Utah Board of Higher Education
Technical Education Committee Meeting
Teleconference
Friday, October 29, 2021

Agenda

10:00 AM – 10:05 AM   Welcome and Introductions, Shawn Newell
10:05 AM – 10:30 AM   Voice of the Customer, Cicero .........................................................TAB A
10:30 AM – 11:00 AM   Strategic Plan Priorities, Shawn Newell ...........................................TAB B
11:00 AM – 11:15 AM   Custom Fit Report, Jared Haines .............................................................TAB C
11:15 AM – 11:30 AM   Technical Education Data Updates, Carrie Mayne
11:30 AM – 11:50 AM   Statewide Marketing Campaign, Trisha Dugovic .................................TAB D
11:50 AM – 11:55 AM   Industry Advisory Council Meeting Update, Jared Haines
11:55 AM – 12:00 PM   Conclusion, Shawn Newell
October 29, 2021

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

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

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

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

Attachment
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Executive Summary</strong></td>
</tr>
<tr>
<td>3</td>
<td>Background Information: Justification of Need</td>
</tr>
<tr>
<td>11</td>
<td>Overview of Best Practices for Supporting Non-Traditional Students</td>
</tr>
<tr>
<td>14</td>
<td><strong>Survey Results &amp; Alignment with USHE Strategic Pillars</strong></td>
</tr>
<tr>
<td>23</td>
<td><strong>Segmentation</strong></td>
</tr>
<tr>
<td>23</td>
<td>By Age</td>
</tr>
<tr>
<td>28</td>
<td>By Education Level</td>
</tr>
<tr>
<td>33</td>
<td>By Minority</td>
</tr>
<tr>
<td>38</td>
<td>By Socioeconomic Level</td>
</tr>
<tr>
<td>43</td>
<td><strong>Deep Dive of Supporting Non-Traditional Students</strong></td>
</tr>
<tr>
<td>57</td>
<td><strong>Appendix: Frequency Analysis</strong></td>
</tr>
</tbody>
</table>
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...

### Historical Enrollment at Colleges and Universities

- College enrollment has declined 2.1 million since 2014

### Historical Birth Rate

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

### Projected Number of High School Graduates

- High School graduation is projected to peak in 2025 before a long-term decline

**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.
We know from research conducted for Utah in 2011 that post-secondary degrees and certificates have meaningful positive economic, social and personal / familial impact in Utah...

**Economic**

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

**Social**

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

**Personal & Familial**

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

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

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

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

Additional Pain Points Include:

- Academic support and mentoring
- Parking accessibility

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

Sources: Bill and Melinda Gates Foundation. National study conducted by Cicero Group of tens of thousands of students, prospects, and university and college employees.
Overlaying data from the 2019 American Community Survey with findings from the 2011 statewide study, SUGGESTS that there may be ~220,000 individuals in Utah who have five or more semesters completed without a degree or certificate.

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

Semesters Enrolled in College or Vocational Program Without Receiving a Degree

Key Takeaways:

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

Sources: American Community Survey (2019); Prosperity 2020 Study
Best Practices for Supporting Non-Traditional Students
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

**EDUCATION**

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

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

**MINORITY**

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

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

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

**SOCIOECONOMIC STATUS**

1. **Knowing Where to Begin:**
   - Lower SES groups know less where to begin their journey (36%) compared to the Upper SES groups (5%)

2. **Rigor of Program:**
   - Students in Upper SES have more confidence in their ability to handle the rigor of the program; 16% of Upper SES expressed concern compared to 30% of Lower SES
62% of all respondents said they agree or strongly agree that the value of an education is greater than the cost.

### Affordability

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

**Financial Aid**
- 72% of Minority individuals listed navigating the financial aid process as a primary barrier in pursuing their program.
- 73% of individuals with High School / Technical College experience also listed navigating the financial aid process as a primary barrier in pursuing their program.
COMPLETION | Remove Structural Barriers to Graduation

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

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

Other Barriers

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

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

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

- **SES**
  - Consistent concerns across all groups include time commitment and managing demand of work responsibilities while enrolled in a program
  - 30% of Lower SES are concerned about rigor of program compared to 16% of Upper SES
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 the most important factor when selecting a school.

Flexibility with pace and platform is the most important factor for Lower SES when selecting a school.

55% of Middle-Aged candidates prefer to attend an online college or university, 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
The following three groups are segmented based on age to better understand non-traditional students’ preferences and challenges depending on how old they are.

**Young Adults**
- Young Adults are most interested in a traditional, 4-year program. They are the least likely to say there are too many obstacles to getting an education, but struggle most with learning about scholarships and grants. They could use help knowing where to start and discovering what they want to ‘be’.
- Ages 25 to 34
  - 260 Respondents

**Middle Aged**
- Middle Aged Adults are most impacted by work and personal commitments. College Stopouts in this age group were more likely due to family responsibilities than other groups. While they are less likely to start their education, those that do are more likely to follow through. They could use the flexibility to go at their own pace to enable them to keep commitments to work and family life.
- Ages 35 to 49
  - 357 Respondents

**Older Adults**
- Older Adults are mostly seeking education to gain new skills and feel personal satisfaction. Roughly half have started the process of looking for a program but are less likely to actually apply than other age groups. This group is the least likely to have student debt. They could use help getting motivated to take their aspirations from just a dream to tangible action.
- Ages 50+
  - 213 Respondents

Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.
MOTIVATIONS | Young Adults and Middle Aged are focused on creating a better life by pursuing further education, while Older Adults are more focused on personal satisfaction through earning a degree.

