental health strategic plans</strong></td>
</tr>
<tr>
<td><strong>Ensure students are meaningfully informed on the value and ROI of higher ed</strong></td>
<td><strong>Expand JED partnership to Technical Colleges</strong></td>
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<tr>
<td><strong>Collaborate with stakeholders (DWS, USBE, UDOC) to support enrollment of adult learners in academic /technical education.</strong></td>
<td><strong>Partner with Huntsman Mental Health Institute</strong></td>
</tr>
<tr>
<td><strong>Secure funding for statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Evaluate program data to determine efficacy and best practices.</strong></td>
<td><strong>Develop innovative workforce certifications in behavioral health in conjunction with Utah HHS</strong></td>
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<tr>
<td><strong>Define the segmentation of groups within the category of adults with/without a high school diploma using the results from the Cicero Adult Education survey and other resources to determine messaging and connectivity through state stakeholders</strong></td>
<td><strong>Peer mentoring for all USHE students</strong></td>
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<tr>
<td><strong>Partner with USBE to assess how USHE can achieve increased higher ed participation rate of adults without a high school diploma or equivalent. Study adult education outcomes and determine recommendations</strong></td>
<td><strong>Increase SafeUT utilization</strong></td>
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<td><strong>Partner with DWS to assess the success of entry points of DWS clients into the USHE system</strong></td>
<td><strong>Student health insurance availability for mental health services</strong></td>
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<td><strong>Determine best models for rural/remote advising through pilot programming</strong></td>
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<td><strong>Develop an overall data strategy for program effectiveness: IR/FAFSA/UCAC data/Keys to Success</strong></td>
<td><strong>Document roles/intersects with public and private providers</strong></td>
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<td><strong>Aligning resources/training/materials with UCAC expansion</strong></td>
<td><strong>Campus Safety and Equity Advisory Council</strong></td>
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<td><strong>Implicit bias training of campus law enforcement</strong></td>
<td><strong>Explore system partnerships with McCluskey Center</strong></td>
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<td><strong>Review of policies and best practices of system interventions for campus safety</strong></td>
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The Commissioner’s office developed initial project plans for each tactic identified in the strategic plan and objectives for the ensuing 12-18 month timeline. 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 available on www.ushe.edu.

Committee Discussion
The Student Affairs Committee is asked to review strategies and tactics to prioritize and verify efforts are moving in the right direction.

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

BOARD'S ROLE

SYSTEM UNIFICATION
Develop, strengthen and leverage a seamless and articulated system of higher education.

ACCESS
Remove structural barriers to entry

AFFORDABILITY
Remove structural barriers to affordability

COMPLETION
Remove structural barriers to graduation

WORKFORCE ALIGNMENT
Increase availability and stackability of high-demand, high-wage programs

RESEARCH
Advocate for the role of research and support funding for research

GOAL
Develop, strengthen, and leverage a seamless and articulated system of higher education.

STRATEGY

SYSTEM UNIFICATION
- Align programs with institutional roles and minimize duplication among 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

ACCESS
- 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.

AFFORDABILITY
- Increase institutional cost of attendance remains within the standard of affordability year over year.

COMPLETION
- Increase timely completion of degrees and awards by 3% in 5 years.
- Increase the timely completion of underrepresented students by 4% in 5 years.

WORKFORCE ALIGNMENT
- 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.

RESEARCH
- TBD

LEGEND:
Academic Education/Technical Education
Finance & Facilities
Executive Committee
Student Affairs
Academic Education only
Public Education Equity Funding Evaluation (SB 142, 2021)

In the 2021 General Legislative Session, SB 142 was adopted, directing the Utah State Board of Education to “complete an evaluation and make recommendations for future legislation regarding public education funding and addresses funding for students who are at risk.”

The primary objective of the evaluation is to “determine the extent to which current funding formulas meet their intended purposes and provide students reasonably equal educational opportunities” (Section 53F-2-103).

Tiffany Stanley, chief of staff to the state superintendent of public instruction, Syd Dickson, will provide the committee an update on the work of the Utah State Board of Education in relation to this legislation.

Committee Discussion
The committee could consider this evaluation in light of the Utah Board of Higher Education’s equity-focused efforts for possible exploration for future funding models of postsecondary education.

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

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.
Student Report

Campus Safety and Equity Advisory Council
The informally established Campus Safety and Equity Commission has been meeting monthly since July 2021. The commission is based on a recommendation of the USHE Campus Safety Study adopted in Fall 2020 to reduce communication barriers identified by students on state-level issues. The establishment of the commission was also initially part of campus safety legislation, SB 163, adopted by the Utah State Legislature. However, the provisions for the commission were ultimately dropped in the final passage in the 2021 General Session. In April 2021, the Utah Student Association, in coordination with student Board members, voted to create a Campus Safety and Equity Commission by appointing two members from each degree-granting institution. The following policy revisions seek to formalize the efforts of this group as the Campus Safety and Equity Advisory Council to the Board of Higher Education:

Revisions to Board Policy R120: Establishes the Campus Safety and Equity Advisory Council
The mission and purpose of the Campus Safety & Equity Advisory Council (CSEAC) is to represent the student voice in advising the Board at a statewide level on issues related to safety and equity at USHE institutions. CSEAC strives to organize feedback from diverse students from USHE institutions to ensure institutional and state-level safety and equity-related policies, procedures, and programs and hear and access the student perspective. The council will engage with state and local policymakers, institutional leaders, organizations partnered with USHE, and other student groups across the state. CSEAC provides regular feedback, recommendations, and student insight to the aforementioned groups and advocates for all students’ well-being, safety, and equity across the state to the UBHE. The proposed changes to Board Policy R120 proposes to formalize the council’s role.

Revisions to Board Policy R582: Stipends for Students Serving the Board
Revisions to Board Policy R582 formalize the Board’s ability to provide a stipend to students who serve as student board members defined in R609-3 or as members of the Campus Safety and Equity Advisory Council as defined in R120-3.10. The proposed policy revisions allow the Commissioner to determine the amounts of student stipends under this policy.
Utah Student Association Resolution: Lauren's Promise

The Utah Student Association (comprised of student presidents of the USHE degree-granting institutions) adopted a resolution on October 1, 2021, recommending Lauren's Promise be included in all syllabi at Utah universities and colleges. The Lauren McCluskey Foundation developed Lauren's Promise to promote greater safety on college campuses. Lauren McCluskey, a University of Utah student, was tragically murdered on October 22, 2018, on campus due to relationship violence. Dr. Jill McCluskey, Lauren's mother and professor at Washington State University, advocates for all professors to include a statement, Lauren's Promise, within their syllabi. The promise reads, "I will listen and believe you if someone is threatening you," and is typically followed by emergency and university resource information. The promise has been adopted by the University of Utah, Utah State University, and Brigham Young University.

Commissioner's Recommendation

The Commissioner recommends the Student Affairs Committee approve the proposed revisions to Board Policies R120 and R582 and advance them to the Committee of the Whole for consideration.

