Post-secondary Education for Returning Adults and Non-traditional Students

Interim Higher Ed Committee, July 18, 2018
A BETTER DEAL FOR RETURNING ADULTS

SARAH ANCEL
Senior Vice President for the Alliance - Complete College America
@Sarah_Ancel
NEEDED: 11.6 MILLION SUCCESSFUL ADULT STUDENTS

To meet the goal of 60 percent postsecondary attainment, the following students are needed:

- Traditional aged: 4.8 million
- Previously attended college but did not graduate: 6.1 million
- Never attended college: 5.5 million

Nationwide, 11.6 million additional adults will need to earn a degree or credential, compared to 4.8 million traditional-aged students, to meet the attainment goal.

TODAY’S STUDENTS

58% Work while Enrolled

47% Support Themselves

38% Older than 25

26% Raising Children

https://www.luminafoundation.org/todays-student
UTAH’S CHALLENGES AND OPPORTUNITIES

CURRENT ENROLLMENT:

Utah has adopted a 66% postsecondary attainment goal.

Utah is now 7th in the nation for students with “some college, no degree” (21%).

Many of Utah’s younger students have non-traditional characteristics.
HOW DO WE SERVE ADULT STUDENTS?
GO SU
part time!
Part-time study works for you

2016/17 Part-Time enrolments now open!
Quiz: what percentage of part-time students in their 2\textsuperscript{nd} college term say they expect to earn an associate degree 1-2 years from entry?

- 10%
- 19%
- 33%
- 47%
UNREALISTIC EXPECTATIONS

47%
Always part-time students in their 2nd term that expect to earn their associate degree 1-2 after they started college.

38% still think that in their 3rd term.

The Center for Community College Student Engagement: *Even One Semester: Full-Time Enrollment and Student Success*(Center, 2017).
COST

Quiz: What is the cost difference between a 2-year associate degree and a 6-year associate degree?

- $6,700
- $37,000
- $82,000
- $560,000
### THE HIGH COST OF TIME

<table>
<thead>
<tr>
<th></th>
<th>One extra year, public</th>
<th>One extra year, private</th>
<th>Two extra years, public</th>
<th>Two extra years, private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Loans</td>
<td>$18,598</td>
<td>$26,815</td>
<td>$37,456</td>
<td>$53,760</td>
</tr>
<tr>
<td>Opportunity Costs</td>
<td>$128,429</td>
<td>$128,429</td>
<td>$245,253</td>
<td>$245,253</td>
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<tr>
<td>Total Cost for</td>
<td>$147,026</td>
<td>$155,244</td>
<td>$282,691</td>
<td>$298,995</td>
</tr>
<tr>
<td>Delayed Graduation</td>
<td></td>
<td></td>
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</tbody>
</table>

Quiz: What percentage of always part-time students graduates after six years?

- 7%
- 20%
- 34%
- 55%
LOWER LIKELIHOOD OF SUCCESS

6-Year Graduation Rates

Always Part-Time: 20.4%
Mixed Enrollment: 39.5%
Always Full-Time: 80.1%

LOWER LIKELIHOOD OF SUCCESS

6-Year Graduation Rates

- 20 and Younger: 68%
- >20-24: 50%
- Older than 24: 49%

THE ADULT STUDENT’S TRADE-OFF

Make life-altering sacrifices to attend full-time

Part-time: higher cost, lower chance of graduating
THE ADULT STUDENT’S TRADE-OFF

Make life-altering sacrifices to attend full-time:

Part-time: higher cost, lower chance of graduating
HOW DO WE SERVE ADULT STUDENTS?
THE ADULT STUDENT’S TRADE-OFF

Make life-altering sacrifices to attend full-time

Part-time: higher cost, lower chance of graduating
THE ADULT STUDENT’S OPPORTUNITY

A BETTER DEAL FOR RETURNING ADULTS
HOW CAN WE SERVE ADULT STUDENTS BETTER?
RETURNING ADULT CAMPAIGNS

A lot has changed since you left college.
LIKE YOUR REASONS FOR RETURNING.

