



Redesign College Programming to Meet the Needs of Adult Students

April 16, 2019

Community College Executive Forum

Refer to the webinar confirmation email you received in your inbox.

Date Time: Jul 23, 2018 11:30 AM Eastern Time (US and Canada)

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFKf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAHH0JXhZsS3ITZWJ1VVNSMJRzY2FFMWxxZ1NBAA

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

Or iPhone one-tap :

US: +16468769923,,477956446# or +16699006833,,477956446#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 646 876 9923 or +1 669 900 6833

Webinar ID: 477 956 446

International numbers available: <https://zoom.us/j/477956446>

Using Your Computer Speakers

If you select the "Computer Audio" option, please be sure that your speakers or headphones are connected.



Using Your Telephone

If you select the "Phone Call" option, please dial in with the phone number and access code provided.

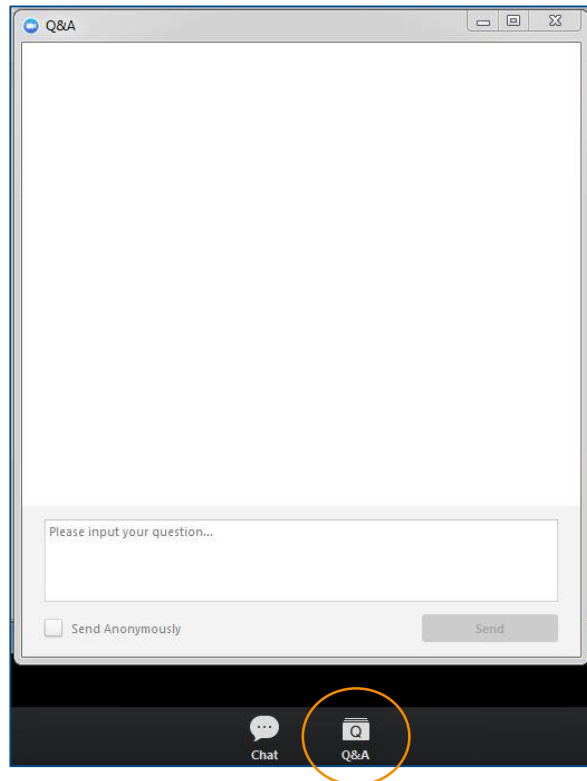


Asking a Question

To ask the presenter a question, navigate to the Q&A button at the bottom of your screen and type it into the Q&A Panel.

After the webinar, a member of our team will be in touch to follow-up on your questions individually.