Attachments
Section 1: Mission & Purpose

The mission and purpose of the Campus Safety & Equity Commission (CSEC) are to capture the student voice on the state-wide level on issues related to safety and equity at USHE institutions. CSEC serves as an organized feedback group of diverse* students from USHE institutions to ensure institutional and state-level safety and equity-related policies, procedures, programs and hear and access the student perspective. The commission engages with state and local policymakers, institutional leaders, organizations partnered with USHE, and other student groups across the state. CSEC is committed to providing honest feedback, recommendations, and student insight to the aforementioned groups and advocates for all students' well-being, safety, and equity across the state.

Section 2: Membership & Organization

1. The Campus Safety & Equity Commission includes the following individuals and groups:
   a. Chair and vice chair
      i. The appointed academic student representative Board member shall act as chair.
      ii. The appointed technical college student representative Board member shall act as vice chair.
      iii. Both chair and vice chair will begin their service on July 1.
   b. Institution student members
      i. The CSEC will include 16-24 student members in addition to the appointed student representative Board members.
      ii. Each USHE institution shall support the Commissioner's office in outreach for CSEC and in promoting and encouraging diverse students to apply. The Commissioner's office shall work with the student representative Board members to select commission members to be brought forward to the full Board for approval. Applications are due by June 15.
      iii. Each institution student member will serve a one-year term with the opportunity to re-apply for one additional term for a maximum of two terms. Re-application is a signed form for incumbent members to indicate a continued commitment to the mission of the commission and associated responsibilities. Terms will begin on August 1.
   c. Utah System of Higher Education (USHE) staff
      i. The chief student affairs officer, assistant commissioner for diversity, equity & inclusion, and state aid and access manager shall be members of the CSEC. Other USHE staff members may act as consultants as described in Section 2, 1, b.
   d. Others
i. Outside experts in areas within the commission's scope may be invited to participate as consultants in commission meetings and reviews. Any commission member may bring forward experts to the commission leaders and members for a potential invitation to participate and consult.

Section 3: Scope

The CSEC has several areas connected to campus safety and equity within scope including, the following listed below. The list is not exhaustive, and other areas and associated policies may be pursued for discussion by the commission as the members see fit. The commission provides feedback and recommendations in these areas to ensure Utah students, including those who have historically been underserved or under-represented, such as undocumented, BIPOC, LGBTQIA+, and first-generation students, have a safe and equitable experience throughout their time within the USHE.

- Physical safety
- Campus law enforcement
- Sexual harassment
- Sexual assault
- Discrimination
- Emergency procedures and protocols
- Community involvement with safety
- Mental health
- Accessibility
- Affordability
- Admissions
- Sports teams
- Student resources
- Scholarships, funding, and financial aid

Section 4: Responsibilities & Duties

1. Chair
   a. Complete administrative tasks, meeting scheduling, email communications, etc.
   b. Act as the liaison to the Utah Board of Higher Education and provide updates to associated Board committees
   c. Provide updates to commission members on Board movements on safety and equity items
   d. Confirm meeting agendas, including setting expectations for meeting preparation and applicable assignments
   e. Assist in the selection of commission members to be brought forward to the full Board
   f. Participate in all duties of institution student members

2. Vice chair
   a. Consult with chair on meeting agendas and commission direction and work
b. Bring specific insights related to USHE technical colleges into the commission discussions and efforts
c. Participate in all duties of institution student members

3. Institution student members
   a. Attend and contribute to commission meetings and conversations
   b. Complete preparatory assignments, research, work, etc. as required prior to meetings
   c. Engage in shared leadership by facilitating commission meetings and assisting in meeting preparation on a rotational basis
   d. Engage with their institutional leaders, students, and staff, especially in the areas of campus safety and equity, to obtain feedback and their students' voices on commission topics
   e. Bring forward ideas, recommendations, etc. for the commission to discuss

4. USHE staff
   a. Consult regularly with commission chair and vice chair on potential agenda items and outside meeting attendees/organizations
   b. Provide resources and recommendations for commission work and discussion items
   c. Attend and contribute to commission meetings
   d. Own and operate communication channels (Slack)

Section 5: Meetings & Procedures

1. The commission shall hold formal meetings at least once monthly at a day and time determined by the chair in consultation with the commission members
2. All commission members shall facilitate meetings on a rotational basis to encourage the principle of shared leadership and accountability to the commission
3. If the institution student members do not feel the chair and/or vice chair are fulfilling their duties or representing the voice of the commission accurately, they may request intervention from the commissioner of higher education and/or the chair of the Utah Board of Higher Education.

Section 6: Compensation – Details TBD

1. The student members of the CSEC shall receive compensation in the form of a scholarship from the scholarship fund controlled by the Utah Board of Higher Education.

*Below is language from the USHE Equity Lens Framework on how we define diverse and intersectional identities.

This lens considers the following emergent, fluid, and intersectional identities as part of the Board's efforts to value the perspective and knowledge that each student brings to higher education learning spaces; this list is neither comprehensive nor exhaustive:

- Age
• Gender identity and expression
• Sexual orientation
• Religious affiliation
• Socioeconomic status
• Citizenship status and country of origin
• Ability/disability
• Veteran status
• First-generation student status
• English language learners
• Geographic location (including rural, urban, sheltered, and unsheltered)
The following are core recommendations brought forward by the Campus Safety & Equity Commission on admissions and financial aid. These recommendations aim to create an equitable environment, increase accessibility for students, and enhance the student experience in Utah.

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

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

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

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

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

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

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

- **Increase transparency of how tuition dollars are used.** More than just a long report somewhere on the institution’s website. The tuition breakdown should be simple, clear, and understandable for students to see where their money is going (e.g., a pie chart with a percentage breakdown of primary spending/fund areas). As students/parents are being asked to fund an increasing percentage of the education budget, as the funding from government sources declines, they should have more clarity on how those dollars are used.
R120:

3.10 Advisory Councils

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

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

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

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

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

R582 Per-Diem-Compensation for Services

R582-3. Policy

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

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

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

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

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

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

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

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

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

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

Purpose:

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

Streamlining Admissions and Scholarships

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

**Highlights**

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

**Discussion**

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

**Commissioner’s Recommendation**

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

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

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

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

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

**Attachment**
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3  Executive Summary

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11  Overview of Best Practices for Supporting Non-Traditional Students

14  Survey Results & Alignment with USHE Strategic Pillars

23  Segmentation

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28  By Education Level

33  By Minority

38  By Socioeconomic Level

43  Deep Dive of Supporting Non-Traditional Students

57  Appendix: Frequency Analysis
Background Information and Justification of Need
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...

**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

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1 – Source: National Student Clearinghouse Research Center Term Enrollment Estimates 2014-2021
3 – Source: "Knocking at the College Door 10th Edition" Western Interstate Commission for Higher Education
...but attracting non-traditional students is about much more than institutional survival; it is also a social imperative. Successfully serving non-traditional students will accelerate social justice for Utah’s women and diverse ethnicities. Below is just one of many examples: 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...