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

**Preferred Degree**

<table>
<thead>
<tr>
<th>Vocational Certificate</th>
<th>Skills-Based Certificate</th>
<th>Associate’s Degree</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>Professional</th>
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- Young Adults Prefer Associates

**Top Motivations for Pursuing Further Education**

<table>
<thead>
<tr>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Create a Better Life (26%)</td>
<td>(1) Create a Better Life (17%)</td>
<td>(1) Develop New Skills (26%)</td>
</tr>
<tr>
<td>(2) Develop New Skills (13%)</td>
<td>(2) Develop New Skills (15%)</td>
<td>(2) Personal Satisfaction (25%)</td>
</tr>
</tbody>
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**Differentiating Perspective on the Value of Pursuing Education**

- 58% believe the value of school is higher than the cost
- 59% believe the value of school is higher than the cost
- 72% believe the value of school is higher than the cost

**Progress Towards Application**

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

**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%)
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>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</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>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>30%</td>
<td>43%</td>
<td>29%</td>
</tr>
<tr>
<td>Unable to find time because of personal/family commitments</td>
<td>30%</td>
<td>39%</td>
<td>16%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>22%</td>
<td>27%</td>
<td>5%</td>
</tr>
<tr>
<td>Private insecurities: ability to handle the rigor of work?</td>
<td>26%</td>
<td>27%</td>
<td>5%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>23%</td>
<td>34%</td>
<td>6%</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>
</tr>
<tr>
<td>Do not know where to even start in the process</td>
<td>15%</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>20%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>19%</td>
<td>24%</td>
<td>4%</td>
</tr>
</tbody>
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Cost Expectations

<table>
<thead>
<tr>
<th>Cost Expectations</th>
<th>Young Adult</th>
<th>Middle Aged</th>
<th>Older Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Cost</td>
<td>$38k</td>
<td>$47k</td>
<td>$65k</td>
</tr>
<tr>
<td></td>
<td>$20k - $50k</td>
<td>$15k</td>
<td>$28k</td>
</tr>
<tr>
<td></td>
<td>$50k+</td>
<td>$14%</td>
<td>$7%</td>
</tr>
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Differentiating Perspective on the Obstructions to Pursuing Higher Education

- Struggles the most with deciding on a program (61%) and navigating the financial aid process (74%)
- Struggles the most to manage work demands while enrolled (80%) and personal commitments (83%)
- Least worried about ability to maintain acceptable grades (40% concerned)
- Least concerned about language barriers (6%)

Consistent Factors

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

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.

Top Areas of Study / Interest:
- Young Adult:
  1. Business (35%)
  2. Computer & Information Sciences (20%)
  3. Healthcare/Medicine General (16%)
- Middle Aged:
  1. Business (31%)
  2. Computer & Information Sciences (18%)
  3. Education (18%)
- Older Adult:
  1. Business (25%)
  2. Computer & Information Sciences (15%)
  3. Education (13%)

Type of School Preference:
- 49% Traditional 4-year university
- 55% Online college or university
- 46% Online college or university

Mode of Study:
- 50% Hybrid
- 50% Part-Time
- 55% Hybrid
- 61% Part-time
- 55% Hybrid
- 75% Part-Time

Motivations

Barriers

Solutions

AGE GROUPS

Confidential / 27
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.

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

Preferred Degree

- Vocational Certificate
- Skills-Based Certificate
- Associate’s Degree
- Bachelor’s Degree
- Master’s Degree
- Professional

Top Motivations for Pursuing Further Education

- HS / Technical College
  1. Create a Better Life (24%)
  2. Develop New Skills (13%)

- College Stopout
  1. Create a Better Life (22%)
  2. Personal Satisfaction (19%)

- College Degree
  1. Develop New Skills (20%)
  2. Create a Better Life (14%)

Differentiating Perspective on the Value of Pursuing Education

- HS / Technical College: 54% believe the value of school is higher than the cost
- College Stopout: 50% believe the value of school is higher than the cost
- College Degree: 69% believe the value of school is higher than the cost

Progress Towards Application

- HS / Technical College: 20% Research & Application, 54% Research & Application
- College Stopout: 22% Research & Application, 44% Research & Application
- College Degree: 13% Research & Application, 55% Research & Application

Consistent Factors

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

Key Takeaways:
- Stopouts are more likely to be motivated by internal personal satisfaction
- Those who have not yet secured a college degree have little interest in progressing to a Master’s or PhD
- Students who have already secured their Associate’s degree have a more optimistic view on the value of college
### Key Takeaways:
- HS / Tech College and College Degree both perceive that the cost of their education will be more than the perception of College Stopouts; this is likely because of the types of degrees pursued.
- 21% of College Stopouts state that health concerns kept them from completing their degree, which was the biggest barrier for 8% of the group.