Type your question here



Community College Executive Forum Team



Today's Presenter

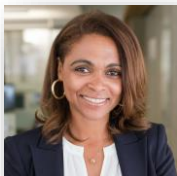


Viktoria Guentcheva

*Senior Analyst,
CCEF*

Vguentcheva@eab.com
202-909-4166

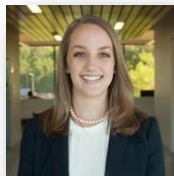
Member Services Team



Kibibi Bonner

*Senior Strategic Leader,
Research Member Success*

kbonner@eab.com
202-568-7842



Carter Carney

*Strategic Leader,
Research Member Success*

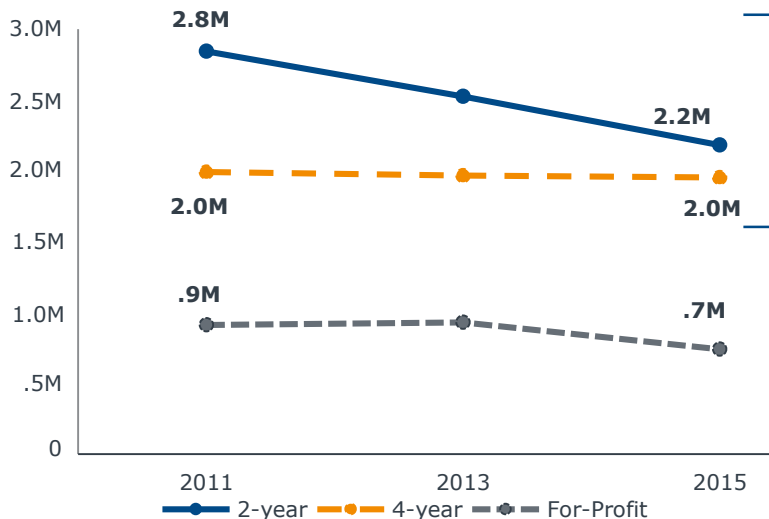
CCarney@eab.com
202-266-5908

Adults Abandon Community Colleges



Decline of Adult Enrollments Since Recession Concentrated at Two-Years

Enrollments of Undergraduate Students Aged 25+, 2011-2015



-662K

Loss in community college adult enrollments

-38K

Loss in four-year adult enrollments

17:1

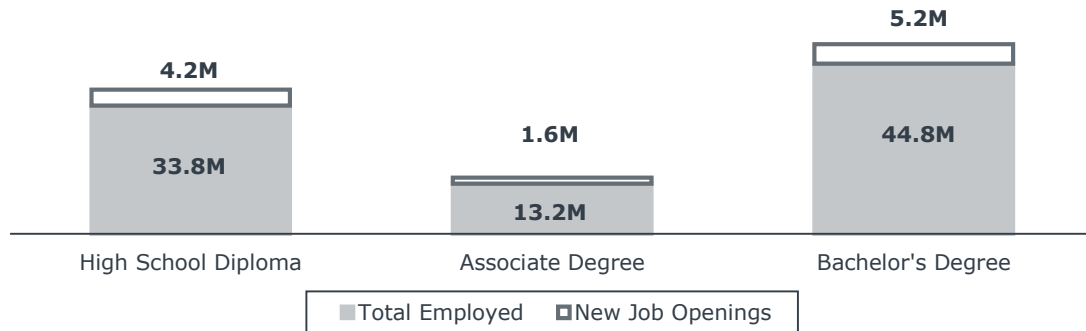
Ratio of community college to four-year adult enrollment losses

Prospective Adults Drawn to Booming Economy



Disproportionate Job Growth Makes Community College a Tough Sell

Total Number of Jobs and Vacancies by Education Requirement¹, 2017



Industry Incentives to Remain in Workforce

26

States increased their minimum wage between 2013-2017

\$25K

Signing bonus offered to hourly BNSF railway employees

87%

Of corporations say that employee retention is a top priority

¹) An additional 10.5M new job postings do not specify a minimum education requirement.

Changing Demographics, New Opportunities



	Non-College Bound HS	Four-Year Bound HS	Working Adults
Current Market Win Rate	23% of 2017 HS graduates enrolled in community college after graduation		10.4% of 25– 34-year-olds in the labor force have an A.A.
Size of Opportunity Market	1.5 million 2018 HS graduates predicted to not enroll in college	1.4 million 2018 HS graduates predicted to enroll in a regional four-year	18.9 million 25– 34-year-olds don't have a college degree
Opportunity Win Rate	5–7%	0.5–2%	1–3%
Size of Winnable Opportunity	106,000–152,000	7,200–29,000	189,000–568,000

Identifying the Opportunity in Your Backyard

New Enrollment Potential

Traditional-Aged Enrollment
Adult Enrollment

% of Traditional-Aged Increase
% of Adult Increase

[Traditional-Aged Not Enrolled](#)
[Adults Not Enrolled](#)

Traditional-Aged Opportunity Win Rate
Adult Opportunity Win Rate

New Traditional-Aged Enrollments
New Adult Enrollments

Sizing Your Potential Market



Meet with campus stakeholders to determine marketing capacity, likely enrollment increase