<table>
<thead>
<tr>
<th>Economic</th>
<th>Social</th>
<th>Personal &amp; Familial</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mean personal <strong>annual compensation is 75% greater</strong> among those with a degree or certificate.</td>
<td>• Postsecondary degree or certificate holders are <strong>11% more likely to report happiness with their life</strong> than those without a degree or certificate.</td>
<td>• Individuals with <strong>at least one parent with a degree or certificate</strong> are 50% more likely to complete a degree themselves.</td>
</tr>
<tr>
<td>• Degree or certificate holders are <strong>2.6 times more likely to work in salaried jobs</strong> (rather than hourly).</td>
<td>• Individuals who completed degrees or certificates are <strong>9% more likely to indicate that they have great marriages and are 6% more likely to characterize themselves as having a good family life.</strong></td>
<td>• If a sibling has completed a <strong>degree or certificate</strong>, individuals are <strong>twice as likely to complete a degree themselves.</strong></td>
</tr>
<tr>
<td>• 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.</td>
<td>• Degree or certificate holders are <strong>11% more likely to report good health</strong> than non-degree or certificate holders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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 <strong>three times as likely to have utilized food stamps.</strong></td>
<td></td>
</tr>
</tbody>
</table>
...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
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.

<table>
<thead>
<tr>
<th>Non-Traditional Student Top 5 Pain-Points Not Adequately Addressed by the Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Navigating the application and financial aid process</td>
</tr>
<tr>
<td>2. Transferability of past credits earned, and competency obtained</td>
</tr>
<tr>
<td>3. Course scheduling flexibility</td>
</tr>
<tr>
<td>4. The quality of online courses (student learning vs. cost-savings for the institution)</td>
</tr>
<tr>
<td>5. Selecting the right major and classes that result in the best possible job</td>
</tr>
</tbody>
</table>

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.

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
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.”

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.

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

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

**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.

**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.

**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
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
**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

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**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

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**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

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**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
62% of all respondents said they agree or strongly agree that the value of an education is greater than the cost.
**COMPLETION | Remove Structural Barriers to Graduation**

*College Stopouts say the following prevented them from completing their degree / certificate*

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family &amp; Work Responsibilities</td>
<td>47%</td>
<td>Family &amp; Work Responsibilities</td>
</tr>
<tr>
<td>Could No Longer Afford Tuition</td>
<td>25%</td>
<td>Could No Longer Afford Tuition</td>
</tr>
<tr>
<td>Uncomfortable with Student Loan Debt</td>
<td>22%</td>
<td>Uncomfortable with Student Loan Debt</td>
</tr>
<tr>
<td>Personal Health or Medical Complications</td>
<td>18%</td>
<td>Personal Health or Medical Complications</td>
</tr>
<tr>
<td>Lack of Support from Family or Friends</td>
<td>17%</td>
<td>Lack of Support from Family or Friends</td>
</tr>
</tbody>
</table>

**Other Barriers**

**Age**

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

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.

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.

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.
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

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

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

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

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*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.*

*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.*

*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.*

*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.*
Thank you!

Questions?
Age Segmentation
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.
**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**

<table>
<thead>
<tr>
<th>Preferred Degree</th>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td><img src="#" alt="Young Adult" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td><img src="#" alt="Young Adult" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td><img src="#" alt="Young Adults Prefer Associates" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td><img src="#" alt="Young Adult" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td><img src="#" alt="Young Adult" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
<tr>
<td>Professional</td>
<td><img src="#" alt="Young Adult" /></td>
<td><img src="#" alt="Middle Aged" /></td>
<td><img src="#" alt="Older Adult" /></td>
</tr>
</tbody>
</table>

**Top Motivations for Pursuing Further Education**

- **Young Adult**
  1. Create a Better Life (26%)
  2. Develop New Skills (13%)
- **Middle Aged**
  1. Create a Better Life (17%)
  2. Develop New Skills (15%)
- **Older Adult**
  1. Develop New Skills (26%)
  2. Personal Satisfaction (25%)

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

- **Young Adult**
  - 58% believe the value of school is higher than the cost
  - 4% below average
- **Middle Aged**
  - 59% believe the value of school is higher than the cost
  - 3% below average
- **Older Adult**
  - 72% believe the value of school is higher than the cost
  - 10% above average

**Progress Towards Application**

- **Young Adult**
  - 18% Research & Application
  - 57% Research, No Application
  - 24% No Research, No Application
- **Middle Aged**
  - 19% Research & Application
  - 51% Research, No Application
  - 31% No Research, No Application
- **Older Adult**
  - 9% Research & Application
  - 50% Research, No Application
  - 41% No Research, No 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%)
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)**

<table>
<thead>
<tr>
<th>Barriers to Entry</th>
<th>% #1 Factor</th>
<th>YA%</th>
<th>MA%</th>
<th>OA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know how I will pay for it</td>
<td>39%</td>
<td>43%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>30%</td>
<td>43%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Unable to find time because of personal/family commitments</td>
<td>30%</td>
<td>39%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>22%</td>
<td>27%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Private insecurities: ability to handle the rigor of work?</td>
<td>26%</td>
<td>27%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>23%</td>
<td>34%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>22%</td>
<td>27%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Do not know where to even start in the process</td>
<td>20%</td>
<td>13%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>8%</td>
<td>20%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>19%</td>
<td>24%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

**Cost Expectations**

<table>
<thead>
<tr>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

**Estimated Cost**

<table>
<thead>
<tr>
<th>Estimated Cost</th>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20k-$50k</td>
<td>38%</td>
<td>47%</td>
<td>65%</td>
</tr>
<tr>
<td>$50k+</td>
<td>47%</td>
<td>39%</td>
<td>28%</td>
</tr>
</tbody>
</table>

**Differentiating Perspective on the Obstructions to Pursuing Higher Education**

<table>
<thead>
<tr>
<th>Obstruction</th>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles the most with deciding on a program (61%) and navigating the financial aid process (74%)</td>
<td>47%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>Struggles the most to manage work demands while enrolled (80%) and personal commitments (83%)</td>
<td>47%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>Least worried about ability to maintain acceptable grades (40% concerned)</td>
<td>65%</td>
<td>28%</td>
<td>7%</td>
</tr>
<tr>
<td>Least concerned about language barriers (6%)</td>
<td>65%</td>
<td>28%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Consistent Factors**

- All groups are concerned with the ability to pay for their 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**

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

**Top Areas of Study / Interest**

- **Young Adult**
  - Business (35%)
  - Computer & Information Sciences (20%)
  - Healthcare/Medicine General (16%)
- **Middle Aged**
  - Business (31%)
  - Computer & Information Sciences (18%)
  - Education (18%)
- **Older Adult**
  - Business (25%)
  - Computer & Information Sciences (15%)
  - 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 is your ideal school schedule? Q27 - Which of the following sources will you use to help pay for your education?
Education Segmentation
EDUCATION GROUPS | All individuals want to pursue a degree or certificate to gain more skills; College Stopouts care deeply about personal satisfaction, whereas the others focus on bettering their life