### Barriers to Entry (% that selected)

<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>39%</td>
<td>51%</td>
<td>17%</td>
</tr>
<tr>
<td>Unable to find the time because of personal or family commitments</td>
<td>22%</td>
<td>38%</td>
<td>6%</td>
</tr>
<tr>
<td>Unsure what I want to do/be</td>
<td>17%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>Private insecurities: &quot;will I be able to handle the rigor of college work?&quot;</td>
<td>24%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>22%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>25%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>16%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Personal health or medical complications</td>
<td>16%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>18%</td>
<td>28%</td>
<td>4%</td>
</tr>
<tr>
<td>Concerned about having to take/pass a standardized admission test</td>
<td>17%</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### 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>Estimated Cost</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

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

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

### Consistent Factors

- Similar to other categories, the biggest barrier is the cost.
- Concerned with the time it will take to graduate.
- All students prefer flexible class schedule options.
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
- Provides flexibility to choose between online or in-person classes
- Provides an education I can afford without getting into too much debt
- Allows me to quickly advance through courses where I can demonstrate that I already know the material
- Is convenient to my home or office
- Has a good reputation
- Offers a wide array of financial aid options
- Easily transfers credits from and to other academic institutions
- Has a particular strength in the area I’m interested in
- Provides an accelerated program to allow me to finish my degree quickly

### Top Areas of Study / Interest

- **HS / Technical College**
  1. Business (34%)
  2. Computer & Information Sciences (23%)
  3. Personal Services (17%)

- **College Stopout**
  1. Business (39%)
  2. Computer & Information Sciences (16%)
  3. Psychology (15%)

- **College Degree**
  1. Business (27%)
  2. Computer & Information Sciences (17%)
  3. Education (17%)

### Type of School Preference

- **55%** Online college or university
- **46%** Online college or university
- **51%** Online college or university

### Mode of Study

- **College Stopout**
  - 48% Online
  - 46% Part-Time

- **College Degree**
  - 52% Hybrid
  - 60% Part-time

### Consistent Factors

- Part-time school schedule
- Business and Computer & Information Sciences are the top degree choices
Minority Segmentation
MINORITY GROUPS | Minorities are not as likely as Non-Minorities to believe that the value of an education trumps the cost of the degree

Minorities indicate many have researched (and some have applied) to programs and schools. Reasons holding them back from going for it include the cost, English being a second language, and concerns about maintaining strong grades. They are more confident in their abilities to succeed in a program than Non-Minorities. They could use help from a program by allowing them to finish their degree quickly.

Asian, Black, Hispanic, Native American, Native Hawaiian
113 Respondents

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

White
717 Respondents

Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.
MOTIVATIONS | Despite feelings of skepticism around the value of further education, Minorities are more likely to make progress in their application process than are Non-Minorities

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

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.

Top Motivations for Pursuing Further Education

<table>
<thead>
<tr>
<th>Preferred Degree</th>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Certificate</td>
<td>56%</td>
<td>63%</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>61%</td>
<td>51%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>28%</td>
<td>14%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>11%</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

- 56% believe the value of school is higher than the cost
- 6% below average
- 1% above average

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

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

MINORITY GROUPS

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.

Barriers: Research, No Application

Solutions: Research & Application

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

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

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

Cost Expectations

Estimated Cost

Differentiating Perspective on the Obstructions to Pursuing Higher Education

<table>
<thead>
<tr>
<th>Minority</th>
<th>Non-Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles the most with navigating the financial aid process (72%) and concerned with their ability to maintain acceptable grades (64%)</td>
<td>Struggles the most with fulfilling personal and family commitments while enrolled (82%) and the least with the language barrier (12%)</td>
</tr>
</tbody>
</table>

Barriers to Entry (% that selected)

- Don’t know how I will pay for it
- Nervous about the time commitment
- Unable to find the time because of personal or family commitments
- Unable to find the time because of work commitments
- Frustration at the overall time it will take to complete a degree
- Private insecurities: “will I able to handle the rigor of college work?”
- Not sure how to access financial aid, grants, and scholarships
- English is not my primary language
- Worried that classes will be too challenging
- Unsure what I want to do/be

Motivations | Barriers | Solutions

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

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

**Important Factors when Selecting a School**
- **Has a good reputation:**
  - Minority: 42%
  - Non-Minority: 34%
- **Allows me to finish my degree at a pace that works best for me:**
  - Minority: 49%
  - Non-Minority: 33%
- **Provides an education I can afford without getting into too much debt:**
  - Minority: 50%
  - Non-Minority: 30%
- **Has a particular strength in the area I’m interested in:**
  - Minority: 34%
  - Non-Minority: 30%
- **Provides the flexibility to choose between online classes and in-person classes:**
  - Minority: 45%
  - Non-Minority: 29%
- **Offers a wide array of financial aid options:**
  - Minority: 45%
  - Non-Minority: 28%
- **Provides an accelerated program to allow me to finish my degree quickly:**
  - Minority: 29%
  - Non-Minority: 28%
- **Easily transfers credits from and to other academic institutions:**
  - Minority: 26%
  - Non-Minority: 28%
- **Offers internship or apprenticeship opportunities:**
  - Minority: 24%
  - Non-Minority: 16%
- **Has an excellent job placement record:**
  - Minority: 22%
  - Non-Minority: 16%

**Top Areas of Study / Interest**
- **Minority**
  - Business (28%)
  - Computer & Information Sciences (22%)
  - Healthcare/ Medicine General (21%)
- **Non-Minority**
  - Business (31%)
  - Computer & Information Sciences (17%)
  - Education (16%)

**Type of School Preference**
- **Minority**
  - Online college or university (47%)
  - Other: 53%
- **Non-Minority**
  - Online college or university (51%)
  - Other: 49%

**Mode of Study**
- **Minority**
  - 51% Hybrid
  - 48% Part-Time
- **Non-Minority**
  - 54% Hybrid
  - 63% Part-time

**Consistent Factors**
- The second most common type of school preference is a traditional, 4-year university
- Prefer a hybrid and part-time learning model
Socioeconomic Status Segmentation
SOCIOECONOMIC GROUPS | The Lower Socioeconomic groups are more focused on finding the right programs specific to their interest, while the Upper Socioeconomic groups seek programs with great reputations.