Use publicly available Census data to identify size of target population

Calculating Opportunity Win Rate

Target
Population
Enrollment



% Increase
Expected

Target Population Not Enrolled



% Opportunity
Win Rate



Bring It to Campus

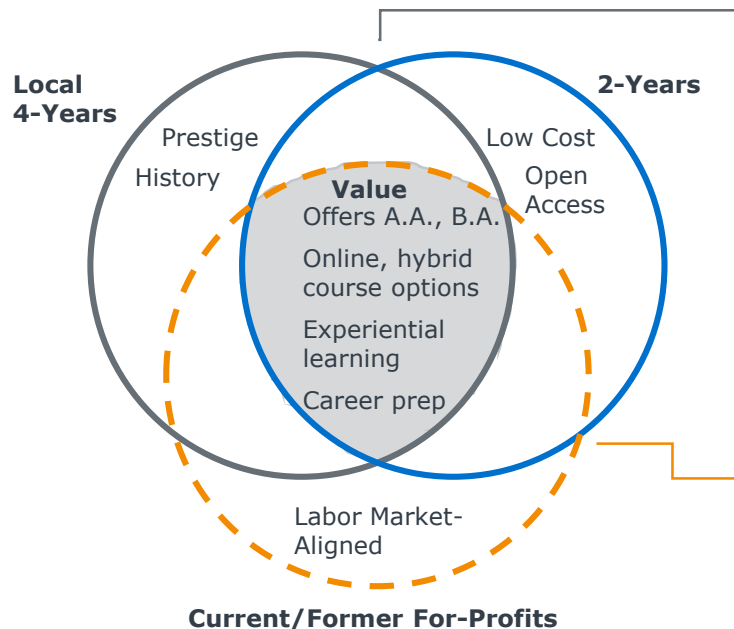
Use the Enrollment Calculator in the Appendix to determine marketing opportunity in your service area

Differentiation Difficult in a Crowded Market

Old Value Story No Longer Unique in Higher Education

Heightened Competition Due To Messaging...

Marketing Messages of Higher Ed Competitors



...And Service Overlap

System-Wide Consolidations



4-Years Offering Associates



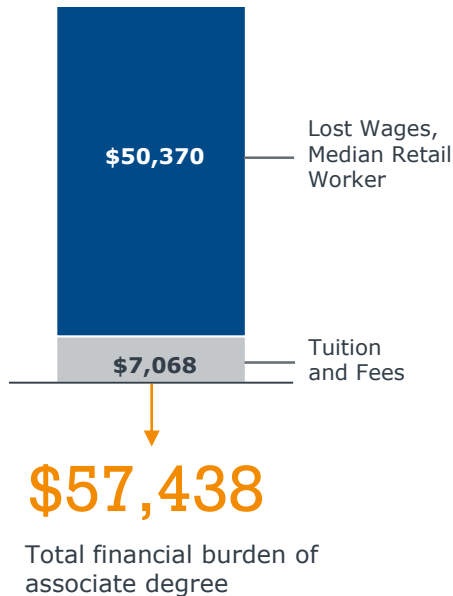
For-Profits Become Non-Profits



Adults Choosing College Balance Wages, Goals

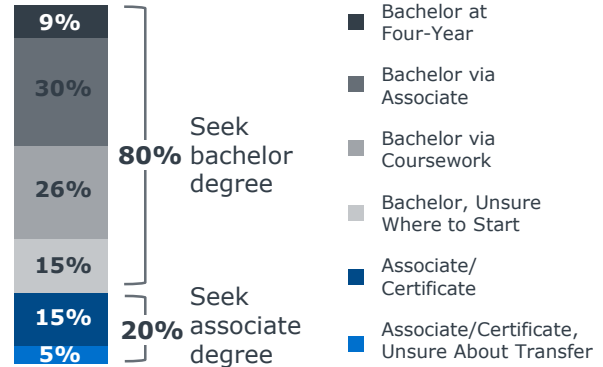
List Price Only a Fraction of Burden

Cost of Full-Time Attendance, Assuming No Work



Adults Vary in Degree Goals...