LARGE INCOME BUMP
+ $20k

LESS CHANCE OF BEING UNEMPLOYED
3x

MORE CAREER OPTIONS
60%

Explore available programs and access your incentives
www.YouCanGoBack.com/Anthony.Smith
An initiative of the Indiana Commission for Higher Education

Indiana colleges and universities are making it easier to finish your degree.
Indiana Results: Over 13,000 former students returned within one year
WHAT’S YOUR OFFER?
STEP 1:
BUILD SMARTER SCHEDULES
15 CREDITS A SEMESTER TO GRADUATE ON TIME #15TOFINISH
WHAT’S REALLY THE ISSUE?

15

OR

5
Professor Relationships
Sets of Deadlines to Remember
Strands of Content to Absorb
Mid-Terms and Final Exams

...while also keeping track of life
Time Commitment: 16 Week Semester; 1 course
Time Commitment: 16 Week Semester; 5 courses
REDESIGNED SCHEDULES

Solve for 5 instead of 15: Compressed Courses

- Shorter Terms
- Fewer Courses per Term
- Year-Round Enrollment
- Consistent Time/Days on Campus
1 or 2

Professor Relationships
Sets of Deadlines to Remember
Strands of Content to Absorb
Mid-Terms and Final Exams

...while also keeping track of life
Time Commitment: 4-week terms, 1 course per term
IF SOMETHING GOES WRONG...
COMPRESSED COURSES GET BIG RESULTS

Bellevue's 4-Year Graduation Rates

- Traditional: 24.8%
- Accelerated In-Person: 75.2%
- Accelerated Online: 77.1%
STEP 2: HONOR WHAT STUDENTS ALREADY KNOW
PRIOR LEARNING ASSESSMENT

EXAMS
• CLEP
• DSST

PORTFOLIOS
• Learning Counts
• Faculty-Driven

CERTIFICATIONS
• ACE
• Faculty-Driven
CORRELATION
Completion rate boost from earning credit-granting CLEP score

Completion rate among students missing credit-granting CLEP score by one point.
# Prior Learning Assessment

## Exams
- CLEP
- DSST

## Portfolios
- Learning Counts
- Faculty-Driven

## Certifications
- ACE
- Faculty-Driven
CREDIT FOR COMPETENCY

If it works, bake it into the cake:
Embedded Credit for Competency Process

- Required for all adult students
- Designed to maximize credits earned
- Credits transcripted promptly
Three-credit course leads students through reflection and PLA process:

- Up to 48 hours earned
- 24 hours earned on average
- 3 credits
STEP 3: PROVIDE A COACH
THE LONGER IT TAKES, THE MORE LIKELY THAT LIFE GETS IN THE WAY.
THE LONGER IT TAKES, THE MORE LIKELY THAT LIFE GETS IN THE WAY.
DEDICATED COACH

Assign a coach to each adult student

- Single coach from start to finish
- Trained to build relationship & trust
- Equipped to intervene in institutional policy and practice
- Knowledge of external resources
WALLACE STATE COMMUNITY COLLEGE: SUCCESS COACHING RETENTION RATES BY ENGAGEMENT

Retention: 58% (n=1223), 63% (n=896), 74% (n=823)

3+ meetings: 58% (n=1223), 58% (n=896), 78% (n=823)

4+ contact: 58% (n=1223), 59% (n=896), 74% (n=823)
### INSIDETRACK’S COACHING RESULTS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State</td>
<td>46% improvement in enrollment conversion</td>
</tr>
<tr>
<td>Ivy Tech</td>
<td>33% increase in low-income, first-gen persistence</td>
</tr>
<tr>
<td>Florida State</td>
<td>Coaching program generated $9.6M in additional revenue</td>
</tr>
</tbody>
</table>
INSIDETRACK'S COACHING RESULTS

PENN STATE
46% improvement in enrollment conversion

IVY TECH
33% increase in low-income, first-gen persistence

FLORIDA STATE
Coaching program

generated $9.6M in additional revenue
STEP 4: WELCOME ADULTS BACK
RETURNING ADULT CAMPAIGNS

A lot has changed since you left college.
LIKE YOUR REASONS FOR RETURNING.