- **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

<table>
<thead>
<tr>
<th>Key Takeaways:</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stopouts are more likely to be motivated by internal personal satisfaction</td>
<td>① Create a Better Life (24%)</td>
<td>① Create a Better Life (22%)</td>
<td>① Develop New Skills (20%)</td>
</tr>
<tr>
<td>• Those who have not yet secured a college degree have little interest in progressing to a Master’s or PhD</td>
<td>② Develop New Skills (13%)</td>
<td>② Personal Satisfaction (19%)</td>
<td>② Create a Better Life (14%)</td>
</tr>
<tr>
<td>• Students who have already secured their Associate’s degree have a more optimistic view on the value of college</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred Degree</th>
<th>TOP MOTIVATIONS FOR PURSUING FURTHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Least</td>
<td>Most</td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td>20%</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>54%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>26%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>54%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>26%</td>
</tr>
<tr>
<td>Professional</td>
<td>54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiating Perspective on the Value of Pursuing Education</th>
<th>54% believe the value of school is higher than the cost</th>
<th>50% believe the value of school is higher than the cost</th>
<th>69% believe the value of school is higher than the cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 8% below average</td>
<td>12% below average</td>
<td>7% above average</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Towards Application</th>
<th>Consistent Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 54% believe the value of school is higher than the cost</td>
<td>• All groups are looking to better their standing in life through education</td>
</tr>
<tr>
<td>• 22% believe the value of school is higher than the cost</td>
<td>• All groups highly value completing their Bachelor’s degree</td>
</tr>
<tr>
<td>• 13% believe the value of school is higher than the cost</td>
<td></td>
</tr>
</tbody>
</table>

Research & Application | Research, No Application | No Research, No Application |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Stopouts are not as interested in degrees beyond Bachelor’s</td>
<td>8% below average</td>
<td>12% below average</td>
</tr>
<tr>
<td>College Degree</td>
<td>7% above average</td>
<td></td>
</tr>
</tbody>
</table>

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

AGE GROUPS | Motivations | Barriers | Solutions | Confidential / 30 | Confidential / 30
**Barriers to Entry (% that selected)**

<table>
<thead>
<tr>
<th>Barriers to Entry</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know how I will pay for it</td>
<td>NC%: 39%</td>
<td>CD%: 51%</td>
<td>CD%: 19%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>NC%: 22%</td>
<td>CD%: 38%</td>
<td>CD%: 37%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>NC%: 17%</td>
<td>CD%: 23%</td>
<td>CD%: 21%</td>
</tr>
<tr>
<td>Private insecurities: &quot;will I be able to handle the rigor of college work?&quot;</td>
<td>NC%: 24%</td>
<td>CD%: 33%</td>
<td>CD%: 22%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>NC%: 22%</td>
<td>CD%: 38%</td>
<td>CD%: 38%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>NC%: 25%</td>
<td>CD%: 25%</td>
<td>CD%: 29%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>NC%: 16%</td>
<td>CD%: 21%</td>
<td>CD%: 21%</td>
</tr>
<tr>
<td>Personal health or medical complications</td>
<td>NC%: 16%</td>
<td>CD%: 21%</td>
<td>CD%: 13%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>NC%: 28%</td>
<td>CD%: 28%</td>
<td>CD%: 18%</td>
</tr>
<tr>
<td>Concerned about having to take/pass a standardized admission test</td>
<td>NC%: 17%</td>
<td>CD%: 11%</td>
<td>CD%: 11%</td>
</tr>
</tbody>
</table>

**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.

**Motivations**

- **Key Takeaways:**
  - 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.

**Consistent Factors**

- **HS / Technical College**
  - Struggles the most with navigating the financial aid process (73%) and English being their second language (32%) | $ | $ |
- **College Stopout**
  - Struggles the most with the total program cost (89%) and the time it will take to graduate (75%) | $ | $ |
- **College Degree**
  - Least worried about ability to maintain acceptable grades (47% concerned) and least concerned about getting into their preferred program (53%) | $ | $ |

**Differentiating Perspective on the Obstructions to Pursuing Higher Education**

- HS / Technical College:
  - Struggles the most with navigating the financial aid process (73%) and English being their second language (32%)
- College Stopout:
  - Struggles the most with the total program cost (89%) and the time it will take to graduate (75%)
- College Degree:
  - Least worried about ability to maintain acceptable grades (47% concerned) and least concerned about getting into their preferred program (53%)

**Cost Expectations**

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20k</td>
<td>41%</td>
<td>58%</td>
<td>49%</td>
</tr>
<tr>
<td>$20k - $50k</td>
<td>47%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>$50k+</td>
<td>12%</td>
<td>10%</td>
<td>14%</td>
</tr>
</tbody>
</table>
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**

- Allows me to finish my degree at a pace that works best for me: 42% HS / Technical College, 44% College Stopout, 59% College Degree
- Provides flexibility to choose between online or in-person classes: 35% HS / Technical College, 43% College Stopout, 51% College Degree
- Provides an education I can afford without getting into too much debt: 42% HS / Technical College, 49% College Stopout, 49% College Degree
- Allows me to quickly advance through courses where I can demonstrate that I already know the material: 29% HS / Technical College, 43% College Stopout, 43% College Degree
- Is convenient to my home or office: 31% HS / Technical College, 38% College Stopout, 45% College Degree
- Has a good reputation: 31% HS / Technical College, 38% College Stopout, 45% College Degree
- Offers a wide array of financial aid options: 33% HS / Technical College, 37% College Stopout, 45% College Degree
- Easily transfers credits from and to other academic institutions: 20% HS / Technical College, 29% College Stopout, 35% College Degree
- Has a particular strength in the area I’m interested in: 26% HS / Technical College, 27% College Stopout, 34% College Degree
- Provides an accelerated program to allow me to finish my degree quickly: 29% HS / Technical College, 29% College Stopout, 28% College Degree

**Top Areas of Study / Interest**

<table>
<thead>
<tr>
<th>Area</th>
<th>HS / Technical College</th>
<th>College Stopout</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>34%</td>
<td>39%</td>
<td>27%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>23%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Personal Services</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
Minority Segmentation
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

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td>61%</td>
<td>51%</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>61%</td>
<td>34%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progress Towards Application

<table>
<thead>
<tr>
<th>Progress</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Application</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Research, No Application</td>
<td>11%</td>
<td>51%</td>
</tr>
<tr>
<td>No Research, No Application</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiating Perspective on the Value of Pursuing Education

- 56% believe the value of school is higher than the cost.
- 63% believe the value of school is higher than the cost.