Prospective Adult Enrollment Preferences



...And Reasons to Return to College

"I need a new career"

"I need a promotion"



"I need to be retrained"

"I need to get back to work"

Source: Silliman, R and Schleifer, D, "A Major Step: What Adults Without Degrees Say About Going (Back) to College," Public Agenda, May 2018; Bureau of Labor Statistics; National Center for Education Statistics; EAB interviews and analysis.

Market to Students Against Your Competition



Align Messages to Prospects' Needs to Win Enrollments



College vs. Workforce *Gen Z*

Grow the pool of prospective students by expanding access to academically qualified students

Size of Winnable Opportunity

106,000–152,000



College vs. University *Gen Z*

Create a new value narrative through targeting Gen Z college bound with signals of quality

Size of Winnable Opportunity

7,200–29,000



College vs. Current Job *Adult Students*

Reform programming to meet the needs of working adults

Size of Winnable Opportunity

189,000–568,000

Inward Program Design Appeals to Few Adults



Status Quo Program Design...



Faculty-Led Program Innovation

✗ Program launch decisions based on faculty interest, ability, and opinions

✗ Modalities and schedule determined by personal preference



Outdated College Policies

✗ Silos between for-credit and non-credit programming

✗ Financial model and historical norms dictate awarding of credit through CPL/PLA

...Results in Under-Enrolled Programs



New launches misaligned to shifting labor market needs



Curricula don't match the actual career goals of working adults



Modalities not optimized to fit adult lifestyles

Credit for Experience Saves Adults Time, Money

Even Small Numbers of Credits Accelerate Adults to Completion, Workforce
Jump Start Degree Progress with PLA



Traditional Student



Experienced Worker

First
Semester

Second
Semester

Third
Semester

Final
Semester

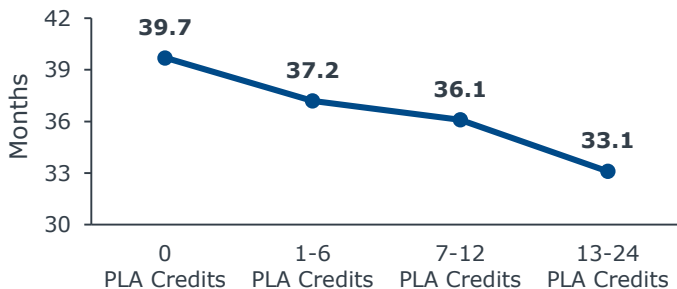
Certificate
Awarded

Certificate
Awarded

AAS
Awarded

First 1-2 Semesters of PLA Credit Reduce Time to Degree

Time to Degree by Number of PLA Credits Awarded¹



PLA Credits Earned	Time Saved (Months)	Additional Wages Earned
1-6	2.5	\$5,235
7-12	3.6	\$7,539
13-24	6.6	\$13,820

¹) N = 8,152

Barriers to Scaling Prior Learning Assessment

Maricopa's Early Efforts Highlight Challenges of Institutional Change

**1**

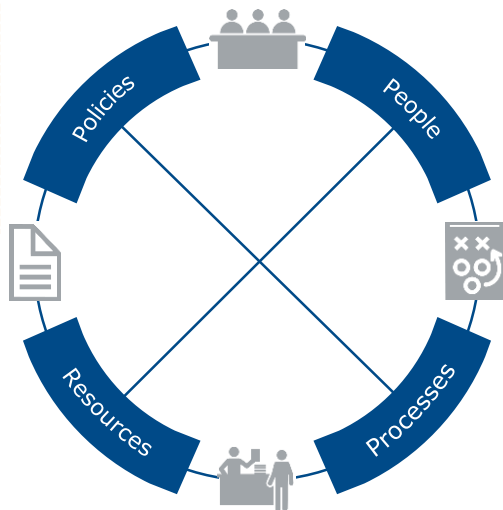
Legacy Policies Restrict PLA Access

Policies built on history disregard new options for student learning

4

Finances, Staff Needed to Sustain PLA

Dedicated staff and budget needed to coordinate PLA as standard system for evaluation, to record student learning in SIS