LARGE INCOME BUMP
+$20K

LESS CHANCE OF BEING UNEMPLOYED
College Grads vs High School Grads
Bachelor’s vs High School Degree
Jobs Requiring Education Beyond High School by 2018

MORE CAREER OPTIONS
3x
60%

Explore available programs and access your incentives
www.YouCanGoBack.com/Anthony.Smith

An initiative of the Indiana Commission for Higher Education

Indiana colleges and universities are making it easier to finish your degree.
RETURNING ADULT CAMPAIGNS

- Half of former students returned after being contacted by Completion Ambassadors
- 79% have graduated or are still enrolled within five years

THE GRADUATE NETWORK!
Adults are welcomed back – with the promise of a Better Deal

Avenues to reach potential returning adult students include:

- Direct marketing
- Reverse Transfer efforts
- Employer partnerships
**NEW RULES**

**STATE ACTION**
- Coordinate with employers and institutions to launch a direct marketing campaign encouraging adults to go back to college, but nudge students to institutions that have scaled A Better Deal for Returning Adults.
- Revise criteria for state financial aid and free college programs to ensure that they do not exclude adult students, and decouple state aid eligibility from federal aid status.
- Adopt statewide standards for prior learning assessment, provide a method for consistent transcripting of the credits, and allow state aid dollars to pay related costs.

**INSTITUTION ACTION**
- Redesign the term structure to allow for accelerated courses, and create consistent, year-round schedules that lead to on-time graduation.
- Adopt a clear policy on prior learning assessment that includes the methods for earning credit, the courses these credits replace, and the cost to students.
- Invest in coaches for returning adult students or redesign the existing advising model to provide this coaching.
- Create a grade forgiveness policy and audit the enrollment process to eliminate unnecessary documentation (e.g., immunization records) and processes that may serve as barriers.
A Better Deal for Returning Adults

Framing Statements

WHEREAS, 74 percent of the nation’s student population is non-traditional—older, working full-time or with dependents of their own.

WHEREAS, the attainment goals set by state and national leaders cannot be met unless significantly more adults and other non-traditional students return to higher education and complete a degree or credential.

WHEREAS, these students have long been asked to choose between making life-altering sacrifices to attend full-time or attending part-time with a much lower chance of graduating and greater long-term costs.
A Better Deal for Returning Adults

Framing Statements

WHEREAS, 74 percent of the nation’s student population is non-traditional—older, working full-time or with dependents of their own.

WHEREAS, the attainment of a college degree is more important than ever, but significantly more adult students face obstacles to earning a degree.

WHEREAS, these students make sacrifices to attend full-time.

Definitions

**Non-traditional student**: a student who meets any of the following criteria: (1) The student is over the age of 23, (2) the student has dependents, (3) the student has served in the armed forces, (4) the student does not reside in campus housing, (5) the student works full-time.

**Redesigned Schedule**: a course schedule designed for non-traditional students that includes (1) shorter academic terms, (2) year-round enrollment including summer terms, (3) consistent times and days on campus from the enrollment to graduation, and (4) thirty credits per academic year.

**Credit for Competency**: postsecondary academic credit awarded for college-level, credit-worthy knowledge a student has upon enrollment, which is granted using any combination of the following methods: (1) examination, (2) evaluation of a portfolio of work, (3) conversion of a previously earned workforce certification to academic credit, (4) other methods developed by the college.
A Better Deal for Returning Adults

Framing Statements

WHEREAS, 74 percent of the nation’s student population is non-traditional—older, working full-time or with dependents of their own.

WHEREAS, the attainment of a degree or credential is often difficult due to the sacrifices these students must make to attend full-time.

WHEREAS, these students are more likely to require flexible scheduling and financial aid.

Definitions

Non-traditional student: a student who meets any of the following criteria: (1) The student is over the age of 23, (2) the student has dependents, (3) the student has served in the armed forces, (4) the student does not reside in campus housing, (5) the student works full-time.

Redesigned Schedule: a course schedule designed for non-traditional students that includes (1) shorter academic terms, (2) and days on campus from time to time.

Action Steps: State Policy

Credit for Competency: If a student demonstrates the necessary knowledge, the following methods: (1) examination of previously earned coursework.