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

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

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

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

Groups segmented based on age alone. Differences called out for this segmentation are significant to a 95% confidence interval.
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>Preferred Degree</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>18%</td>
<td>24%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Skills-Based Certificate</td>
<td>46%</td>
<td>55%</td>
<td>53%</td>
<td>61%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>37%</td>
<td>20%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Professional</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Top motivations for pursuing further education

- **Develop New Skills**
  - Lower SES: 28%
  - Middle-Low SES: 26%
  - Middle-Upper SES: 26%
  - Upper SES: 28%
- **Personal Satisfaction**
  - Lower SES: 72%
  - Middle-Low SES: 66%
  - Middle-Upper SES: 66%
  - Upper SES: 72%

### Differentiating perspective on the value of pursuing education

- **51%** believe the value of school is higher than the cost.
- **52%** believe the value of school is higher than the cost.
- **66%** believe the value of school is higher than the cost.
- **72%** believe the value of school is higher than the cost.

### Progress Towards Application

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

### Consistent Factors

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

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

### Barriers to Entry (% that selected)

<table>
<thead>
<tr>
<th>Barriers to Entry</th>
<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>1% ML MU U</td>
<td>17% 33% 24% 23% 18% 9%</td>
<td>21% 37% 18% 22% 10% 2%</td>
<td>5% 8% 7% 14%</td>
<td>5% 8% 3% 5%</td>
</tr>
<tr>
<td>Nervous about the time commitment</td>
<td>9% 15% 4% 2% 2% 0%</td>
<td>15% 17% 13% 11% 23% 22%</td>
<td>20% 22% 23% 21% 10% 33%</td>
<td>33% 30% 27% 25% 17% 26%</td>
<td>15% 25% 29% 33% 25% 26%</td>
</tr>
<tr>
<td>Private insecurities: ability to handle the rigor of work</td>
<td>3% 2% 2% 0% 0% 0%</td>
<td>16% 33% 10% 22% 10% 1%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Frustration at the overall time it will take to complete a degree</td>
<td>10% 11% 7% 2% 2% 0%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Unable to find the time because of work commitments</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Unable to find time because of personal or family commitments</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Do no know where to even start the process</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Not sure how to access financial aid, grants, and scholarships</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Worried the classes will be too challenging</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</td>
</tr>
<tr>
<td>Do not want to disrupt current employment</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>15% 26% 17% 22% 10% 2%</td>
<td>20% 33% 10% 3% 5% 2%</td>
<td>15% 13% 3% 2%</td>
<td>14% 13% 5% 2%</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>58%</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>$20k - $50k</td>
<td>35%</td>
<td>33%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>$50k+</td>
<td>10%</td>
<td>20%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Lower SES</th>
<th>Middle-Low SES</th>
<th>Middle-Upper SES</th>
<th>Upper SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most likely to want flexible class schedule options (69%)</td>
<td>43%</td>
<td>58%</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>Most worried about fulfilling personal or family commitments while enrolled (85%)</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Struggles the most with deciding on a program (65%) and navigating the financial aid process (78%)</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Struggles the most with commute time and distance (60%) and most worried about program cost (92%)</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

### SOCIOECONOMIC GROUPS

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

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

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

**Important Factors when Selecting a School**

<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>73%</td>
<td>48%</td>
</tr>
<tr>
<td>Provides the flexibility to choose between online classes, in-person classes, or both</td>
<td>54%</td>
<td>50%</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td>Provides an education I can afford without getting into too much debt</td>
<td>48%</td>
<td>50%</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>Offers a wide array of financial aid options</td>
<td>47%</td>
<td>48%</td>
<td>39%</td>
<td>40%</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>33%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Has a good reputation</td>
<td>38%</td>
<td>40%</td>
<td>42%</td>
<td>46%</td>
</tr>
<tr>
<td>Has a particular strength in the area I’m interested in</td>
<td>35%</td>
<td>39%</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Is convenient to my home or office</td>
<td>35%</td>
<td>38%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Provides an accelerated program to allow me to finish my degree quickly</td>
<td>33%</td>
<td>33%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Offers a degree that employers value</td>
<td>28%</td>
<td>32%</td>
<td>33%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Top Areas of Study / Interest**

<table>
<thead>
<tr>
<th>Area</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>(15%)</td>
</tr>
<tr>
<td>Healthcare/Medicine General</td>
<td>(16%)</td>
<td>(18%)</td>
<td>(18%)</td>
<td>(14%)</td>
</tr>
<tr>
<td>Psychology</td>
<td>(23%)</td>
<td>(18%)</td>
<td>(18%)</td>
<td>(23%)</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>(18%)</td>
<td>(18%)</td>
<td>(18%)</td>
<td>(15%)</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>48%</td>
<td>53%</td>
<td>64%</td>
</tr>
<tr>
<td>Online college or university</td>
<td>53%</td>
<td>54%</td>
<td>52%</td>
<td>73%</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>48%</td>
<td>44%</td>
<td>64%</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Consistent Factors**

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

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

**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

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

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

**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

**Allow for Competency-Based Remedial Programs**

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

**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

---

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

---

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

From individuals ranging from ages 25 to 60+

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

Utah Gender Breakdown: 49.6% Female
Utah White Population 90.6%
Q2 - What is the highest level of school you have previously completed?