**2**

Opponents Underappreciate PLA

Key stakeholders unaware that PLA preserves educational rigor, builds on curricular standards

3

Ad Hoc PLA Prevents Consistent Implementation

Informal or non-existent PLA business processes cause inconsistent implementation, irregular student services

Overcome Resistance to PLA Expansion Policies

1 Consider Credit from New Sources



New Policy:

Transfer credit from non-regionally accredited institutions and learning from nontraditional sources (e.g. MOOCs, portfolios) will be evaluated for rigor and alignment to community college curriculum.

Faculty Objection:

Coursework and learning from non-regionally accredited institutions is less rigorous and reputable and cannot be accepted by an accredited institution.

Response to Objections:

- Many institutions accept credit from non-accredited institutions, including University of California.
- Most accreditors (WASC, SACS, HLC, NEASC, MSCHE) explicitly allow institutions to accept unaccredited credit at college's discretion.
- Faculty make final decisions on acceptance of credit.

2 Evaluate Results from All Competency Exams

Most competency-based exams, including ones written by the college, may be evaluated for academic rigor and alignment to curriculum.

Only nationally recognized exams such as AP and CLEP are valid indicators of credit.

- College already has process to accept credit from approved exams, such as AP.
- Time required to evaluate exams is minimal relative to potential impact.
- Faculty may develop competency exams for high-demand subjects as time allows.

3 Price According to Service Provided

Students only pay a **low fee** for each course evaluated for PLA.

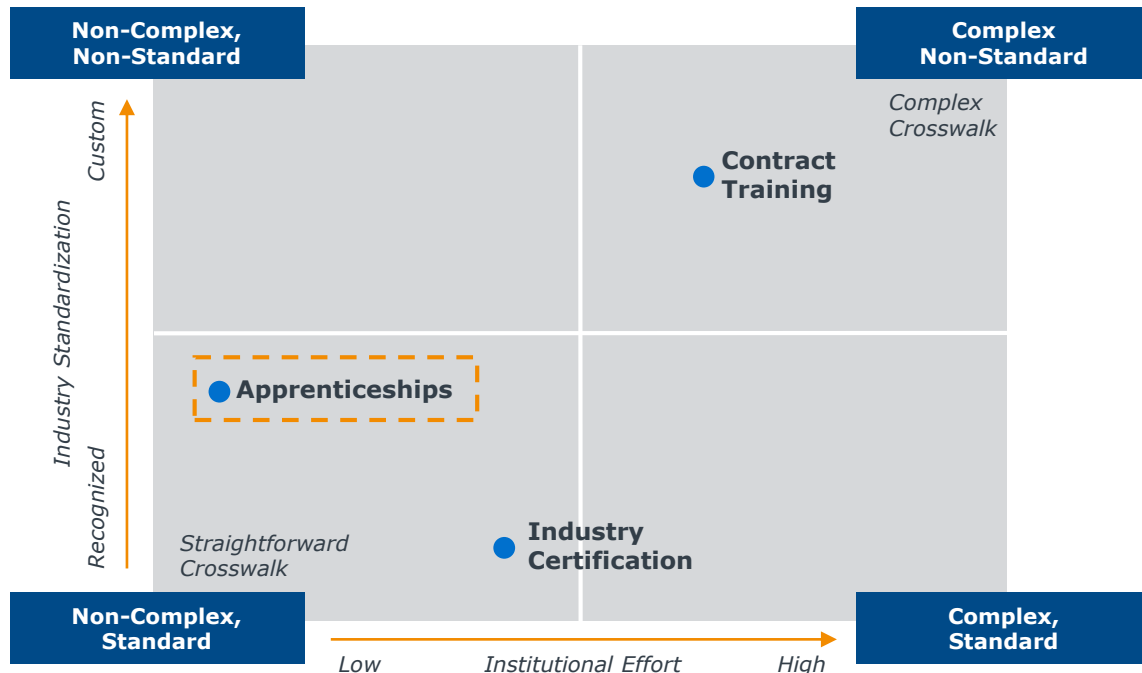
Offering PLA is just "selling credits" without offering an education in return.