- Not later than 20XX, the state higher education coordinating agency shall initiate a reengagement campaign.
- The state higher education coordinating agency shall identify Better Deal Institutions and prominently promote them through the reengagement campaign.
ARE YOU READY?
Dave Buhler

COMMISSIONER OF HIGHER EDUCATION
Julie Hartley
ASSISTANT COMMISSIONER FOR OUTREACH AND ACCESS
Fast Facts on Adult Learners

- **85%** of Americans enrolled in postsecondary institutions are "non-traditional" learners.¹
- **More than ¼** of US college students are taking at least one online course.²
- America now ranks a disappointing 11th in global postsecondary attainment.⁴
- **65%** of jobs requiring postsecondary education of some form by 2020⁶
  - 36.28% High school graduate or no diploma 65,051,360
  - 39.95% Associate degree and above 65,417,178
  - 21.76% Some college, no degree 35,174,087
- Infogram: National Adult Learner Coalition UPCEA, 2017
Utah education levels

49.5% attainment

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate (including GED)</td>
<td>22.2%</td>
</tr>
<tr>
<td>Some college, no credential</td>
<td>20.0%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>10.7%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>22.0%</td>
</tr>
<tr>
<td>Certificate</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

9th-12th grade, no diploma

Less than 9th grade

Because of rounding, the sum of these percentages may exceed 100.
Compare degree attainment rates across Utah’s 29 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

<table>
<thead>
<tr>
<th>COUNTY NAME</th>
<th>ATTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver</td>
<td>27.4%</td>
</tr>
<tr>
<td>Box Elder</td>
<td>30.9%</td>
</tr>
<tr>
<td>Cache</td>
<td>44.9%</td>
</tr>
<tr>
<td>Carbon</td>
<td>29.8%</td>
</tr>
<tr>
<td>Daggett</td>
<td>26.5%</td>
</tr>
<tr>
<td>Davis</td>
<td>48.3%</td>
</tr>
<tr>
<td>Duchesne</td>
<td>24.2%</td>
</tr>
<tr>
<td>Emery</td>
<td>28.4%</td>
</tr>
<tr>
<td>Garfield</td>
<td>29.0%</td>
</tr>
<tr>
<td>Grand</td>
<td>37.3%</td>
</tr>
<tr>
<td>Iron</td>
<td>38.8%</td>
</tr>
<tr>
<td>Juab</td>
<td>31.9%</td>
</tr>
<tr>
<td>Kane</td>
<td>37.5%</td>
</tr>
<tr>
<td>Millard</td>
<td>33.0%</td>
</tr>
<tr>
<td>Morgan</td>
<td>51.0%</td>
</tr>
<tr>
<td>Piute</td>
<td>33.2%</td>
</tr>
<tr>
<td>Rich</td>
<td>27.6%</td>
</tr>
<tr>
<td>Salt Lake</td>
<td>42.4%</td>
</tr>
<tr>
<td>San Juan</td>
<td>30.0%</td>
</tr>
<tr>
<td>Sanpete</td>
<td>29.4%</td>
</tr>
<tr>
<td>Sevier</td>
<td>27.5%</td>
</tr>
<tr>
<td>Summit</td>
<td>58.9%</td>
</tr>
<tr>
<td>Tooele</td>
<td>31.6%</td>
</tr>
<tr>
<td>Uintah</td>
<td>23.7%</td>
</tr>
<tr>
<td>Utah</td>
<td>50.0%</td>
</tr>
<tr>
<td>Wasatch</td>
<td>46.5%</td>
</tr>
<tr>
<td>Wash...</td>
<td>38.9%</td>
</tr>
<tr>
<td>Wayne</td>
<td>43.6%</td>
</tr>
<tr>
<td>Weber</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
Fall 2017 end of term enrollments

- **44,660 or 33.9%** of 131,900 undergraduates were adult learners*

- **34.5%** were Pell-eligible or received a federal Pell Grant in Fall 2017 (compared to 34.3% of undergraduates of all ages)

Definitions are problematic:
- No single national definition
- For USHE data: 25 or older.
- Other factors include:
  - Veteran of the armed forces
  - Returning to school after 4+ years of employment, homemaking, or other activity
  - An individual having multiple adult roles (married, parent, etc.)
Skewed perceptions of our students can lead to one-sided messaging:

<table>
<thead>
<tr>
<th>Ideal:</th>
<th>Real:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate, on time &amp; get ahead.</td>
<td>Academic Success, Work &amp; Other Commitments, Social Support, Family &amp; Community, Physical &amp; Mental Health</td>
</tr>
<tr>
<td>Tuition, Books, Supplies, Parking, Housing, Every year of college is expensive.</td>
<td>College</td>
</tr>
</tbody>
</table>
USHE initiatives to serve adult learners

Setting the Stage

Adult Learning Focused Institution (ALFI) toolkit examines how well an institution serves its students through the lens of Nine Principles for Effectively Serving Adult Students

Source: CAEL presentation (2016)
USHE Adult Learner Focus:

- USHE Adult Learner Work Group under the joint leadership of Complete College Utah and the College Access Network of Utah.