### 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)

<table>
<thead>
<tr>
<th>Barriers to Entry</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know how I will pay for it</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Private insecurities: &quot;will I be able to handle the rigor of college work?&quot;</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Worried that classes will be too challenging</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Cost Expectations

<table>
<thead>
<tr>
<th>Estimated Cost</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20k</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td>$20k - $50k</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>$50k+</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Differentiating Perspective on the Obstructions to Pursuing Higher Education

- **Minority**: Struggles the most with navigating the financial aid process (72%) and concerned with their ability to maintain acceptable grades (64%)
- **Non-Minority**: 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
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

### Important Factors when Selecting a School

<table>
<thead>
<tr>
<th>Important Factor</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a good reputation</td>
<td>34%</td>
<td>42%</td>
</tr>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>33%</td>
<td>49%</td>
</tr>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Has a particular strength in the area I'm interested in</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Provides the flexibility to choose between online classes and in-person classes</td>
<td>29%</td>
<td>34%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Easily transfers credits from and to other academic institutions</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Offers internship or apprenticeship opportunities</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Has an excellent job placement record</td>
<td>16%</td>
<td>24%</td>
</tr>
</tbody>
</table>

### Top Areas of Study / Interest

<table>
<thead>
<tr>
<th>Area of Study / Interest</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>(28%)</td>
<td>(31%)</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>(22%)</td>
<td>(17%)</td>
</tr>
<tr>
<td>Healthcare/ Medicine General</td>
<td>(21%)</td>
<td>(16%)</td>
</tr>
</tbody>
</table>

### Type of School Preference

<table>
<thead>
<tr>
<th>Type of School Preference</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online college or university</td>
<td>47%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Mode of Study

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% Hybrid</td>
<td></td>
<td>54% Hybrid</td>
</tr>
<tr>
<td>48% Part-Time</td>
<td></td>
<td>63% Part-time</td>
</tr>
</tbody>
</table>

### Consistent Factors

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

### 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

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 areas best describe the degree/certificate 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
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.
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

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Professional</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Differentiating Perspective on the Value of Pursuing Education

- **Lower SES**: 51% believe the value of school is higher than the cost
- **Middle-Low SES**: 52% believe the value of school is higher than the cost
- **Middle-Upper SES**: 66% believe the value of school is higher than the cost
- **Upper SES**: 72% believe the value of school is higher than the cost

### Progress Towards Application

- **Lower SES**: 18% Research & Application, 46% Research, No Application, 37% No Research, No Application
- **Middle-Low SES**: 24% Research & Application, 55% Research, No Application, 20% No Research, No Application
- **Middle-Upper SES**: 16% Research & Application, 53% Research, No Application, 32% No Research, No Application
- **Upper SES**: 11% Research & Application, 61% Research, No Application, 29% No Research, No Application

### Consistent Factors

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

<table>
<thead>
<tr>
<th>% #1 Factor</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know how I will pay for it</td>
<td>57%</td>
<td>33%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>38%</td>
<td>28%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Private insecurities: ability to handle the rigor of work</td>
<td>30%</td>
<td>22%</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>27%</td>
<td>22%</td>
<td>22%</td>
<td>12%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>23%</td>
<td>19%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Unable to find time because of personal or family commitments</td>
<td>22%</td>
<td>15%</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Do no know where to even start the process</td>
<td>18%</td>
<td>14%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>18%</td>
<td>15%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Worried the classes will be too challenging</td>
<td>17%</td>
<td>13%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>17%</td>
<td>13%</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Cost Expectations

<table>
<thead>
<tr>
<th>Estimated Cost</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20k</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
<td>43%</td>
</tr>
<tr>
<td>$20k - $50k</td>
<td>35%</td>
<td>20%</td>
<td>14%</td>
<td>33%</td>
</tr>
<tr>
<td>$50k+</td>
<td>10%</td>
<td>5%</td>
<td>5%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Differentiating Perspective on the Obstacles to Pursuing Higher Education

- Struggles the most with deciding on a program (65%) and navigating the financial aid process (78%)
- 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

Socioeconomic Groups

- Lower SES
- Middle-Low SES
- Middle-Upper SES
- Upper SES

Motivations

- Barriers

Solutions

Confidential / 41
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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>50%</td>
<td>46%</td>
<td>46%</td>
<td>56%</td>
</tr>
<tr>
<td>Provides the flexibility to choose between online classes, in-person classes, or both</td>
<td>54%</td>
<td>54%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>48%</td>
<td>48%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Allows me to quickly advance through courses where I can demonstrate that I already know the material</td>
<td>31%</td>
<td>31%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>38%</td>
<td>40%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Has a particular strength in the area I’m interested in</td>
<td>29%</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>35%</td>
<td>37%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>27%</td>
<td>31%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Offers a degree that employers value</td>
<td>24%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Top Areas of Study / Interest

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>32%</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>20%</td>
<td>23%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Healthcare/Medicine General</td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Psychology</td>
<td>23%</td>
<td>23%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Education</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Type of School Preference

<table>
<thead>
<tr>
<th>Preference</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional 4-year university</td>
<td>46%</td>
<td>54%</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Online college or university</td>
<td>54%</td>
<td>54%</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Online college or university</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
<td>52%</td>
</tr>
<tr>
<td>Online college or university</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
</tr>
</tbody>
</table>

### Mode of Study

<table>
<thead>
<tr>
<th>Study Type</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>54% Hybrid</td>
<td>54%</td>
<td>54%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>48% Part-Time</td>
<td>54%</td>
<td>54%</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>53% Hybrid</td>
<td>54%</td>
<td>54%</td>
<td>54%</td>
<td>73%</td>
</tr>
<tr>
<td>73% Part-Time</td>
<td>64%</td>
<td>64%</td>
<td>64%</td>
<td>64%</td>
</tr>
</tbody>
</table>

### 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 describe the type of the school you will attend? Q23 - What type of school 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
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**

- 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
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

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

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

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

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

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

### 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

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

---

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

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.

---

**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.

---

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

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

830 total survey completes

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

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

Gender Identity
- 59% Female
- 40% Male
- 1% Non-Binary

Race
- 86% White
- 3% Asian
- 3% Black
- 7% Hispanic
- 2% Native American
- 1% Pacific Islander

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

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

### Some college, but no associate or bachelor’s degree:

Semesters of college previously completed N=165

- Less than one semester: 4%
- 1 to 2 semesters: 6%
- 3 to 4 semesters: 23%
- 5 or more semesters: 33%
- Don’t know/can’t remember: 34%

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

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

**Educational Plan Progress**

N=403

- I have not yet researched or applied to any schools: 124
- I have researched or contacted some schools but have not yet applied: 213
- I have researched and applied to some schools but have not yet enrolled: 66

---

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

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

N=830

- I have completed all the education I need for career and personal goals
- I have no current plans to seek further education
- I am currently seeking further education (210)
- I have immediate plans to seek further education in the next 12 months (166)
- I plan to seek further education in the next 5 years (237)
- I dream of seeking further education, but there are just too many obstacles (217)
- I haven’t thought much about it either way
- None of the above

**Current Program Completion Progress**

N=210

- Don’t know/can’t remember (6%)
- 5 or more terms (6%)
- Less than one term (27%)
- 1 to 2 terms (27%)
- 3 to 4 terms (25%)
- 5 or more terms (15%)

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

Type of education or training certification considering or seeking

N=830

- Bachelor’s degree: 26%
- Master’s degree: 22%
- Professional degree or doctorate: 10%
- Associate degree: 12%
- Vocational/technical certificate or diploma (e.g., welding, cosmetology, culinary, CDL, technology bootcamp, etc.): 14%
- Skill-based/trade certificate or badge (e.g., C++, SQL, SHRM, or other industry related training): 16%
Approximate time since enrollment in post high school education

N=830

- Currently enrolled: 100
- 1-2 years: 93
- 3-5 years: 137
- 6-10 years: 170
- 11-15 years: 113
- 16-20 years: 88
- 21-25 years: 52
- 26-30 years: 23
- 31-35 years: 22
- 36-40 years: 16
- More than 40 years: 16

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

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

N=830

- 1: 210
- 2: 285
- 3: 194
- 4: 71
- 5 or more: 70

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?
Approximate time since completing high school or GED

N=830

<table>
<thead>
<tr>
<th>Time Since Completion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>5</td>
</tr>
<tr>
<td>3-5 years</td>
<td>39</td>
</tr>
<tr>
<td>6-10 years</td>
<td>141</td>
</tr>
<tr>
<td>11-15 years</td>
<td>114</td>
</tr>
<tr>
<td>16-20 years</td>
<td>106</td>
</tr>
<tr>
<td>21-25 years</td>
<td>131</td>
</tr>
<tr>
<td>26-30 years</td>
<td>93</td>
</tr>
<tr>
<td>31-35 years</td>
<td>69</td>
</tr>
<tr>
<td>36-40 years</td>
<td>50</td>
</tr>
<tr>
<td>More than 40 years</td>
<td>82</td>
</tr>
</tbody>
</table>
EDUCATION HISTORY | Participation in Military, Religious, & Humanitarian Service Under Age 25

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?