- PLA increases access to college, but high prices restrict access.
- Fees cover processing costs and support PLA structure regardless of evaluation outcome.

Use Crosswalks to Accelerate Credit Momentum



Begin Crosswalk Effort with Industry Standard Competencies



Competency Mapping Key to PLA Crosswalk



Instructors Align Apprenticeship Competencies to Credit Courses

Excerpt of Apprenticeship Competencies

Calibration Program

- Paddlewheel flow sensors
- Fluke calibrators

Control Devices Program

- Material analysis sensors
- Boilers and boiler controls

Instrumentation Program

- PID controller programs
- Smart transmitters

Excerpt of Course Competencies: ELT 257: Sensors and Transducers

- Paddlewheel flow sensors
- Fluke calibrators
- Material analysis sensors
- Boilers and boiler controls
- PID controller programs
- Smart transmitters

Criteria to Ensure Matching Competencies



Do non-credit and for-credit faculty use similar teaching methods?



Are non-credit assessments as rigorous as for-credit assessments?

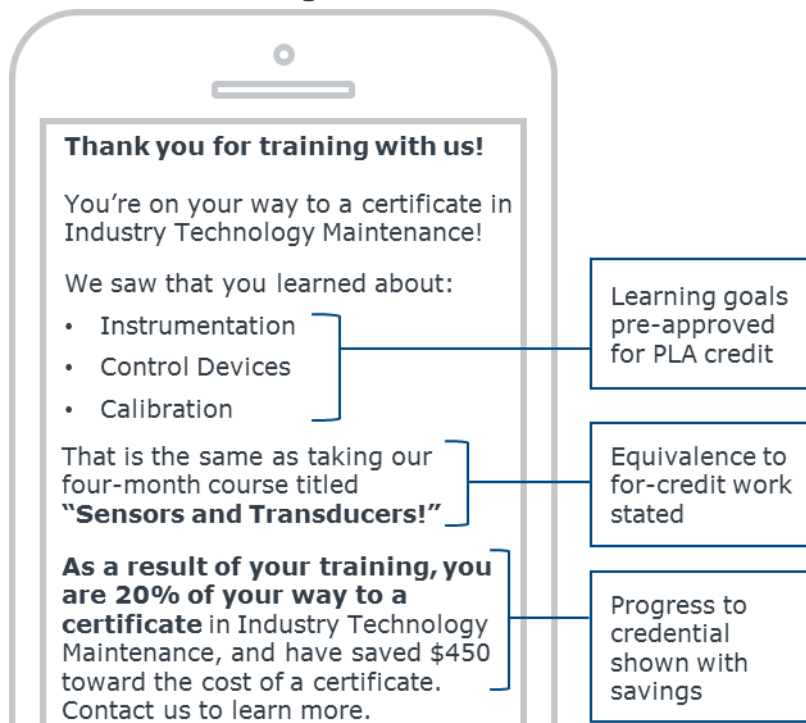


Do apprenticeship programs teach 100% of for-credit course competencies?