- American Council on Education (ACE) Leadership Academy statewide project on adult learner outreach, retention, and completion.
Flexible scheduling & alternative pathways to degrees

Academic Scheduling

- Flexible, predictable, and accelerated schedules that fit into life and work schedules
- Chunking schedules so students don’t have to pick from too many choices, institutions can guarantee course availability
Prior Learning Assessment

• A set of established, researched, and validated methods for assessing non-collegiate learning for college credit.

• A process that allows learners to demonstrate knowledge and skill in a particular field or fields and have that learning evaluated for college credit.

• Regulations
  – SBR Policy: R470
  – Accreditation rules: maximum 25% of credits
What kinds of learning are evaluated?

On-the-job learning

Corporate training

Military service

Volunteer service
Current PLA at USHE institutions

- Standardized statewide: credit assessments for veterans (in statute 2013)
- Available at all institutions: CLEP, AP, American Council on Education CREDITS, IB
- Varies by institution
  - Institutional challenge exams & portfolio reviews; DANTEs; CAEL “Learning Counts;” Servicemembers’ Opportunity College; third party or industry exams.
**WHAT IS COMPETENCY-BASED EDUCATION?**

Students progress through learning objectives as they demonstrate mastery of content, at their own pace. It allows them to show what they know, as soon as they know it.

<table>
<thead>
<tr>
<th></th>
<th>Competency-Based Education</th>
<th>Traditional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRICULUM</strong></td>
<td>Variable class structure, testing out of subject matter at different levels</td>
<td>Standardized class structure, regardless of prior knowledge</td>
</tr>
<tr>
<td><strong>CLASS COMPLETION</strong></td>
<td>Students finish as they are able</td>
<td>End of term</td>
</tr>
</tbody>
</table>
CBE Programs in Development

• AAS at SLCC (on behalf of all USHE institutions)
• AS at USU (on behalf of all USHE institutions)
Degrees When Due Pilot Program

- Institute on Higher Education Policy data mining and other support:
  - Predictive analytic evaluation of student credits to determine quickest route to a degree for stop outs
  - Outreach and financial incentives to get students to return and complete
Institutional Champions

SOME COLLEGE, NO DEGREE OUTREACH

Michelle Kearns, Associate Vice President of Student Success/Retention at UVU.

Anne O’Brien, Executive Associate Dean of Continuing Education & Community Engagement, UofU

COMPETENCY BASED EDUCATION

Robert Wagner, Vice President for Academic & Instructional Services, USU

Eric Heiser, Dean of School of Applied Technology & Technical Specialties
UVU’s Some College, No Degree Initiative

Michelle Kearns, Associate Vice President
Student Success & Retention

Legislative Interim Education Committee
July 18, 2018
Goal

• Service region has high percentage of former students with some college credit and no degree
• 81% interested in returning
• Identify and recruit this population to return and complete
Strategy

• Outreach campaign (email, phone, postcards, social media, etc.)
• Retention Mentors (part-time peer mentors)
• Expedited readmission, waived $15 fee
• Appointment with Advisor to review graduation options
• Gap funding (Returning Wolverine Grants)
Fall 2016 Pilot

• 15,000 students with some college, no degree
• 3,500 with 90+ credits who have not attended for more than 7 semesters since 2009
• National Student Clearinghouse and excluded those who had graduated or currently enrolled elsewhere
• 3,200 identified for pilot
Pilot Results

- 232 reenrolled
- 66 awarded grants
- 25 graduated
### Outcomes To Date

#### Reenrolled

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Spring 2017</td>
<td>141</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>91</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>240</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>105</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>577</strong></td>
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</tbody>
</table>

#### Graduated

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<tr>
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<tbody>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Associate</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor</td>
<td>101</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>125</strong></td>
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</tbody>
</table>

#### Returning Wolverine Grants

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2016-17</td>
<td>66 ($150,000)</td>
</tr>
<tr>
<td>2017-18</td>
<td>34 ($75,000)</td>
</tr>
<tr>
<td>2018-19</td>
<td>I/P $75,000</td>
</tr>
</tbody>
</table>
Lessons Learned

- Phone calls most effective outreach
- FAFSA is a barrier – workshops & communication help
- General Studies (UVST) degree significant
Anne O’Brien
EXECUTIVE ASSOCIATE DEAN OF CONTINUING EDUCATION AND COMMUNITY ENGAGEMENT, UNIVERSITY OF UTAH
Initiative

Goal

Create opportunities for students with “some college no degree” to return to the University of Utah for completion.
Opportunities

• Continuing Education (CE) uniquely situated to coordinate pilot initiative targeting adult learners.