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

### Highest level of school previously completed

<table>
<thead>
<tr>
<th>Level of School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school diploma or GED</td>
<td>0</td>
</tr>
<tr>
<td>High school diploma or GED</td>
<td>65</td>
</tr>
<tr>
<td>Some college, but no associate or bachelor's degree</td>
<td>165</td>
</tr>
<tr>
<td>Started a vocational/technical/skill-based certificate or diploma, but never finished</td>
<td>22</td>
</tr>
<tr>
<td>Vocational/technical/skill-based certificate or diploma</td>
<td>79</td>
</tr>
<tr>
<td>Associate degree</td>
<td>113</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>264</td>
</tr>
<tr>
<td>Master's degree</td>
<td>107</td>
</tr>
<tr>
<td>Professional degree or doctorate</td>
<td>15</td>
</tr>
</tbody>
</table>

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

- **0**
- **1 to 2 semesters**: 33%
- **3 to 4 semesters**: 23%
- **5 or more semesters**: 34%
- **Don't know/can't remember**: 4%
- **Less than one semester**: 6%
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**: 210
- **I have no current plans to seek further education**: 166
- **I am currently seeking further education**: 237
- **I plan to seek further education in the next 12 months**: 217
- **I have immediate plans to seek further education in the next 12 months**: 0
- **I dream of seeking further education, but there are just too many obstacles**: 0
- **I haven’t thought much about it either way**: 0
- **None of the above**: 0

### Current Program Completion Progress

N=210

- **Don’t know/can’t remember**: 6%
- **5 or more terms**: 15%
- **3 to 4 terms**: 25%
- **1 to 2 terms**: 27%
- **Less than one term**: 27%
Q6 - What type of education or training certification are you either considering or currently seeking?

EDUCATION HISTORY | Pursued Type of Education

Type of education or training certification considering or seeking

N=830

- Bachelor’s degree: 26%
- Master’s degree: 22%
- Associate degree: 12%
- Professional degree or doctorate: 10%
- 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%
EDUCATION HISTORY | Length of Time Since Last Enrolled in Post-High School Education

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

N=830

- 1 enrollment: 210
- 2 enrollments: 285
- 3 enrollments: 194
- 4 or more enrollments: 71
- 5 or more enrollments: 70
### EDUCATION HISTORY | Length of Time Since High School or GED Completion

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

N=830

<table>
<thead>
<tr>
<th>Time Since Completion</th>
<th>Frequency</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

**Participation in full-time military, religious, or humanitarian service (between high school and the age of 25)**
- N=830

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

**Attempted to enroll at a school for additional education after completing religious, military, or humanitarian service**
- N=304

- **Yes**: 89%
- **No**: 11%

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

Perceptions on the value and importance of college

N=830

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall value one gets from college or certification beyond high school is worth more than the cost of attending</td>
<td>229</td>
<td>330</td>
<td>286</td>
<td>145</td>
<td>49</td>
</tr>
<tr>
<td>A college degree or certification beyond high school is essential for most competitive-paying jobs</td>
<td>324</td>
<td>314</td>
<td>135</td>
<td>73</td>
<td>25</td>
</tr>
<tr>
<td>Completing a college degree or certification is possible for most anyone</td>
<td>226</td>
<td>101</td>
<td>135</td>
<td>78</td>
<td>49</td>
</tr>
<tr>
<td>My dream job requires a college degree or certification</td>
<td>407</td>
<td>214</td>
<td>111</td>
<td>52</td>
<td>46</td>
</tr>
</tbody>
</table>

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

Perceptions on the value and importance of college
N=830

1. The overall value one gets from college or certification beyond high school is worth more than the cost of attending:
   - Strongly Agree: 226
   - Agree: 324
   - Neither Agree nor Disagree: 229
   - Disagree: 145
   - Somewhat Disagree: 330
   - Strongly Disagree: 286

2. A college degree or certification beyond high school is essential for most competitive-paying jobs:
   - Strongly Agree: 407
   - Agree: 314
   - Neither Agree nor Disagree: 101
   - Disagree: 111
   - Somewhat Disagree: 135
   - Strongly Disagree: 25

3. My dream job requires a college degree or certification:
   - Strongly Agree: 46
   - Agree: 52
   - Neither Agree nor Disagree: 111
   - Disagree: 111
   - Somewhat Disagree: 135
   - Strongly Disagree: 25

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

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

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

<table>
<thead>
<tr>
<th>Concern</th>
<th>Participants</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: &quot;will I be able to handle the rigor of college work?&quot;</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>2%</td>
<td>2%</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td>41</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>English is not my primary language</td>
<td>34</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Worried that classes will be too challenging</td>
<td>32</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Obstructing factors</th>
<th>Most Important</th>
<th>2nd Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family responsibilities</td>
<td>88</td>
<td>20%</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

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

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

- Under $5,000: 11%, 95
- $5,000-$9,999: 16%, 135
- $10,000-$19,999: 21%, 176
- $20,000-$29,999: 17%, 141
- $30,000-$39,999: 10%, 87
- $40,000-$49,999: 11%, 91
- $50,000-$74,999: 8%, 66
- $75,000-$100,000: 3%, 25
- More than $100,000: 2%, 14
### BARRIERS | Degree of Obstruction

<table>
<thead>
<tr>
<th>Obstruction</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>Number of Respondents</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>3%</td>
</tr>
<tr>
<td>Navigating the admission/enrollment process</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>English is my second language</td>
<td>11</td>
<td>1%</td>
</tr>
</tbody>
</table>
## BARRIERS | Confidence in Overcoming Obstacles

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>NOT Confident</th>
<th>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

