

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

Interim Higher Ed Committee, July 18, 2018



A BETTER DEAL FOR RETURNING ADULTS

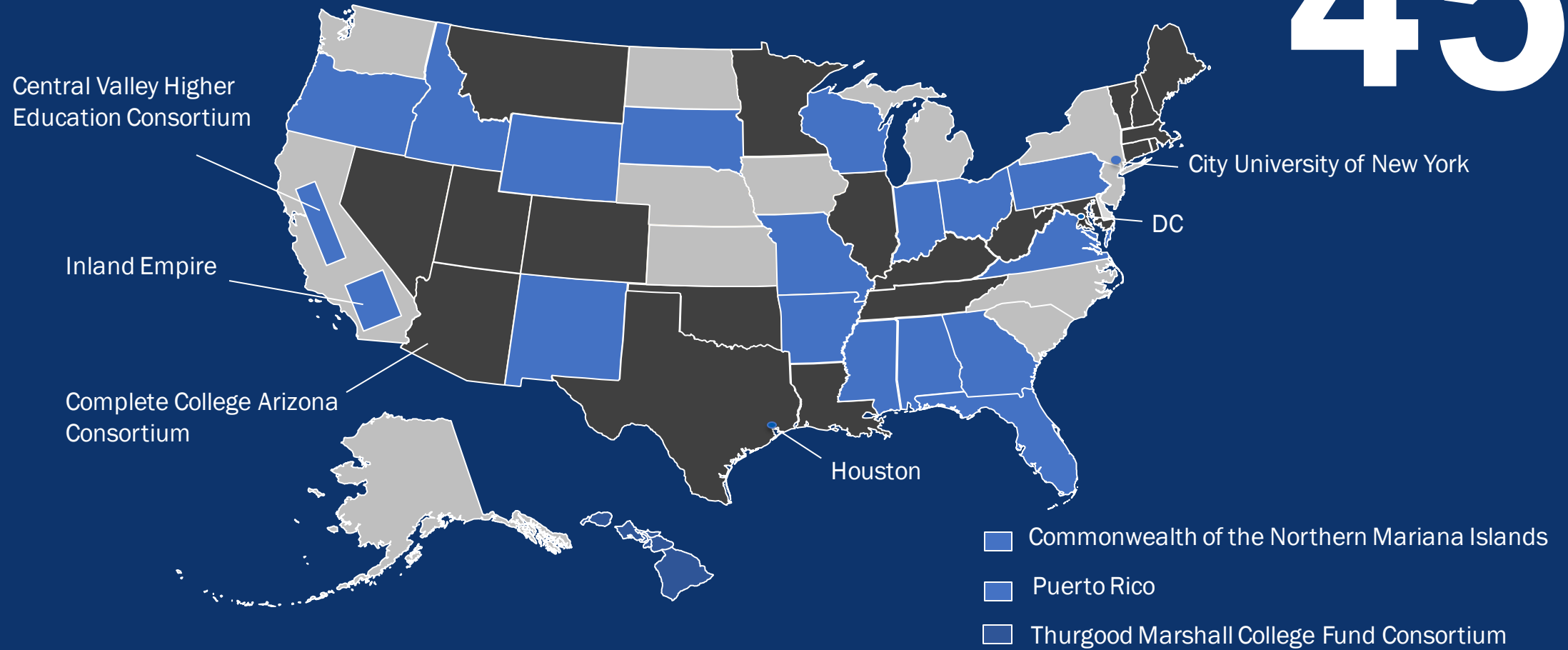
SARAH ANCEL

Senior Vice President for the Alliance - Complete College America



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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.



Lumina™
FOUNDATION

TODAY'S STUDENTS

58%

Work while Enrolled

47%

Support Themselves

38%

Older than 25

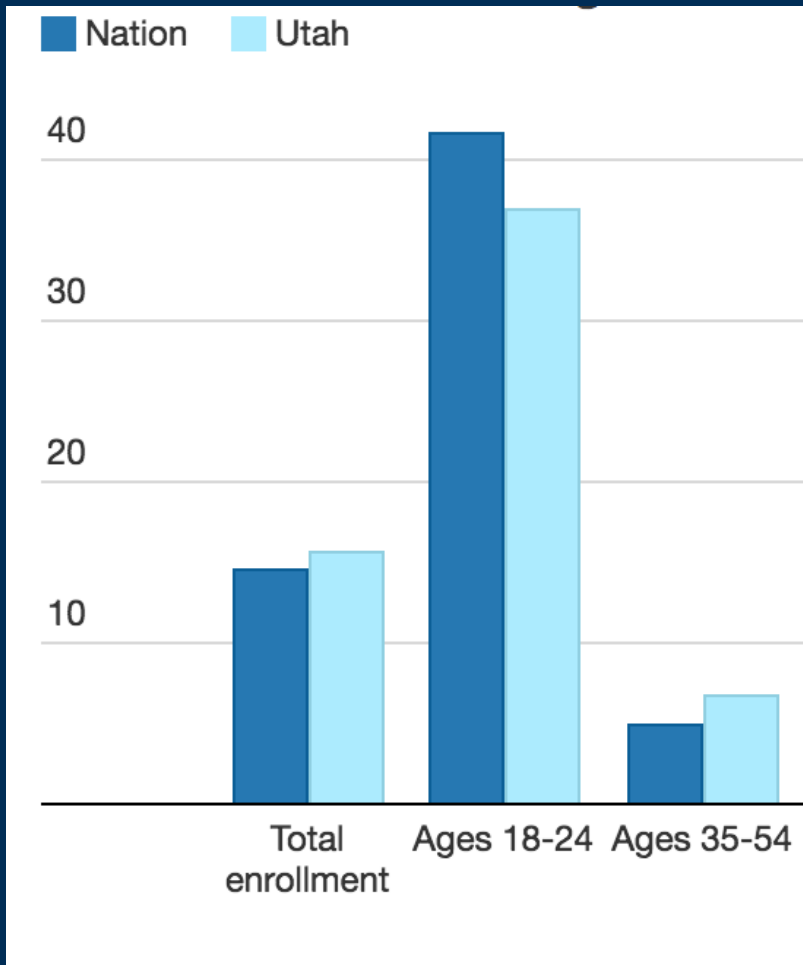
26%

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!

GO SU
part time!

Part-time
study

works for you

GO SU
part time!

Part-time
study
works for you



PART - TIME

2016/17 Part-Time enrolments now open!

EXPECTATIONS

Quiz: what percentage of part-time students in their 2nd 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

	One extra year, public	One extra year, private	Two extra years, public	Two extra years, private
Tuition and Loans	\$18,598	\$26,815	\$37,456	\$53,760
Opportunity Costs	\$128,429	\$128,429	\$245,253	\$245,253
Total Cost for Delayed Graduation	\$147,026	\$155,244	\$282,691	\$298,995