Marketing For-Credit to Non-Credit Completers

Pre-Defined Crosswalks Enable Seamless Recruitment and Onboarding

Personalized Message Shows Path to Credential



Long- and Short-Term Enrollment Boost

38%

More students awarded PLA credit per year since crosswalk implementation

94%

Increase in completion rate of PLA recipients over non-PLA recipients

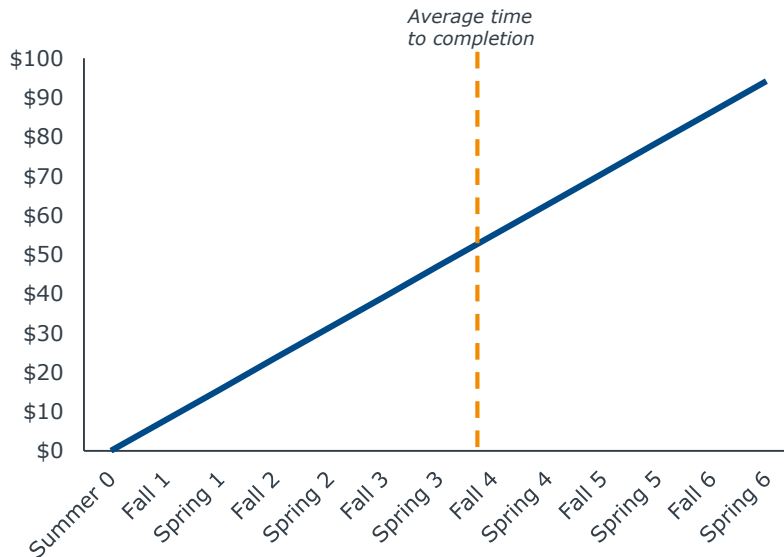
50+

Courses with non-credit to credit crosswalks

More Credits, More Costs

Additional Semesters of Study Delay Transfer, Post-Graduation Earnings

Sample Lost Retail Sales Associate Wages for Full-Time Community College Student, in Thousands¹



\$25,124

Median annual salary for a retail sales associate

3.4

Average years enrolled to earn associate degree

\$53,387

Wages forfeited to accommodate for community college attendance¹

1) Calculation assumes that a full-time community college student went from working 40 hrs per week to 15 hrs per week

Compress Time-to-Degree with Summer Courses

Strategic Course Selection Shortens Time-to-Degree, Reduces Low Fill Risk



15-Month Associate Degree Gives Adults Manageable Alternative

Sinclair 15-Month Associate Degree

- ▶ 15 credits per term
- ▶ 4 consecutive terms
- ▶ Makes use of PLA credit, when possible
- ▶ Offerings span Business, Healthcare, and Liberal Arts & Sciences
- ▶ Summer cross-listed courses enable four-semester completion

Cross-Listed Major Summer Courses Key to Acceleration



	Spring 2017 Enrollments	Fall 2017 Enrollments	Average Fill Rate	Qualified Instructors
Business Writing	201	217	85%	6
Business Law	210	204	87%	6
Principles of Microeconomics	230	252	90%	7
Management & Organizational	120	145	60%	3



- Selecting common courses reduces risk of under-filled summer blocks
- More accelerated programs lead to more course options available to summer students

Wraparound Support Keeps Students On Pace

Adult Student Services Promote Accelerated Completion

Extra Focus on Adult Student Services Helps Students Stay on Path

Expedited Degrees Spur Adult Enrollments and Completion



Accelerated Program Map Advising

- Accelerated students required to meet with navigator at onboarding to chart all four semesters
- Navigator aids student in selecting electives, course times based on student's goals and personal commitments



Priority Registration for Accelerated Adults

- Accelerated students choose courses before other students each registration period to stay on pace

15



Accelerated Degree Programs Offered

3



Students Enrolled in Pilot Year



103



Students Enrolled in First Year After Pilot¹

“

“It’s not necessarily putting more classes on the student, but instead realigning our programs to accelerate associate degrees without overwhelming students. The key is to **keep that student engaged from enrollment to the end so that they’re committed to completing.**”