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

### Offers

<table>
<thead>
<tr>
<th>Offer</th>
<th>Importance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers a number of subject-matter options for study</td>
<td>160</td>
<td>20%</td>
</tr>
<tr>
<td>Has well-respected professors</td>
<td>157</td>
<td>19%</td>
</tr>
<tr>
<td>Will help me quickly begin a new career</td>
<td>153</td>
<td>19%</td>
</tr>
<tr>
<td>Offers internship or apprenticeship opportunities</td>
<td>138</td>
<td>17%</td>
</tr>
<tr>
<td>Helps me network with others in my intended career field</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>Has a long history of providing education</td>
<td>129</td>
<td>16%</td>
</tr>
<tr>
<td>Is an innovator in education, using cutting edge teaching techniques and institutional processes</td>
<td>125</td>
<td>15%</td>
</tr>
<tr>
<td>Could lead to quick advancement within my current career</td>
<td>120</td>
<td>15%</td>
</tr>
<tr>
<td>Provides ongoing career services for students and alumni</td>
<td>110</td>
<td>14%</td>
</tr>
<tr>
<td>Has a low student-to-faculty ratio</td>
<td>106</td>
<td>13%</td>
</tr>
<tr>
<td>Courses take into account current global market and cultural trends</td>
<td>94</td>
<td>12%</td>
</tr>
<tr>
<td>Partners with top companies to design degree programs that are meaningful to today’s employers</td>
<td>91</td>
<td>11%</td>
</tr>
<tr>
<td>Is respected by my friends or associates</td>
<td>83</td>
<td>10%</td>
</tr>
<tr>
<td>Offers a traditional 4-year college campus experience</td>
<td>69</td>
<td>9%</td>
</tr>
<tr>
<td>Offers daycare for students with children</td>
<td>60</td>
<td>7%</td>
</tr>
</tbody>
</table>
## Type of educational areas

<table>
<thead>
<tr>
<th>Type of Educational Areas</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>251</td>
<td>31%</td>
</tr>
<tr>
<td>Computer and Information Services</td>
<td>146</td>
<td>18%</td>
</tr>
<tr>
<td>Education</td>
<td>128</td>
<td>16%</td>
</tr>
<tr>
<td>Healthcare/Medicine General</td>
<td>116</td>
<td>14%</td>
</tr>
<tr>
<td>Psychology</td>
<td>99</td>
<td>12%</td>
</tr>
<tr>
<td>Communication</td>
<td>69</td>
<td>9%</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>66</td>
<td>8%</td>
</tr>
<tr>
<td>Healthcare Technical</td>
<td>64</td>
<td>8%</td>
</tr>
<tr>
<td>Social Science</td>
<td>63</td>
<td>8%</td>
</tr>
<tr>
<td>Auto</td>
<td>62</td>
<td>8%</td>
</tr>
<tr>
<td>Construction</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>57</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Educational Areas</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<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>
Q22 - 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%
- Trade or vocational school: 8%
- Technical college: 10%
- Other, please specify: 3%
- Type of School (N=830)
Preference on type of learning/engagement

N=810

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

Q23 - What type of learning/engagement do you most hope to experience?
Q24 - Is your ideal school schedule full-time or part-time?

**Ideal School Schedule**

N=810

- Full-time: 25%
- Part-time: 61%
- Unsure: 14%
### Expected length to complete educational experience

<table>
<thead>
<tr>
<th>Time to Complete</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months</td>
<td>34</td>
<td>4%</td>
</tr>
<tr>
<td>1 year</td>
<td>107</td>
<td>13%</td>
</tr>
<tr>
<td>2 years</td>
<td>282</td>
<td>34%</td>
</tr>
<tr>
<td>3 years</td>
<td>194</td>
<td>23%</td>
</tr>
<tr>
<td>4 years</td>
<td>113</td>
<td>14%</td>
</tr>
<tr>
<td>5 years</td>
<td>37</td>
<td>4%</td>
</tr>
<tr>
<td>6 years</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>More than 6 years</td>
<td>31</td>
<td>4%</td>
</tr>
</tbody>
</table>

N=830

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

Gender Identity
N=830

- Female: 59%
- Male: 40%
- Non-binary: 1%
**Q1 - What is your age category?**

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

**Age category**

N=830

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

### Current employment status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>483</td>
<td>58%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>133</td>
<td>16%</td>
</tr>
<tr>
<td>Full-time student</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Part-time student</td>
<td>25</td>
<td>3%</td>
</tr>
<tr>
<td>Stay-at-home parent</td>
<td>109</td>
<td>13%</td>
</tr>
<tr>
<td>Stay-at-home caregiver</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>Not employed, but looking for employment</td>
<td>57</td>
<td>7%</td>
</tr>
<tr>
<td>Not employed and not looking for employment</td>
<td>25</td>
<td>3%</td>
</tr>
<tr>
<td>Retired</td>
<td>38</td>
<td>5%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>9</td>
<td>1%</td>
</tr>
</tbody>
</table>

N=830

Q36 - What is your current employment status?
### Total household income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$15,000 to $24,999</td>
<td>44</td>
<td>5%</td>
</tr>
<tr>
<td>$25,000 to $49,999</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>$50,000 to $74,999</td>
<td>176</td>
<td>21%</td>
</tr>
<tr>
<td>$75,000 to $99,999</td>
<td>168</td>
<td>20%</td>
</tr>
<tr>
<td>$100,000 to $149,999</td>
<td>151</td>
<td>18%</td>
</tr>
<tr>
<td>$150,000 to $199,999</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>29</td>
<td>3%</td>
</tr>
</tbody>
</table>
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: 2%

N=830
Q39 - Do you currently have children under the age of 18 living in your house?