<https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/>

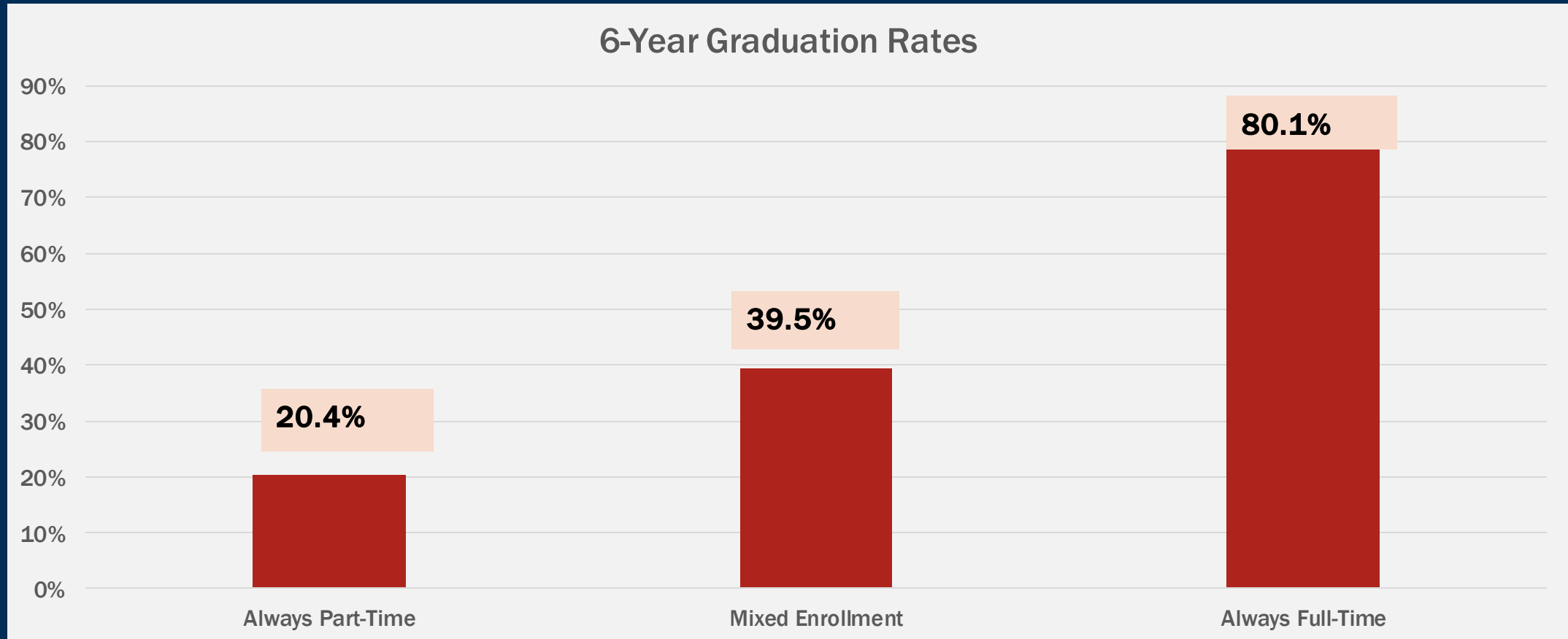
LIKELIHOOD OF SUCCESS

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

- ☐ 7%
- ☐ 20%
- ☐ 34%
- ☐ 55%

LOWER LIKELIHOOD OF SUCCESS

NATIONAL STUDENT CLEARINGHOUSE[®]
RESEARCH CENTER[™]

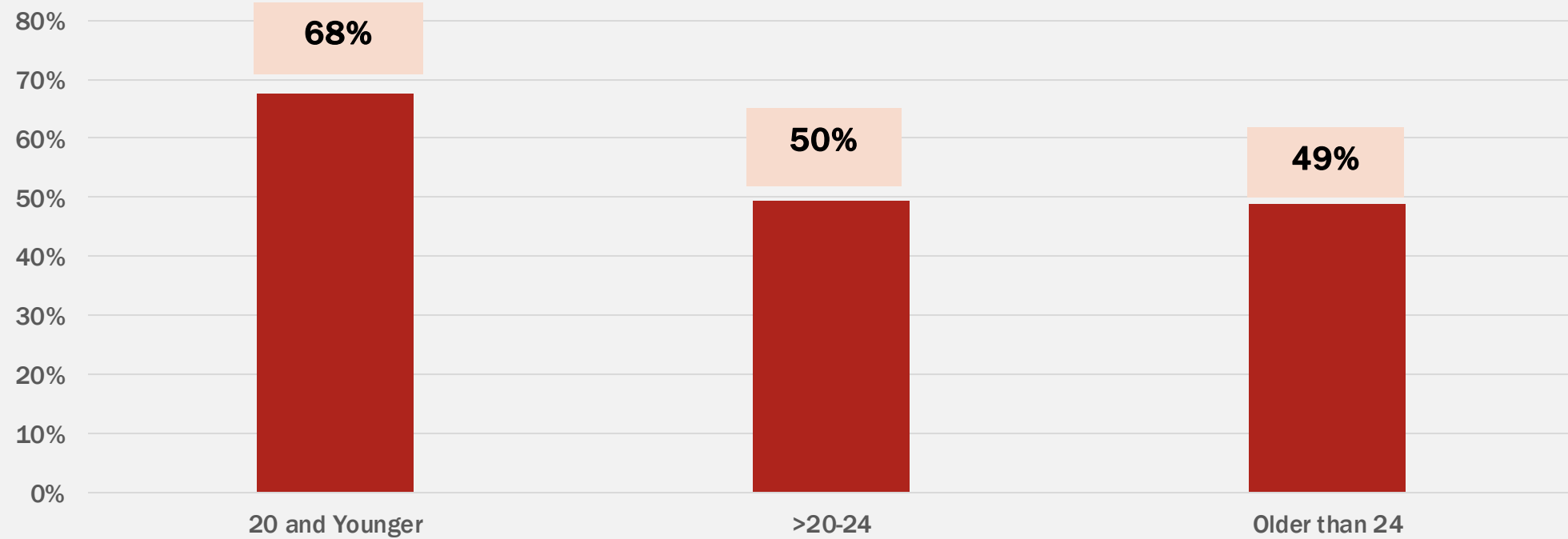


https://nscresearchcenter.org/wp-content/uploads/SignatureReport14_Final.pdf

LOWER LIKELIHOOD OF SUCCESS

NATIONAL STUDENT CLEARINGHOUSE[®]
RESEARCH CENTER[™]

6-Year Graduation Rates



THE ADULT STUDENT'S TRADE-OFF

Make life-
altering
sacrifices to
attend full-
time

Part-time:
higher cost,
lower chance of
graduating



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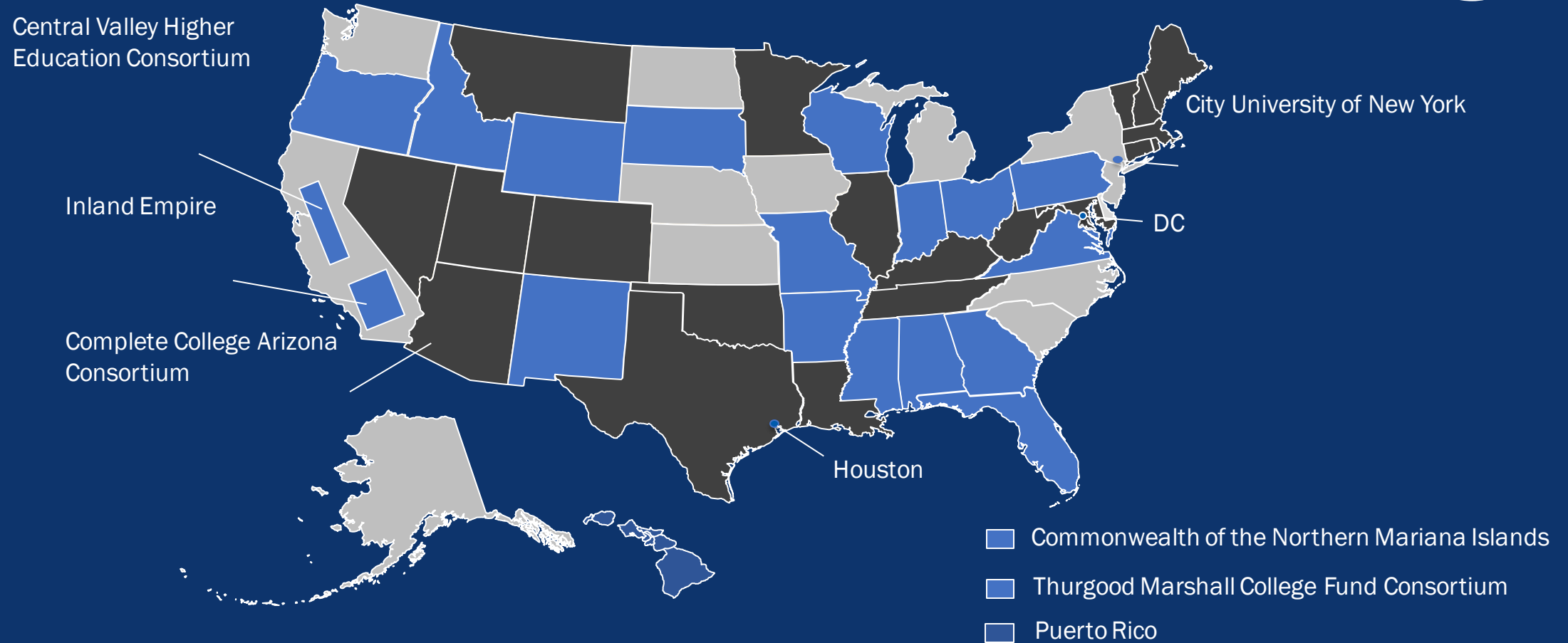
THE ADULT STUDENT'S OPPORTUNITY