- Participation in full-time military, religious, or humanitarian service (between high school and the age of 25)
  - N=830
  - Yes: 37%
  - No: 63%

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

- Attempted to enroll at a school for additional education after completing religious, military, or humanitarian service
  - N=304
  - Yes: 89%
  - No: 11%
MOTIVATIONS | Valuing Higher Education

Perceptions on the value and importance of college
N=830

The overall value one gets from college or certification beyond high school is worth more than the cost of attending

- Strongly Disagree: 49
- Somewhat Disagree: 73
- Neither Agree nor Disagree: 25
- Somewhat Agree: 78
- Strongly Agree: 121

A college degree or certification beyond high school is essential for most competitive-paying jobs

- Strongly Disagree: 25
- Somewhat Disagree: 62
- Neither Agree nor Disagree: 324
- Somewhat Agree: 330
- Strongly Agree: 286

Completing a college degree or certification is possible for most anyone

- Strongly Disagree: 49
- Somewhat Disagree: 73
- Neither Agree nor Disagree: 135
- Somewhat Agree: 101
- Strongly Agree: 54

My dream job requires a college degree or certification

- Strongly Disagree: 46
- Somewhat Disagree: 52
- Neither Agree nor Disagree: 214
- Somewhat Agree: 111
- Strongly Agree: 407
**Perceptions on the value and importance of college**

N=830

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall value one gets from college or certification beyond high school is worth more than the cost of attending</td>
<td>46</td>
<td>52</td>
<td>111</td>
<td>135</td>
<td>77</td>
<td>465</td>
</tr>
<tr>
<td>A college degree or certification beyond high school is essential for most competitive-paying jobs</td>
<td>214</td>
<td>407</td>
<td>52</td>
<td>135</td>
<td>77</td>
<td>568</td>
</tr>
<tr>
<td>Completing a college degree or certification is possible for most anyone</td>
<td>46</td>
<td>52</td>
<td>111</td>
<td>135</td>
<td>77</td>
<td>465</td>
</tr>
<tr>
<td>My dream job requires a college degree or certification</td>
<td>214</td>
<td>407</td>
<td>52</td>
<td>135</td>
<td>77</td>
<td>568</td>
</tr>
</tbody>
</table>

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

**Reasons for gaining more education or training**

<table>
<thead>
<tr>
<th>Reason</th>
<th>N=830</th>
<th>Most Important</th>
<th>2nd Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new knowledge, skills, and abilities</td>
<td>557</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Feel personal satisfaction and achievement</td>
<td>532</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Earn more money</td>
<td>501</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Create a better life for myself and/or my family</td>
<td>465</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Set an example for my kids</td>
<td>361</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Increase my job security</td>
<td>342</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Obtain a higher job title or promotion</td>
<td>298</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Advance within my current industry</td>
<td>287</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Gain soft skills (e.g., communication, leadership)</td>
<td>259</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Help me find a job or career in a new industry</td>
<td>257</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Improve my ability to perform my current job</td>
<td>256</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Control circumstances more effectively in my work life and/or personal life</td>
<td>251</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Prepare for a profession that requires a graduate or professional degree</td>
<td>236</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Make my family proud</td>
<td>231</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Obtain industry / job certifications or designations</td>
<td>222</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Grow my network with faculty, alumni, and/or other students</td>
<td>141</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Impress others in my social circle</td>
<td>84</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Enter the professional workforce for the first time</td>
<td>79</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Be the first college graduate in my family</td>
<td>77</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Be associated with a prestigious institution</td>
<td>77</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Respond to pressure from my family and/or friends</td>
<td>59</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Postpone going into (or returning to) the workforce</td>
<td>39</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Concerns or challenges relative to personal educational journey

<table>
<thead>
<tr>
<th>Concern</th>
<th>N=830</th>
<th>Most Important</th>
<th>2nd Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know how I will pay for it</td>
<td>342</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>294</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>286</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>228</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>201</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Private insecurities: “will I be able to handle the rigor of college work?”</td>
<td>200</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>186</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>167</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>132</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Personal health or medical complications</td>
<td>127</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Do not know where to even start in the process</td>
<td>125</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Comfortable with overall financial situation</td>
<td>123</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Not sure which school or schools to consider</td>
<td>114</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Concerned about learning online</td>
<td>107</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Concerned about having to take/pass a standardized admission test</td>
<td>102</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Have poor or inadequate grades from the past</td>
<td>81</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Bad experience with school previously</td>
<td>79</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Transportation or distance issues</td>
<td>75</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Concerned about learning in-person</td>
<td>66</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Lack of support from family or friends</td>
<td>63</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Work does not require it for promotion</td>
<td>59</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other, please specify:</td>
<td>41</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>34</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>32</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Worried that classes will be too challenging</td>
<td>14</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>
### Obstructing factors from finishing an already started program

<table>
<thead>
<tr>
<th>Obstructing factor</th>
<th>Most Important</th>
<th>2nd Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibilities</td>
<td>88</td>
<td>14%</td>
</tr>
<tr>
<td>Could no longer afford the tuition cost</td>
<td>46</td>
<td>7%</td>
</tr>
<tr>
<td>Could not participate fully due to family or work obligations</td>
<td>46</td>
<td>6%</td>
</tr>
<tr>
<td>Wasn’t comfortable with student loan debt</td>
<td>41</td>
<td>2%</td>
</tr>
<tr>
<td>Work responsibilities were too demanding</td>
<td>35</td>
<td>8%</td>
</tr>
<tr>
<td>Personal health or medical complications</td>
<td>34</td>
<td>8%</td>
</tr>
<tr>
<td>Lack of support from family or friends</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>Transitioned to being a stay-at-home parent</td>
<td>32</td>
<td>6%</td>
</tr>
<tr>
<td>Moved to new city or state</td>
<td>31</td>
<td>5%</td>
</tr>
<tr>
<td>Frustration at the overall time it would take to complete the program</td>
<td>29</td>
<td>3%</td>
</tr>
<tr>
<td>Difficulty finding classes that fit my schedule</td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td>Couldn’t decide on the right degree or program</td>
<td>22</td>
<td>2%</td>
</tr>
<tr>
<td>Had unexpected expenses after starting school</td>
<td>21</td>
<td>1%</td>
</tr>
<tr>
<td>Assumed caregiver responsibilities for a loved one</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>Lost financial aid and/or scholarships</td>
<td>19</td>
<td>3%</td>
</tr>
<tr>
<td>Could not access financial aid and/or scholarships</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>Transitioned to a new job that did not require a degree or certificate</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Transportation or distance issues</td>
<td>16</td>
<td>1%</td>
</tr>
<tr>
<td>General lack of academic interest</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>Poor experience with faculty and/or staff</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Poor grades</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Poor experience with school policies or processes</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Other, please specify:</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Voluntary service (military, religious, etc.) and I did not return afterwards</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Did not fit in with other students</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>None of the above</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