• CE and departments have developed new, flexible options that make degree completion more accessible.

• UPCEA survey of returning students shows that students come back because they are asked.

• Prospective post-traditional students often select institutions based on reputation and convenience.

• Audience has certain barriers that we need to address: financial, convenience, services, and an unclear path to completion.
RTU Initiative

PROGRAMS

SUPPORT

RECRUITING CAMPAIGN
Campaign Audiences

Fall 2018 Pilot Campaign

STOPPED OUT U STUDENTS
Last attended the U 5-10 years ago, left with good academic standing, Junior or Senior status (60+ credit hours achieved):

- 3,600 students
  - 1,450 did not enroll anywhere (based on clearing house data)
  - 395 enrolled elsewhere, no award yet (have not been enrolled since 12/30/2015)

SOME COLLEGE NO DEGREE
Greater public campaign focused on community members with some college but no degree.

- Geographically focused on south end of Salt Lake Valley

Spring 2019 Pilot Campaign

STOPPED OUT U STUDENTS
Last attended the U 10-15 years ago, left with good academic standing, Junior or Senior status (60+ credit hours achieved):

- 5,700 students
  - 1,222 did not enroll anywhere (based on clearing house data)
  - 524 enrolled elsewhere, no award yet (have not been enrolled since 12/30/2015)
Campaign Messaging

4 primary messages appeal to both stopped out U students and some college no degree:

- Achieve More.
- Finish What You Started.
- Is There Something You Need to Finish?
- I Need a Degree.
<table>
<thead>
<tr>
<th>Campaign Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Some college no degree</strong></td>
</tr>
<tr>
<td><strong>Blip Billboard</strong></td>
</tr>
<tr>
<td>Outdoor Blip Billboard campaign focused on south end of SL Valley</td>
</tr>
<tr>
<td><strong>Postcard</strong></td>
</tr>
<tr>
<td>Postcard mailed to purchased list of “some college no degree” (will not repeat for Spring ’19)</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
</tr>
<tr>
<td>Social Media advertising</td>
</tr>
<tr>
<td><strong>Transit</strong></td>
</tr>
<tr>
<td>Transit campaign focused on south end of SL Valley</td>
</tr>
<tr>
<td><strong>Stopped out u students</strong></td>
</tr>
<tr>
<td><strong>Postcard</strong></td>
</tr>
<tr>
<td>Postcard mailed to last known address, utilizing National Change of Address service</td>
</tr>
<tr>
<td><strong>Email</strong></td>
</tr>
<tr>
<td>Personalized email drip campaign with targeted messaging sent to preferred email address on record</td>
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Post-Traditional **Student Support**

RTU ADVISOR

01  Experienced with articulation, specifically in the area of matching old records to today’s requirements

02  Integral part of advising and student affairs community – can make appropriate contacts/referrals for difficult questions

03  Part of major exploration team – can help build degrees

04  Excels at finding most efficient path to degree completion

05  Increase retention
Post-Traditional Student Support

Post-Traditional Student Success Advocate

- **01** Experienced working with post-traditional students who work school around life
- **02** A coach to help guide into, through, and beyond the U
- **03** Liaison with campus departments and resources (i.e. Financial Aid, Career Development, Engagement)
- **04** Identify barriers to success and advocate for students
- **05** Increase retention
Programs and Course Offerings

Efficient paths to graduation through flexible options such as Sandy Center, Intensive Courses, and UOnline

**SANDY CENTER**
- Adult learner community
- Smaller class sizes
- Consistent time blocks
- Student Success Advocate/Concierge services

**INTENSIVE COURSES**
One-week intensive courses are offered intersession or during fall break

**UOnline**
UOnline classes allow students to juggle school, work, and family obligations. RTU completion pathway programs were selected in part because majors are available fully online
Programs and Course Offerings