**A BETTER DEAL FOR
RETURNING ADULTS**



**HOW CAN WE
SERVE ADULT
STUDENTS
BETTER?**

45



RETURNING ADULT CAMPAIGNS



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

College Grads vs High School Grads	Bachelor's vs High School Degree	Jobs Requiring Education Beyond High School by 2018
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



A lot has changed since you left college.
LIKE YOU, FOR INSTANCE.



Scan with your smart phone

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



You Can. Go Back.
INDIANA COMMISSION FOR HIGHER EDUCATION
101 West Ohio Street #100, Indianapolis, IN 46204

RETURNING ADULT CAMPAIGNS

A lot has changed
LIKE YOUR REAS

LARGE INCOME BUMP
+\$20k

LESS CHANCE OF BEING UNEMPLOYED
3x

College Grads vs High School Grads

Bachelor's Degree vs High School Grad

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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

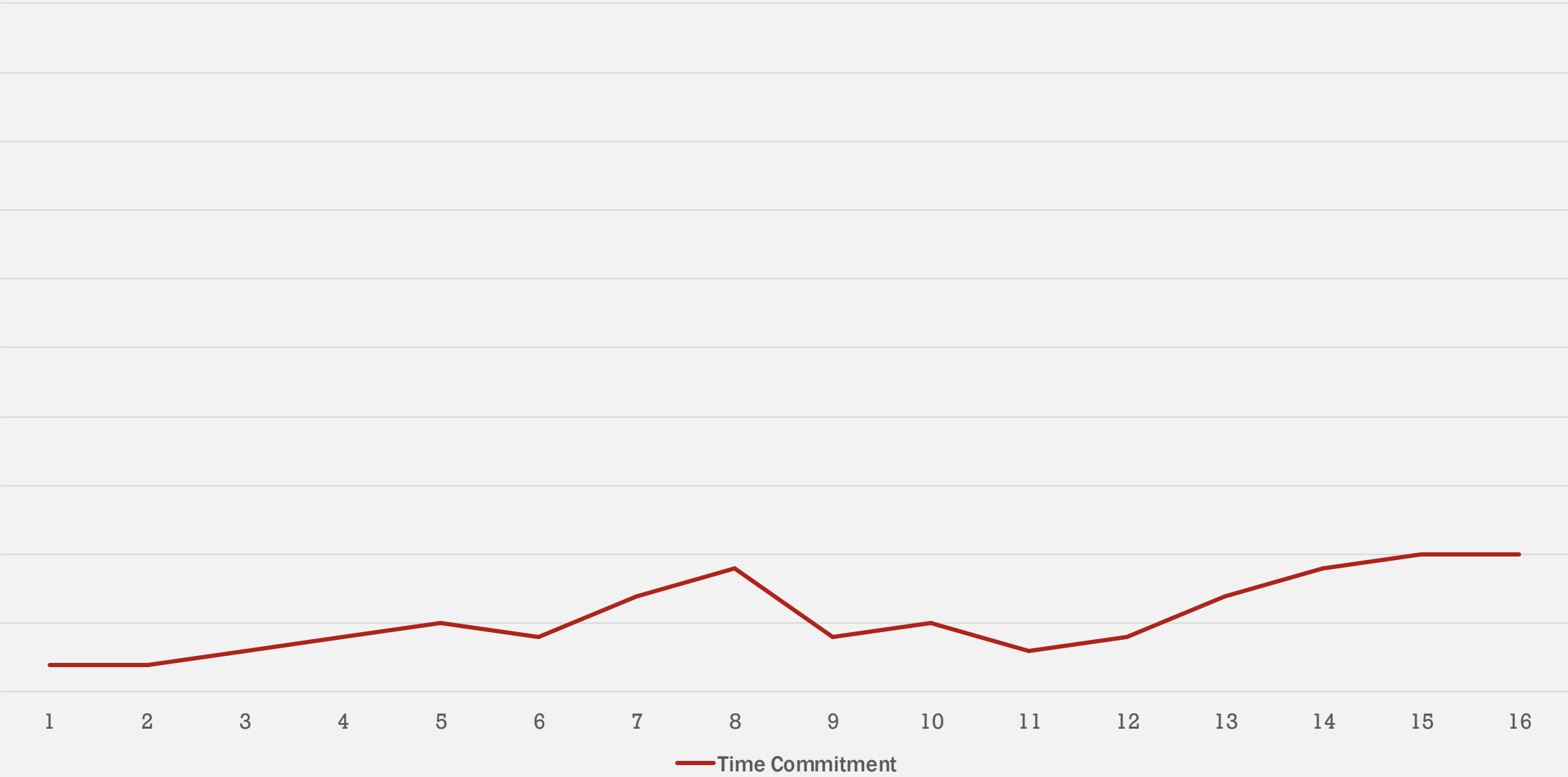
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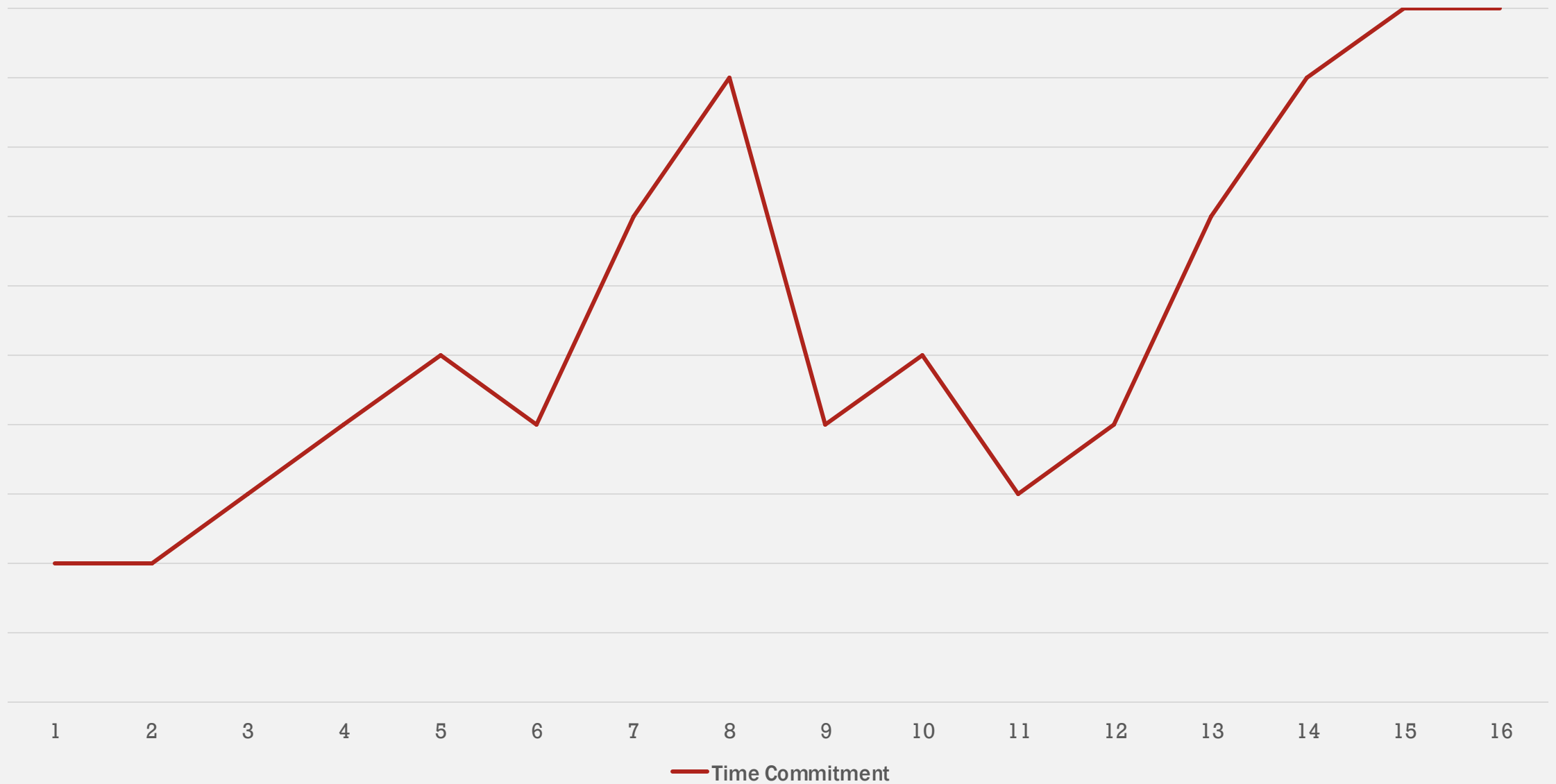
**Professor Relationships
Sets of Deadlines to Remember
Strands of Content to Absorb
Mid-Terms and Final Exams**