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

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

Single, never married: 55%
Race
N=830

Utah White Population
90.6%

86% White
3% Asian
3% Black
7% Hispanic
2% Native American
1% Pacific Islander
Q41 - Which of the following best describes the industry in which you currently work?

Current industry
N=609

- Arts, Media & Entertainment: 4%
- Construction: 7%
- Education (non-K12): 7%
- Energy: 1%
- Financial & Insurance: 6%
- Government: 6%
- Healthcare & Pharmaceuticals (non-Hospitals): 8%
- Hospital: 4%
- K12 Schools: 6%
- Manufacturing: 8%
- Professional Services (legal, consulting, etc.): 7%
- Retail, Restaurant & Hospital: 69%
- Technology & Telecommunications: 11%
- Transportation, Utilities & Wholesale Trade: 11%
- Other, please specify: 2%
- Not applicable or prefer not to answer: 13%
MEMORANDUM

October 29, 2021

Strategic Plan Update: Board Committee Priority Review

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

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

The strategic plan is guided by two main themes:

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

The Commissioner’s office has assigned strategies from the 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 shepherd the strategies along. (A note: The Academic Education and Technical Education Committees share all of their strategies, as they impact both degree-granting and technical institutions.)

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

Committee Discussion

The Technical Education Committee is asked to review strategies and tactics in the attachment to prioritize and verify the efforts are moving in the right direction.
Commissioner's Recommendation
Information item only; no action is required.
USHE Strategic Plan
Technical Education Committee Priorities

October 29, 2021
### **SYSTEM UNIFICATION**
- Develop, strengthen, and leverage a seamless and articulated system of higher education

### **ACCESS**
- Remove structural barriers to entry
- 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

### **AFFORDABILITY**
- Remove structural barriers to affordability
- Increase student ability to pay cost of attendance
- Develop an expanded standard of affordability by the end of 2021
- Increase FAFSA completion
- Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021

### **COMPLETION**
- Remove structural barriers to graduation
- 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 availability and stackability of high-demand, high-wage programs

### **BOARD’S ROLE**
- **GOAL**
- **STRATEGY**
  - 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
  - Increase stackability of credentials from technical colleges to degree-granting institutions
  - Streamline presidential evaluation and R&R processes
  - Simplify institutional admissions processes
  - Strengthen admissions advisors’ tech college staff’s capacity for addressing student basic needs
  - Support institutions in diversifying faculty and staff. Expand Utah’s pipeline of diverse K-12 educators.
  - Build and maintain legislative support

### **LEGEND:**
- **Academic Education/Technical Education**
- **Student Affairs**
- **Finance & Facilities**
- **Executive Committee**
<table>
<thead>
<tr>
<th>SYSTEM UNIFICATION</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align programs with institutional roles and minimize duplication among institutions.</td>
<td>Support institutions and USBE in diversifying the pipeline of P-20 educators, faculty, and staff.</td>
</tr>
<tr>
<td>Increase stackability of credentials from technical colleges to degree-granting institutions.</td>
<td>• Study current program offerings across technical colleges to ensure fit with institutional role.</td>
</tr>
<tr>
<td>Merge system policies and align data and measures, as appropriate.</td>
<td>• Review policy to support all USHE institutions in their effort to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.</td>
</tr>
<tr>
<td>• Review policy governing award types to ensure policies are equity minded and supported by data to support stackability between institutions.</td>
<td></td>
</tr>
<tr>
<td>• Develop standardized approach to understand the number of secondary students receiving credit for course work completed at the high school.</td>
<td></td>
</tr>
<tr>
<td>• Explore potential for transition technical education from clock-hours to credit.</td>
<td></td>
</tr>
<tr>
<td>• Review related policies and align data and measurements between technical colleges and degree-granting institutions, when appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Conduct transfer study to identify any barriers to transfer.</td>
<td></td>
</tr>
<tr>
<td>• Facilitate coordination to align programs to support transfer, wherever possible.</td>
<td></td>
</tr>
<tr>
<td>• Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>• Ensure equity in processes relating to the award of credit for prior learning.</td>
<td></td>
</tr>
<tr>
<td>• Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student enrollment and success into technical programs.</td>
<td></td>
</tr>
</tbody>
</table>

| COMPLETION |
| Structure awards to facilitate completion and transfer. | Increase the award of credit for prior learning. |
| Increase the award of credit for prior learning. | • Conduct transfer study to identify any barriers to transfer. |
| Expand supportive entry level education practices. | • Facilitate coordination to align programs to support transfer, wherever possible. |
| • Implement annual institutional reporting of credit for prior learning, proactive communications to students, and training of faculty and staff. |
| • Ensure equity in processes relating to the award of credit for prior learning. |
| • Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student enrollment and success into technical programs. |

| WORKFORCE ALIGNMENT |
| Increase student participation in work-based activities. | • Consider policy to define systemwide practices for reporting and expansion of availability of, and participation in, work-based learning activities. |
MEMORANDUM

October 29, 2021

Custom Fit Report – FY 2021

Custom Fit is a state investment with industry in Utah’s economic vitality and workforce development. It provides and supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers’ specific educational needs. Custom Fit accomplishes this through jointly-funded partnerships between Utah companies and Utah System of Higher Education institutions.

In accordance with Policy R432-8.3 (Custom Fit – Annual Report), the eleven technical education institutions have submitted reports detailing Custom Fit activity for Fiscal Year 2021. The attached report summarizes the institution reports and reflects statewide Custom Fit activity.

The policy calls for the Technical Education Committee to review the report in its meeting and to forward it to the Committee of the Whole.