Carol Bonner, Sinclair Community College

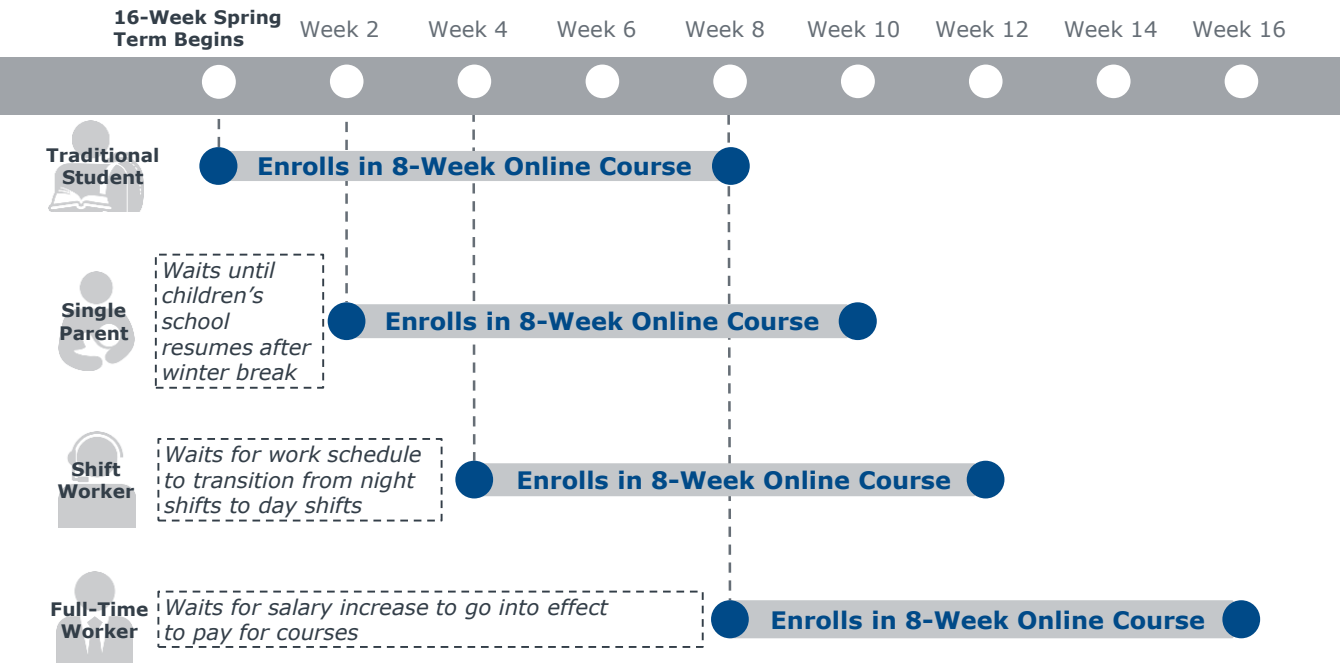
1) As of May 31, 2018

Staggered Starts Flex Calendar for Off-Pace Adults

Flexible Start Dates Reduce Time to Credential, Minimize “Lost Semesters”



Northern Virginia CC Offers Online Students a Variety of Course Start Dates



CCEF Spring 2019 Webconferences

Marketing and Enrollment Series



[Moving from Open Access to Equal Access](#)

Guidance on how colleges can provide an equitable enrollment experience to all students, regardless of their educational preparedness or socioeconomic background.

Thursday, February 14

*1:00 p.m. – 2:00 p.m.
Eastern Time*



[Proving Return on Education to Generation Z](#)

Exploring practices on how the 2-year space can differentiate itself and market return-on-education to Generation Z.

Tuesday, March 19

*1:00 p.m. – 2:00 p.m.
Eastern Time*



[Redesign College Programming to Meet the Needs of Adult Students](#)

Innovative strategies that colleges have used to reduce enrollment opportunity cost, including PLA, compressed terms, and dual modality.

Tuesday, April 16

*1:00 p.m. – 2:00 p.m.
Eastern Time*



Washington DC | Richmond | Birmingham | Minneapolis

P 202-747-1000 | **F** 202-747-1010 | eab.com