...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

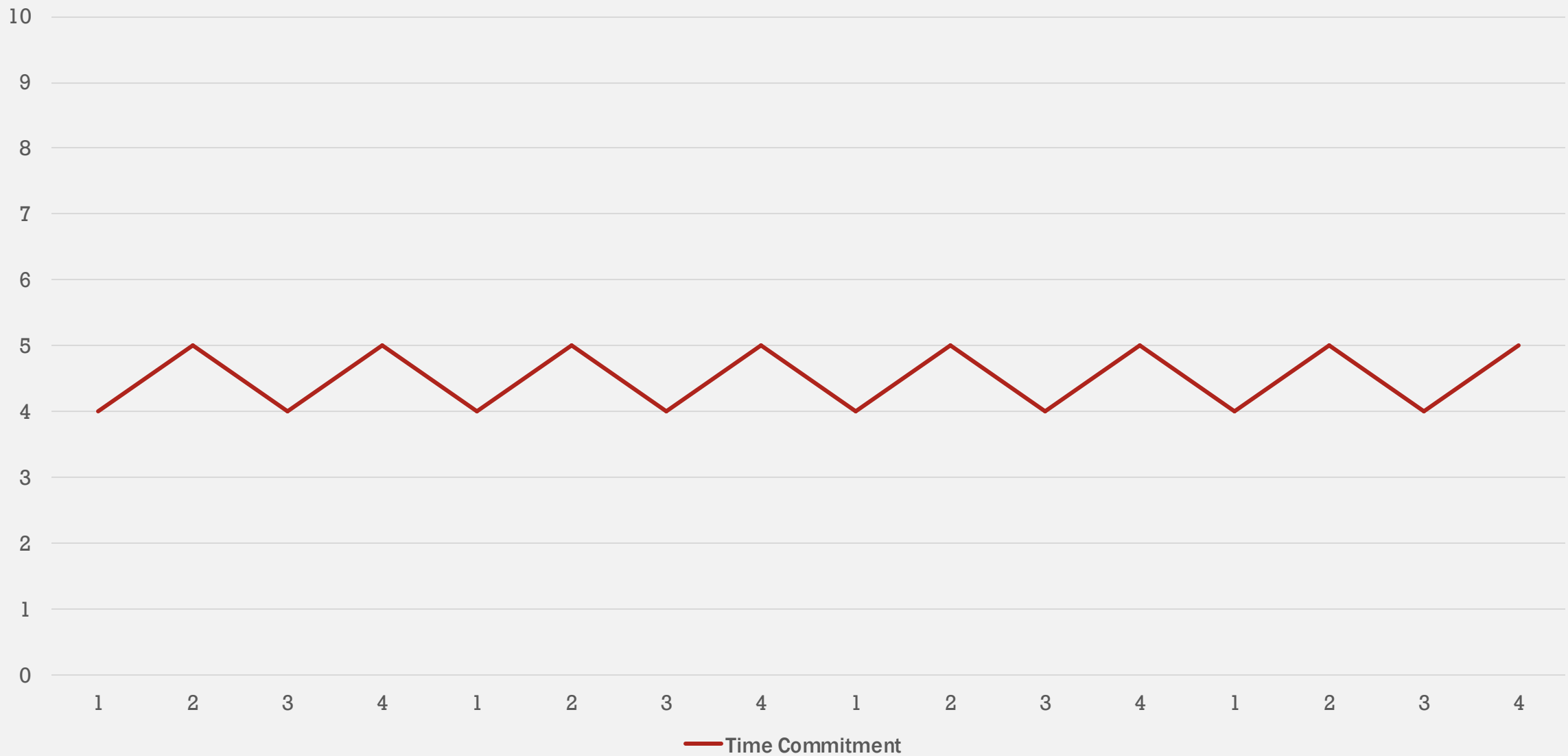
- ☐ Shorter Terms
- ☐ Fewer Courses per Term
- ☐ Year-Round Enrollment
- ☐ Consistent Time/Days on Campus