Commissioner’s Recommendation

The Commissioner recommends the Technical Education Committee review the FY-2021 Custom Fit Report and consider forwarding it to the Committee of the Whole as an information or discussion item for the Consent Calendar or the regular agenda.

Attachment
# Program Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Companies Served</th>
<th>Trainees</th>
<th>Instructional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland Technical College</td>
<td>199</td>
<td>4,721</td>
<td>82,028</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>182</td>
<td>2,229</td>
<td>63,177</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>155</td>
<td>1,254</td>
<td>23,450</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>246</td>
<td>2,921</td>
<td>43,238</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>134</td>
<td>2,546</td>
<td>73,813</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>85</td>
<td>745</td>
<td>22,368</td>
</tr>
<tr>
<td>Snow College</td>
<td>95</td>
<td>453</td>
<td>14,299</td>
</tr>
<tr>
<td>Southwest Technical College</td>
<td>81</td>
<td>615</td>
<td>34,331</td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>61</td>
<td>389</td>
<td>10,665</td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>178</td>
<td>1,673</td>
<td>22,643</td>
</tr>
<tr>
<td>Utah State University-Eastern</td>
<td>76</td>
<td>280</td>
<td>10,620</td>
</tr>
<tr>
<td><strong>FY 2021 Total</strong></td>
<td><strong>1,492</strong></td>
<td><strong>17,826</strong></td>
<td><strong>400,611</strong></td>
</tr>
</tbody>
</table>

| FY 2020 Total                      | 1,760            | 18,742  | 357,254             |
| % Change                           | **-15.2%**       | **-4.9%** | **12.1%**           |

## Financial Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Carried Over from Prior FY</th>
<th>State Appropriation</th>
<th>Company Contributions</th>
<th>Inst*</th>
<th>Total Funds Available</th>
<th>Direct Training Costs</th>
<th>Salaries/Benefits</th>
<th>Equipment</th>
<th>Other Expenses</th>
<th>Total Expenditures</th>
<th>Carried Over to Next FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland Technical College</td>
<td>$22,572</td>
<td>$500,000</td>
<td>$591,375</td>
<td></td>
<td>$1,113,947</td>
<td>$866,254</td>
<td>235,230</td>
<td></td>
<td>6,562</td>
<td>1,108,046</td>
<td>$5,901</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>114,084</td>
<td>684,600</td>
<td>384,557</td>
<td></td>
<td>1,183,241</td>
<td>760,570</td>
<td>297,456</td>
<td>17,290</td>
<td>26,466</td>
<td>1,101,782</td>
<td>81,459</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>74,186</td>
<td>345,000</td>
<td>327,536</td>
<td></td>
<td>746,722</td>
<td>545,893</td>
<td>119,617</td>
<td>3,406</td>
<td>2,821</td>
<td>671,737</td>
<td>74,985</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>74,664</td>
<td>684,600</td>
<td>155,933</td>
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<td>915,197</td>
<td>536,248</td>
<td>235,377</td>
<td>3,208</td>
<td>774,833</td>
<td>140,346</td>
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</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>143,881</td>
<td>684,600</td>
<td>496,333</td>
<td></td>
<td>1,324,814</td>
<td>784,498</td>
<td>247,830</td>
<td>427</td>
<td>1,032,755</td>
<td>292,059</td>
<td></td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>446,969</td>
<td>460,800</td>
<td>249,668</td>
<td>92,510</td>
<td>1,249,947</td>
<td>735,658</td>
<td>92,510</td>
<td></td>
<td>594</td>
<td>828,762</td>
<td>421,185</td>
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<tr>
<td>Snow College</td>
<td>261,284</td>
<td>298,100</td>
<td>141,685</td>
<td></td>
<td>701,069</td>
<td>291,136</td>
<td>180,854</td>
<td></td>
<td>471,990</td>
<td>229,078</td>
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</tr>
<tr>
<td>Southwest Technical College</td>
<td>39,934</td>
<td>345,000</td>
<td>206,951</td>
<td></td>
<td>591,885</td>
<td>344,919</td>
<td>169,886</td>
<td>9,780</td>
<td>524,585</td>
<td>67,300</td>
<td></td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>22,224</td>
<td>235,000</td>
<td>239,217</td>
<td></td>
<td>566,441</td>
<td>434,737</td>
<td>165,293</td>
<td>688</td>
<td>600,718</td>
<td>(34,277)</td>
<td></td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>27,407</td>
<td>410,000</td>
<td>255,574</td>
<td></td>
<td>692,981</td>
<td>425,919</td>
<td>247,740</td>
<td>594</td>
<td>704,280</td>
<td>(11,298)</td>
<td></td>
</tr>
<tr>
<td>Utah State University-Eastern</td>
<td>269,274</td>
<td>273,100</td>
<td>122,368</td>
<td></td>
<td>822,742</td>
<td>245,575</td>
<td>95,050</td>
<td>11,653</td>
<td>387,532</td>
<td>277,209</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,476,479</strong></td>
<td><strong>$5,010,800</strong></td>
<td><strong>$3,171,197</strong></td>
<td><strong>$92,510</strong></td>
<td><strong>$9,750,986</strong></td>
<td><strong>$5,971,407</strong></td>
<td><strong>$2,086,843</strong></td>
<td><strong>$32,942</strong></td>
<td><strong>$8,207,020</strong></td>
<td><strong>$1,543,965</strong></td>
<td></td>
</tr>
</tbody>
</table>

*SLCC CF appropriation has been carried through regular institution E&G line item. Institution provides additional funding for salaries and benefits.
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.