- **Yes, I’ll have to transition to partial or part-time employment**: 4%
- **Yes, I’ll have to quit my job**: 13%
- **Yes, I’ll have to increase my employment or earnings to cover the cost of school**: 38%
- **No, I’ll maintain my current employment status**: 46%
Q28 - Do you have any outstanding student loan debt originating from past education efforts?

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

- Yes: 20%
- No, because I paid it off: 35%
- No, and I’ve never had student loan debt before: 45%
**BARRIERS | Cost to Complete Certificate or Degree**

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

<table>
<thead>
<tr>
<th>Cost Range</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $5,000</td>
<td>11%</td>
<td>95</td>
</tr>
<tr>
<td>$5,000 - $9,999</td>
<td>16%</td>
<td>135</td>
</tr>
<tr>
<td>$10,000 - $19,999</td>
<td>21%</td>
<td>176</td>
</tr>
<tr>
<td>$20,000 - $29,999</td>
<td>17%</td>
<td>141</td>
</tr>
<tr>
<td>$30,000 - $39,999</td>
<td>10%</td>
<td>87</td>
</tr>
<tr>
<td>$40,000 - $49,999</td>
<td>11%</td>
<td>91</td>
</tr>
<tr>
<td>$50,000 - $74,999</td>
<td>8%</td>
<td>66</td>
</tr>
<tr>
<td>$75,000 - $100,000</td>
<td>3%</td>
<td>25</td>
</tr>
<tr>
<td>More than $100,000</td>
<td>2%</td>
<td>14</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Significant</th>
<th>Some</th>
<th>Modest</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing what is the right program for me to seek</td>
<td>7%</td>
<td>17%</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Navigating the admission/enrollment process</td>
<td>4%</td>
<td>12%</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>Being admitted to my preferred program</td>
<td>5%</td>
<td>13%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>The total program cost</td>
<td>27%</td>
<td>26%</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>Navigating the financial aid process</td>
<td>11%</td>
<td>19%</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>The time it will take to graduate</td>
<td>10%</td>
<td>22%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Ability to maintain acceptable grades</td>
<td>4%</td>
<td>13%</td>
<td>38%</td>
<td>46%</td>
</tr>
<tr>
<td>Flexible class schedule options</td>
<td>8%</td>
<td>18%</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>Managing the demands of my work while enrolled</td>
<td>17%</td>
<td>23%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Fulfilling personal or family commitments while enrolled</td>
<td>19%</td>
<td>27%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Commute time/distance</td>
<td>6%</td>
<td>15%</td>
<td>34%</td>
<td>46%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>2%</td>
<td>6%</td>
<td>7%</td>
<td>84%</td>
</tr>
</tbody>
</table>
### Obstructing factors of pursuing further education

**N=830**

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

Q31 - Which of the following most obstructs your pursuit of further education?
## BARRIERS | Confidence in Overcoming Obstacles

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>NOT Confident</th>
<th>Unsure</th>
<th>Confident</th>
<th>Not an Obstacle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total program cost</td>
<td>14%</td>
<td>36%</td>
<td>33%</td>
<td>18%</td>
</tr>
<tr>
<td>Navigating the financial aid process</td>
<td>4%</td>
<td>21%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>The time it will take to graduate</td>
<td>3%</td>
<td>22%</td>
<td>49%</td>
<td>26%</td>
</tr>
<tr>
<td>Ability to maintain acceptable grades</td>
<td>2%</td>
<td>15%</td>
<td>47%</td>
<td>35%</td>
</tr>
<tr>
<td>Flexible class schedule options</td>
<td>3%</td>
<td>20%</td>
<td>47%</td>
<td>30%</td>
</tr>
<tr>
<td>Identifying and enrolling in courses I need</td>
<td>2%</td>
<td>11%</td>
<td>50%</td>
<td>37%</td>
</tr>
<tr>
<td>Navigating school policies and requirements</td>
<td>2%</td>
<td>9%</td>
<td>37%</td>
<td>52%</td>
</tr>
<tr>
<td>Managing the demands of my work while enrolled</td>
<td>6%</td>
<td>27%</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Fulfilling personal or family commitments while enrolled</td>
<td>7%</td>
<td>30%</td>
<td>46%</td>
<td>17%</td>
</tr>
<tr>
<td>Solving issues as they arise while being able to continue to attend school</td>
<td>3%</td>
<td>22%</td>
<td>56%</td>
<td>19%</td>
</tr>
<tr>
<td>Commute time/distance</td>
<td>3%</td>
<td>15%</td>
<td>38%</td>
<td>44%</td>
</tr>
</tbody>
</table>
Q27 - Which of the following sources will you use to help pay for your education?

Sources planned to use to pay for education
N=810

- Personal income and/or savings: 532 (66%)
- Grants/scholarships: 367 (45%)
- Federal student loans: 270 (33%)
- Reimbursement from my company: 135 (17%)
- Private student loans: 132 (16%)
- Parents or other relatives: 59 (7%)
- 529 savings plan: 50 (6%)
# Important Factors when Choosing a School

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Allows me to finish my degree at a pace that works best for me</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Provides the flexibility to choose between online classes, in-person classes, or both</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Has a particular strength in the area I'm interested in</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Allows me to quickly advance through courses where I can demonstrate that I already know the material</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Offers a degree that employer's value</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Easily transfers credits from and to other academic institutions</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Faculty have real-world experience</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Provides personal attention and support from when I enroll to when I graduate</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Has an excellent job placement record</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Is a school I would be proud to go to</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Gives academic credit for my on-the-job training</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Offers a number of subject-matter options for study</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Has well-respected professors</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Will help me quickly begin a new career</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Offers internship or apprenticeship opportunities</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Helps me network with others in my intended career field</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Has a long history of providing education</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Is an innovator in education, using cutting edge teaching techniques and institutional processes</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Could lead to quick advancement within my current career</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Provides ongoing career services for students and alumni</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Has a low student-to-faculty ratio</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Courses take into account current global market and cultural trends</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Partners with top companies to design degree programs that are meaningful to today’s employers</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Is respected by my friends or associates</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Offers a traditional 4-year college campus experience</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Offers daycare for students with children</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>
### Type of educational areas