1 or 2

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

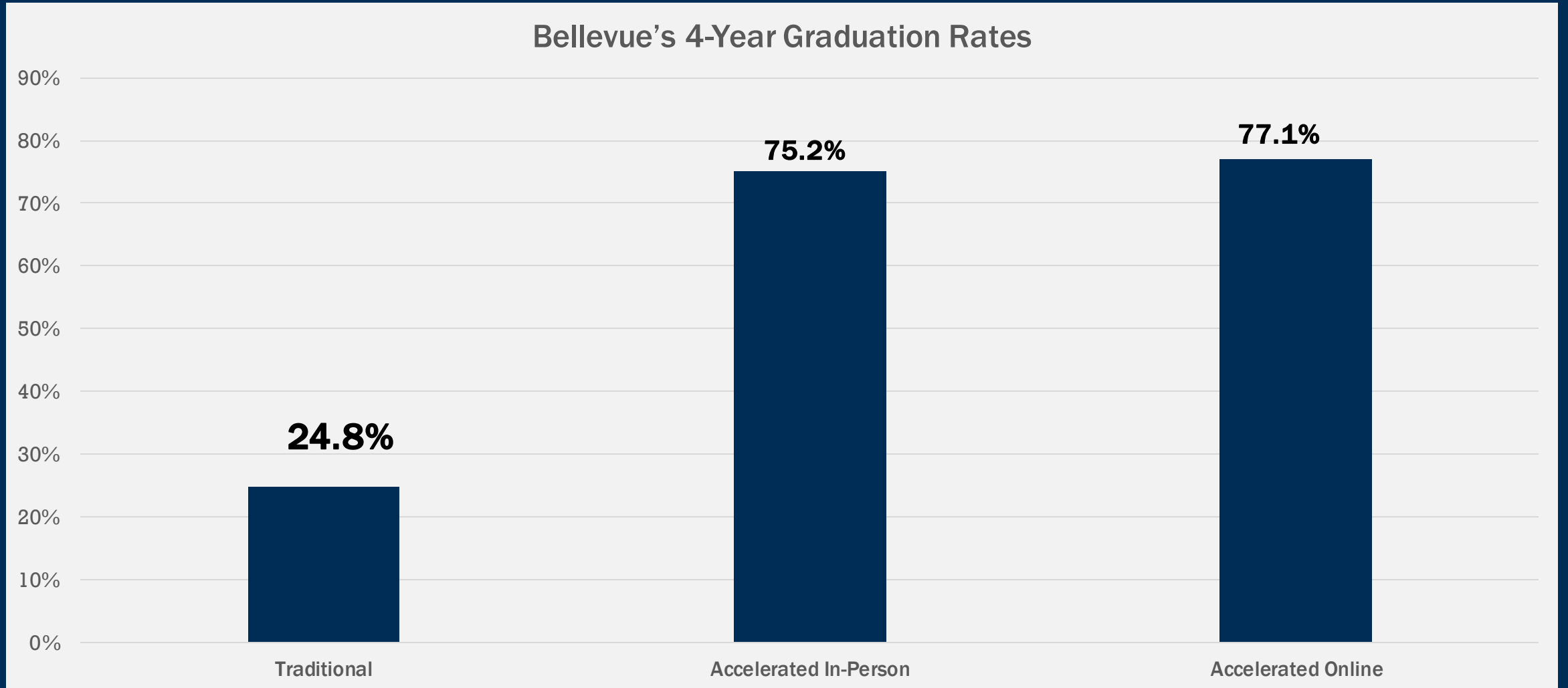
...while also keeping track of life

Time Commitment: 4-week terms, 1 course per term



**IF SOMETHING
GOES WRONG...**

COMPRESSED COURSES GET BIG RESULTS



STEP 2:
HONOR WHAT
STUDENTS
ALREADY KNOW

PRIOR LEARNING ASSESSMENT

EXAMS

- **CLEP**
- **DSST**

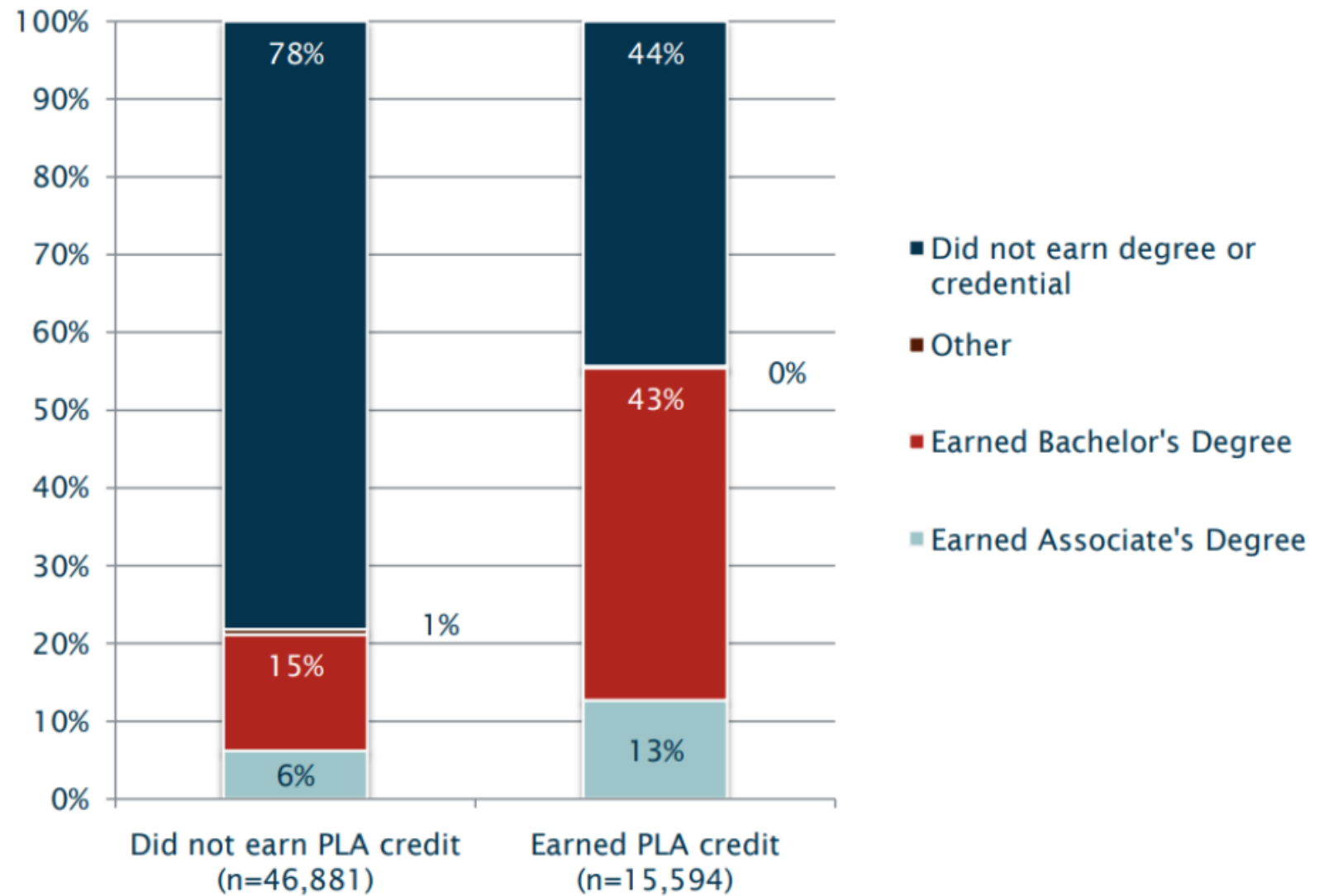
PORTFOLIOS

- **Learning Counts**
- **Faculty-Driven**

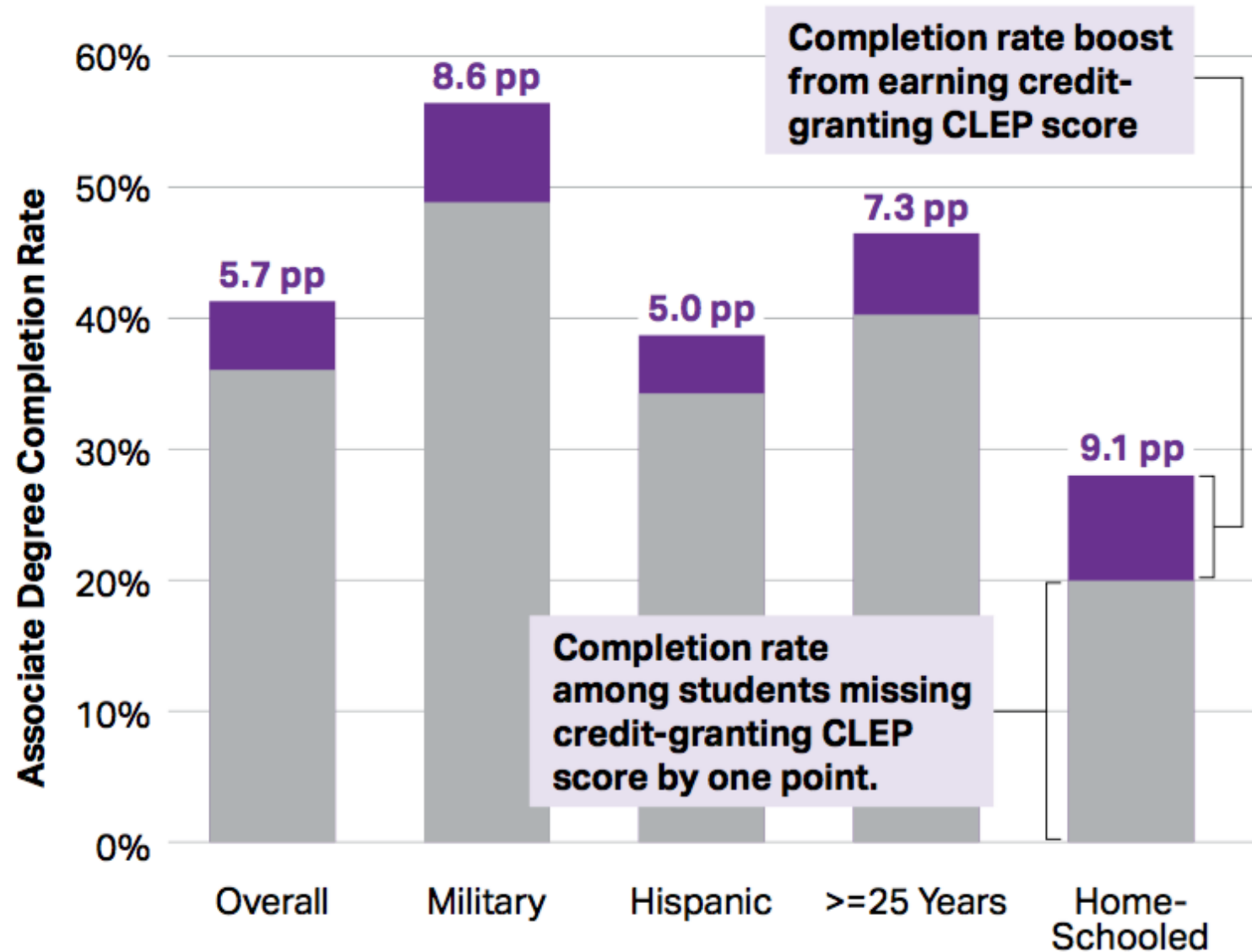
CERTIFICATIONS

- **ACE**
- **Faculty-Driven**

CORRELATION



CAUSATION



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 transcribed promptly



Three-credit course leads students through reflection and PLA process:



STEP 3:
PROVIDE A
COACH

**THE LONGER IT
TAKES, THE MORE
LIKELY THAT LIFE
GETS IN THE WAY.**

THE LONGER IT
TAKES, THE MORE