CE engaged the College of Economics and Psychology as Completion Pathways

Because of lower credit hour requirements and career options after graduation

Programs working to offer a prescribed two-year rotation of courses that lead to completion of a degree in these fields

CSBS careers course designed to help students understand how social science degrees can lead to future careers

Course instructors will provide additional support and flexible meeting hours to better serve this population
Pilot Results

STOPPED OUT U STUDENT DATA

Delivery | Opens | Clicks
--- | --- | ---
83% | 25% | 7

1,302 received 274 bounced

All students who opened the first email received a second “completer program” email that had a 38% open rate and resulted in many inquiries to make appointments

ADMISSIONS DATA

Data applies to Stopped Out U students and those who met with an advisor first – data cannot be tracked for stealth applicants (statistically 70% of applicants based on EAB data)

| 170 | 70 |
| Students met w/ RTU Advisor | Stopped Out U Students |
| And of those students | That received RTU materials have been admitted or are matriculated for Summer or Fall 2018 |
| 38 | 30 |
| Students Admitted | RTU-identified students declared CSBS completion pathways as their major (ALL met with the RTU advisor) |
1. Evaluate student services, formats, and meeting students’ needs
2. Evaluate financial support
3. Expanding to other degrees (e.g. Family and Consumer Studies and Education) after data is collected and success is measured
Thank You
Robert Wagner

VICE PRESIDENT FOR ACADEMIC AND INSTRUCTIONAL SERVICES,
UTAH STATE UNIVERSITY
CBE Pilot for Regional Campus
Adult Students

Utah State University
Fully Online CBE Degree

- CBE Associates of Science Degree
- Stackable and Transferrable Credentials
  - General Studies – Technology Systems
    - Information and Computer Technology
    - Product Development
    - Robotics, Automation and Controls
    - Technical Management
- Non-traditional student support system
- Flexibility for working professionals
- Available statewide
USU Online for Adults

- **Non-Credit** USU Extension courses
- **Traditional** online courses for academic credit
  - 30+ Full Programs (certificates, bachelors, masters)
- **CBE** courses
- **US World and News Report** ranked USU
  - 5th Online Bachelors Programs
  - 5th Online Graduate Education Programs
  - 4th Bachelor’s Programs for Veterans
Eric Heiser
DEAN, SCHOOL OF APPLIED TECHNOLOGY & TECHNICAL SPECIALTIES, SALT LAKE COMMUNITY COLLEGE
Supporting Adult Learners with CBE

A Brief History and Update on CBE Programs at SLCC
History of CBE Programs at SLCC

• School of Applied Technology
  • Prior to 2013, programs operated in a “quasi-CBE” modality. Clock-hour, time driven.
  • Applied for and received a $2.3M Round IV TAACCCT Grant from Department of Labor

• School of Science, Mathematics, and Engineering
  • Bio-Tech program moved to CBE with National Science Foundation Grant
National Stage

• SLCC was one of only two community colleges across the nation to be invited to join the Lumina funded Competency-Based Education Network (C-BEN)
  • SLCC has hosted nearly a dozen community colleges around the nation to learn about our CBE programs
• Named as one of the Top 12 Most Innovative Colleges for Adult Learners by Washington Monthly due to our work on CBE
Focused on the Adult Learner

• Learning is constant, time is variable
• Open term for SAT programs (Start most Mondays)
• Short-term, one-year or less, workforce training programs
• Based on high-demand, high-wage fields
• Built-in Prior Learning Assessment (PLA), also established a Center for Prior Learning to evaluate student’s who have past experience but no transcript
• Case management approach to advising
• Assessment is key—no more averaging
Where we are today

• 20+ Programs designed and offered in CBE
  • Majority are in the School of Applied Technology
  • Open-term and regular term
  • Federal Financial Aid Eligible*

• Gen-Ed Project
  • Funded by Legislature, beginning July 1, 2018
  • 8 Gen-Ed Courses developed as online, CBE
  • Pilot program to start in spring of 2019 (Two courses)
  • Transfer partnership with Utah Technical Colleges

*Based on length of program
Where we’re going

• All future SAT Programs will be developed in CBE
• Certain AA, AS, and AAS programs could move to CBE
• General Education offered in CBE—Transfer Partnership with Utah Technical Colleges
• Continue to be national leader in CBE development and mentoring
• Advocate for quality CBE at the Federal and State level
Questions

Thank you for all you do to support Utah’s Adult Learners!