N = 810

<table>
<thead>
<tr>
<th>Educational Area</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>251</td>
<td>31%</td>
</tr>
<tr>
<td>Computer and Information Services</td>
<td>146</td>
<td>18%</td>
</tr>
<tr>
<td>Education</td>
<td>128</td>
<td>16%</td>
</tr>
<tr>
<td>Healthcare/Medicine General</td>
<td>116</td>
<td>14%</td>
</tr>
<tr>
<td>Psychology</td>
<td>99</td>
<td>12%</td>
</tr>
<tr>
<td>Communication</td>
<td>69</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Healthcare Technical</td>
<td>64</td>
<td>8%</td>
</tr>
<tr>
<td>Social Science</td>
<td>63</td>
<td>8%</td>
</tr>
<tr>
<td>Auto</td>
<td>62</td>
<td>8%</td>
</tr>
<tr>
<td>Construction</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>57</td>
<td>7%</td>
</tr>
<tr>
<td>Criminal Justice/Security</td>
<td>55</td>
<td>7%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>54</td>
<td>7%</td>
</tr>
<tr>
<td>Personal Services</td>
<td>51</td>
<td>6%</td>
</tr>
<tr>
<td>Public Administration</td>
<td>50</td>
<td>6%</td>
</tr>
<tr>
<td>Culinary</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>Law/Legal Services</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>Media Arts &amp; Technology</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>33</td>
<td>4%</td>
</tr>
<tr>
<td>Mechanics/Repair Technologies</td>
<td>28</td>
<td>3%</td>
</tr>
<tr>
<td>Mathematics/Statistics</td>
<td>27</td>
<td>3%</td>
</tr>
<tr>
<td>Religion</td>
<td>21</td>
<td>3%</td>
</tr>
</tbody>
</table>
Which of the following best describes the type of school you will attend?

- Online college or university: 35%
- Traditional 4-year university: 31%
- 2-year community college: 13%
- Technical college: 10%
- Trade or vocational school: 8%
- Other, please specify: 3%
Q23 - What type of learning/engagement do you most hope to experience?

Preference on type of learning/engagement

- Complete coursework in-person: 17%
- Complete coursework online: 37%
- Hybrid: Complete coursework in-person and online: 45%
- Other, please specify: 1%

N=810
Q24 - Is your ideal school schedule full-time or part-time?

Ideal School Schedule
N=810

- Full-time: 25%
- Part-time: 61%
- Unsure: 14%
Q25 - About how many years in total do you think it will take you to complete your educational experience?

Expected length to complete educational experience

N=830

- 6 months: 34, 4%
- 1 year: 107, 13%
- 2 years: 282, 34%
- 3 years: 194, 23%
- 4 years: 113, 14%
- 5 years: 37, 4%
- 6 years: 32, 4%
- More than 6 years: 31, 4%
DEMOGRAPHICS | Gender

Gender Identity
N=830

- Female: 59%
- Male: 40%
- Non-binary: 1%

Q35 - Gender identity
### DEMOGRAPHICS | Age

**Q1 - What is your age category?**

<table>
<thead>
<tr>
<th>Age category</th>
<th>N=830</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>128</td>
</tr>
<tr>
<td>30-34</td>
<td>132</td>
</tr>
<tr>
<td>35-39</td>
<td>131</td>
</tr>
<tr>
<td>40-44</td>
<td>131</td>
</tr>
<tr>
<td>45-49</td>
<td>95</td>
</tr>
<tr>
<td>50-54</td>
<td>69</td>
</tr>
<tr>
<td>55-59</td>
<td>59</td>
</tr>
<tr>
<td>60 or older</td>
<td>85</td>
</tr>
</tbody>
</table>

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

N=830

- Employed full-time: 483 (58%)
- Employed part-time: 133 (16%)
- Full-time student: 21 (3%)
- Part-time student: 25 (3%)
- Stay-at-home parent: 109 (13%)
- Stay-at-home caregiver: 19 (2%)
- Not employed, but looking for employment: 57 (7%)
- Not employed and not looking for employment: 25 (3%)
- Retired: 38 (5%)
- Prefer not to answer: 9 (1%)
<table>
<thead>
<tr>
<th>Total household income</th>
<th>N=830</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$15,000 to $24,999</td>
<td>44</td>
<td>5%</td>
</tr>
<tr>
<td>$25,000 to $49,999</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>176</td>
<td>21%</td>
</tr>
<tr>
<td>$75,000 to $99,999</td>
<td>168</td>
<td>20%</td>
</tr>
<tr>
<td>$100,000 to $149,999</td>
<td>151</td>
<td>18%</td>
</tr>
<tr>
<td>$150,000 to $199,999</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>29</td>
<td>3%</td>
</tr>
</tbody>
</table>
Q38 - Please indicate which of the following best describes your situation.

- Married or domestic partnership: 71%
- Single, never married: 16%
- Widowed: 9%
- Divorced: 2%
- Separated: 2%
- Other, please specify: 0%
Q39 - Do you currently have children under the age of 18 living in your house?

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

- Single, never married: 55%
- No: 44%
- Prefer not to answer: 1%
**DEMOGRAPHICS | Race**

**Race**
N=830

- 86% White
- 3% Asian
- 7% Hispanic
- 3% Black
- 2% Native American
- 1% Pacific Islander

Utah White Population 90.6%

Q40 - Please select the category or categories with which you most identify.
Q41 - Which of the following best describes the industry in which you currently work?

Current Industry

N=609

- Education (non-K12)
- Hospital
- Arts, Media & Entertainment
- Healthcare & Pharmaceuticals (non-Hospitals)
- Financial & Insurance
- Government
- Healthcare & Pharmaceuticals (Hospitals)
- Manufacturing
- Professional Services (legal, consulting, etc.)
- Retail, Restaurant & Hospitality
- Technology & Telecommunications
- Transportation, Utilities & Wholesale Trade
- Other, please specify:
- Not applicable or prefer not to answer

- 26%
- 41%
- 43%
- 1%
- 8%
- 4%
- 35%
- 36%
- 43%
- 35%
- 69%
- 4%
- 25%
- 13%
- 2%
October 29, 2021

Mental Health Update

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

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

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

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

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

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

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

Attachment
Mental Health Overview
USHE Mental Health – pre-2015

- Advocacy & Awareness
- Prevention
  - Counseling centers
- Crisis Triage
  - Clinical treatment
  - Hospitalization
  - Rehabilitation
  - Community partners
- Urgent Care & Rehab
USHE Mental Health – 2015

Advocacy & Awareness
- SafeUT

Prevention
- Counseling centers

Crisis Triage
- Clinical treatment
- Hospitalization
- Rehabilitation
- Community partners

Urgent Care & Rehab
USHE Mental Health – 2020

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

Prevention
- SafeUT
- Group support

Crisis Triage
- Counseling centers
- Non-specialist intervention training

Urgent Care & Rehab
- Clinical treatment
- Hospitalization
- Rehabilitation
- Community partners

Jed Foundation/Huntsman Mental Health Institute
USHE Mental Health – 2021...and beyond

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

Prevention
- SafeUT
- Group support
- Peer coaching

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

Urgent Care & Rehab
- Clinical treatment
- Hospitalization
- Rehabilitation
- Community partners

Jed Foundation/Huntsman Mental Health Institute

2022 Legislative Request
Peer Coaching

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

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

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

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