LIFE GETS IN THE WAY.
LIFE WILL GET IN THE WAY.



DEDICATED COACH

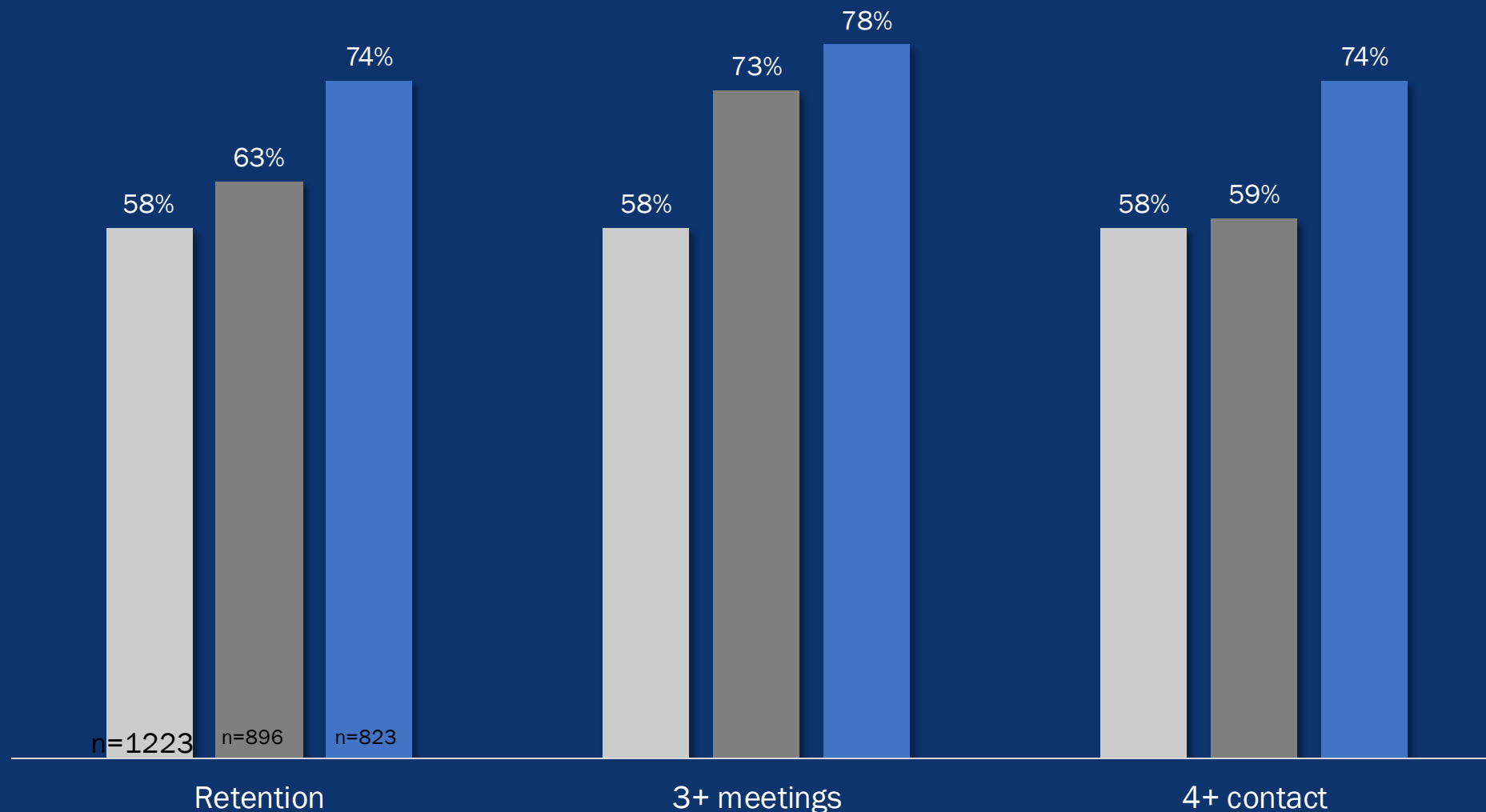
Assign a coach to each adult student

- ☐ 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

- Fall 2014 ATD Data
- Fall 2015-2016 ORI
- Fall 2016-2017 ORI



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
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STEP 4:
WELCOME
ADULTS BACK

RETURNING ADULT CAMPAIGNS



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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!**



PROACTIVE REENGAGEMENT

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

POLICY LEVERS

NEW RULES

Policies to Meet Attainment Goals
and Close Equity Gaps



COMPLETE
COLLEGE
AMERICA



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.

POLICY LEVERS

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 own⁶.

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.

POLICY LEVERS

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 own⁶.

WHEREAS, the attainment of a degree or certificate by a significantly more adult population is essential for economic growth and the well-being of the nation.

WHEREAS, these students face unique challenges, including the need to balance work and family responsibilities with their education, and the need to attend full-time or part-time classes during the day or evening hours.

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 institution.

POLICY LEVERS

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 own⁶.

WHEREAS, the attainment of a degree or certificate by non-traditional students is significantly more difficult than for traditional students.

WHEREAS, these students often sacrifice to attend full-time or part-time classes.

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.

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Action Steps: State Policy

Credit for Competency: a method of awarding credit for knowledge and skills that a student has acquired through work or life experience. The following methods: (1) examination of previously earned work for

- 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.

WHY WE SERVE ADULT STUDENTS







ARE YOU READY?

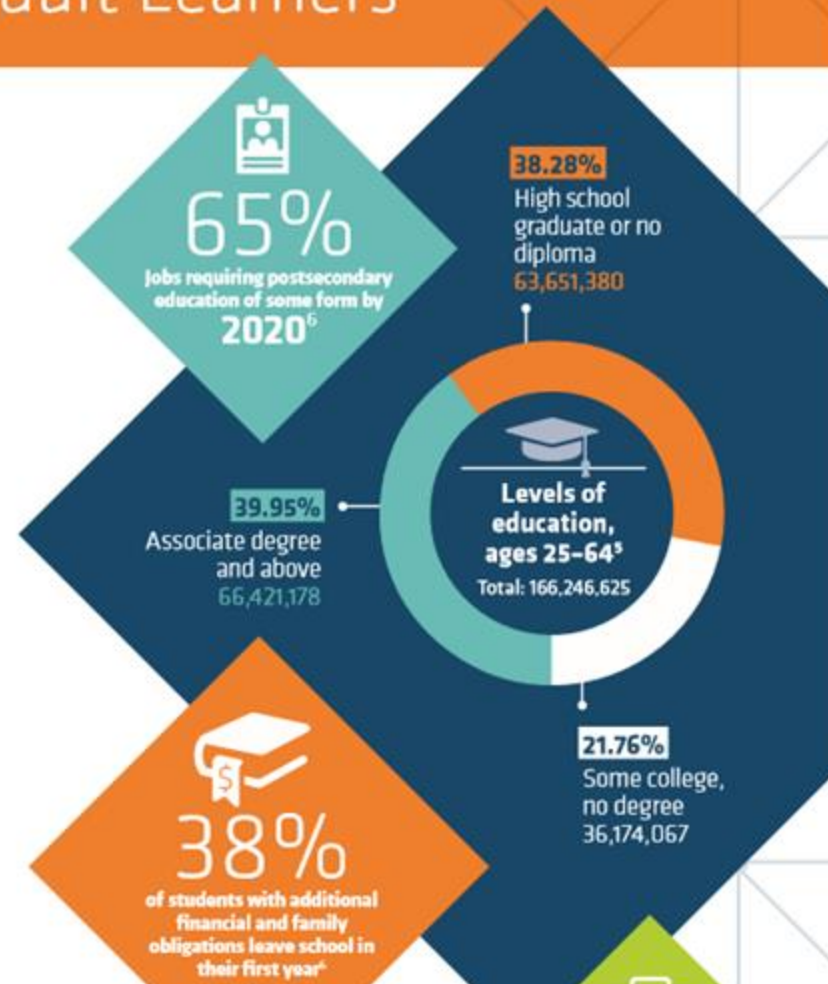
Dave Buhler

COMMISSIONER OF HIGHER EDUCATION

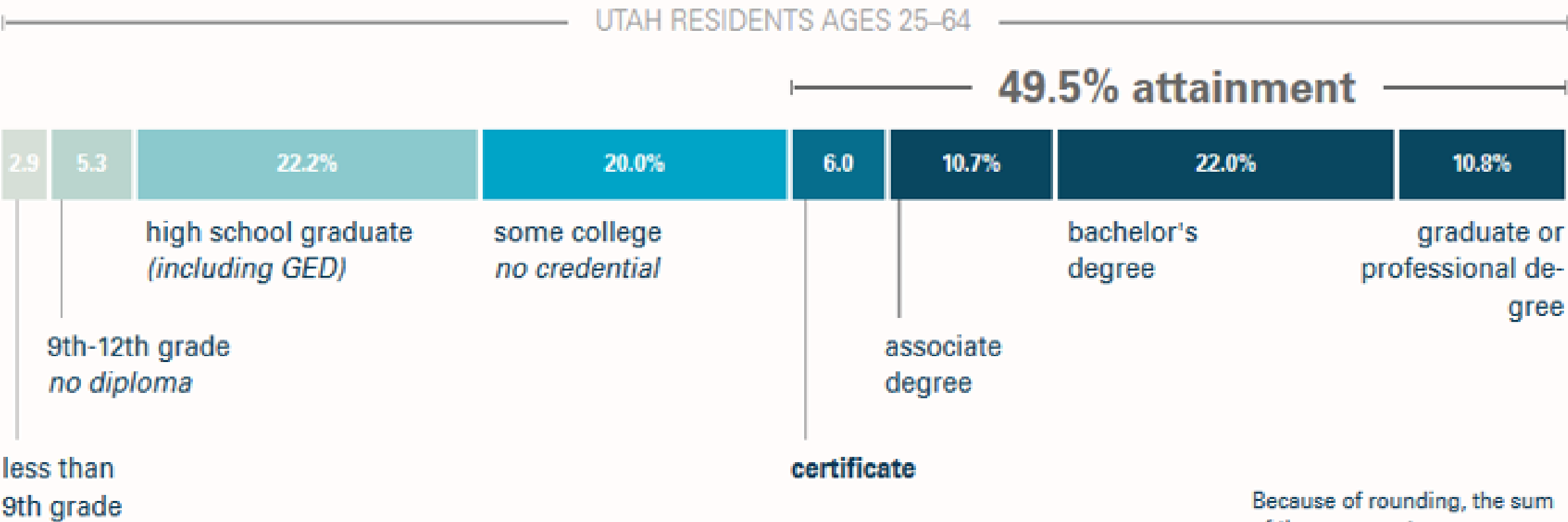
Julie Hartley

ASSISTANT COMMISSIONER FOR OUTREACH AND ACCESS

Fast Facts on Adult Learners



Utah education levels



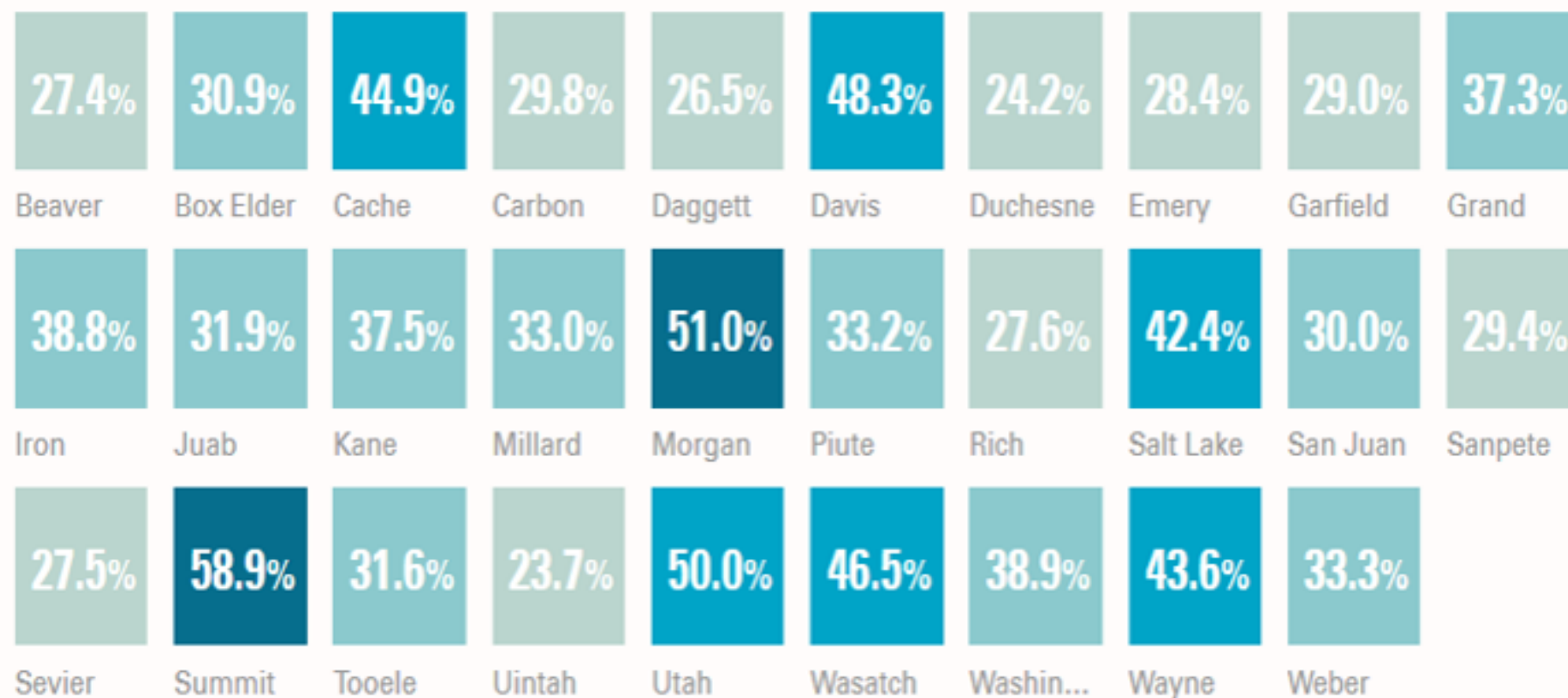
Because of rounding, the sum of these percentages may exceed 100.

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.*

sort by COUNTY NAME ▼▲

POPULATION ▼▲

*ATTAINMENT ▼▲



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.)

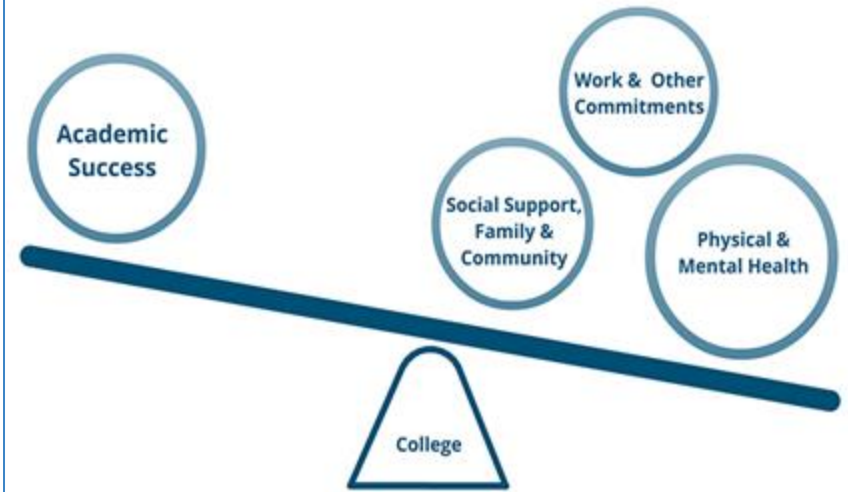
Skewed perceptions of our students can lead to one-sided messaging:

Ideal:



But on average, if you take 15 credits each semester, you'll have an associate degree in 2 years or a bachelor's degree in 4. And then, instead of letting the expenses of college drag on for years, you'll be out in the world using your degree to get a better job and to earn more money.

Real:



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



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.

	Competency-Based Education	Traditional Education
CURRICULUM	Variable class structure, testing out of subject matter at different levels	Standardized class structure, regardless of prior knowledge
CLASS COMPLETION	Students finish as they are able	End of term

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	
Spring 2017	141
Summer 2017	91
Fall 2017	240
Spring 2018	105
TOTAL	577
Graduated	
Certificate	2
Associate	22
Bachelor	101
TOTAL	125

Returning Wolverine Grants	
2016-17	66 (\$150,000)
2017-18	34 (\$75,000)
2018-19	I/P \$75,000



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

**FINISH WHAT
YOU STARTED.**

**RETURN
TO THE** 

A woman wearing a hat and a light-colored shirt is sitting on a grassy lawn, playing an acoustic guitar. In the background, there are trees and a building with a glass facade. The image is slightly dimmed to make the text stand out.

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



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.**

**RETURN
TO THE U**

**FINISH
WHAT YOU
STARTED.**

**RETURN
TO THE U**

**IS THERE
SOMETHING YOU
NEED TO FINISH?**

**RETURN
TO THE U**

**I NEED
A DEGREE.**

**RETURN
TO THE U**

Campaign Media

Some college no degree



Blip Billboard

Outdoor Blip Billboard campaign focused on south end of SL Valley



Postcard

Postcard mailed to purchased list of "some college no degree"
(will not repeat for Spring '19)



Social Media

Social Media advertising



Transit

Transit campaign focused on south end of SL Valley



Call to Action

Call to action to attend Open House or make appointment with advisor



Postcard

Postcard mailed to last known address, utilizing National Change of Address service



Email

Personalized email drip campaign with targeted messaging sent to preferred email address on record

Post-Traditional Student Support

RTU ADVISOR

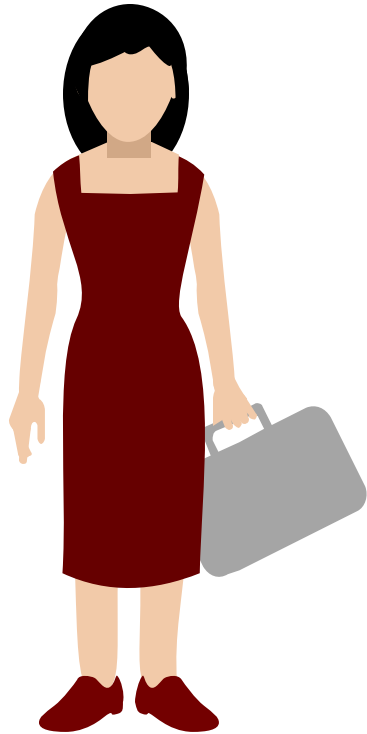


- 01** Experienced with articulation, specifically in the area of matching old records to today's requirements
- 02** Integral part of advising and student affairs community – can make appropriate contacts/referrals for difficult questions

- 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

01

Because of lower credit hour requirements and career options after graduation

0

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

2

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

3

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

4



Pilot Results

STOPPED OUT U STUDENT

DATA Delivery	Opens	Clicks
83%	25%	7
1,302 received 274 bounced	excellent due to age of email list	%

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)

Engagement with RTU Advisor

170
Students met
w/ RTU Advisor
And of those students
38
Students
Admitted
or matriculated for
Summer or Fall 2018

Overall RTU Admissions

70
Stopped Out
U Students
That received RTU materials have
been admitted or are matriculated
for Summer or Fall 2018
30
RTU-identified students declared
CSBS completion pathways as
their major (ALL met with the
RTU advisor)



Next Steps

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

UtahStateUniversity®

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!