



How to Attract and Support Online Adult Degree Completer Students



Ashley Delamater
Senior Analyst
EAB Strategic Research

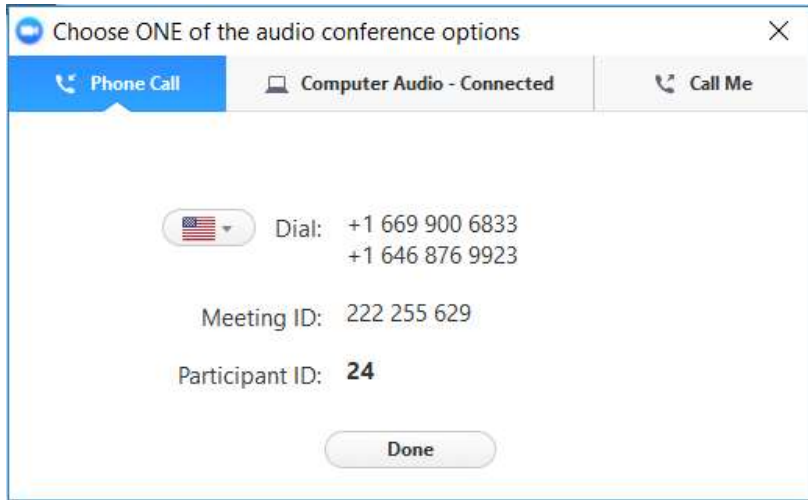
adelamater@eab.com
202-266-6552

Academic Affairs Forum

Audio Options

Using Your Telephone

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



Choose ONE of the audio conference options

Phone Call Computer Audio - Connected Call Me

Dial: +1 669 900 6833
+1 646 876 9923

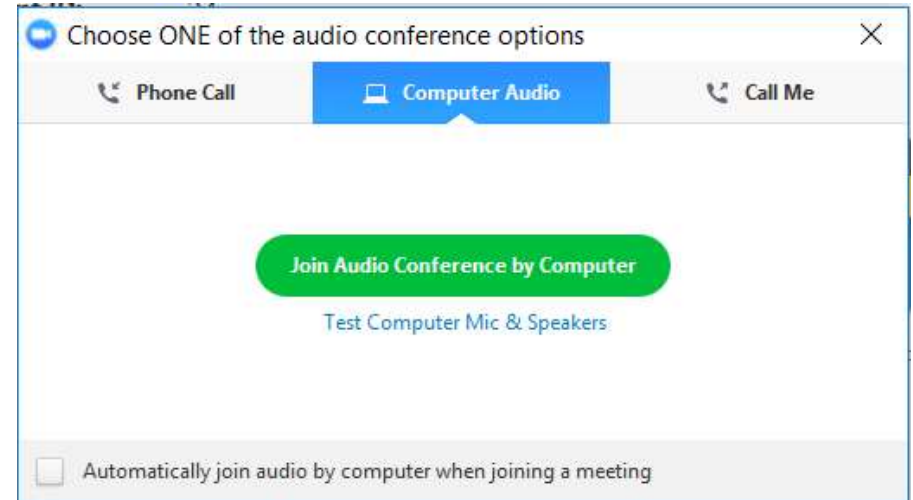
Meeting ID: 222 255 629

Participant ID: 24

Done

Using Your Microphone and Speakers

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



Choose ONE of the audio conference options

Phone Call Computer Audio Call Me

Join Audio Conference by Computer

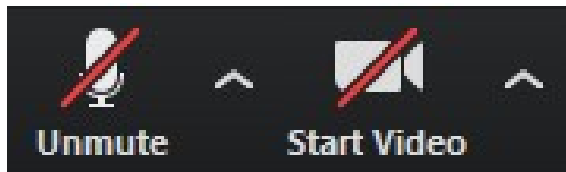
Test Computer Mic & Speakers

☐ Automatically join audio by computer when joining a meeting

Using Zoom

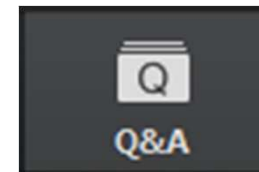
Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.



Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.



▶ Start with best practices research

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

▶ Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Enrollment Services** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members of the **Student Success Collaborative** use research, consulting, and an enterprise-wide student success management system to help students persist, graduate, and succeed.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1.2B+

Student interactions annually

1M+

Individuals on our student success management system

1,300+

Institutions we are proud to serve

1

Goal: Make education smarter

Modality Debate Misses Market Distinctions

Three Unique Student Segments Comprise Online Opportunity



Multimodal Undergraduates

Opting for Convenience and Enrichment



Professional Graduate Students

Investing in Career Advancement



Adult Degree Completers

Looking for Fast, Flexible Degrees

Goals and Motivations

- On-Time Graduation
- Curricular Exploration

- Promotion
- Career Change

- On-Time Graduation
- Curricular Exploration

Selection Process

- Location
- Reputation
- Cost

- "Search and Shop"
- Reputation in Industry

- "Search and Shop"
- Cost
- Convenience

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- 1 **Adult Degree Completer Market**
 - 2 Develop programs based on student and employer demand
 - 3 Benchmark pricing strategy to competition
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 - 6 Understand the potential and limitations of alternative credit programs
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Degree Completion Hype Doesn't Reflect Reality

Not All Degree Completion Prospects are Likely to Complete

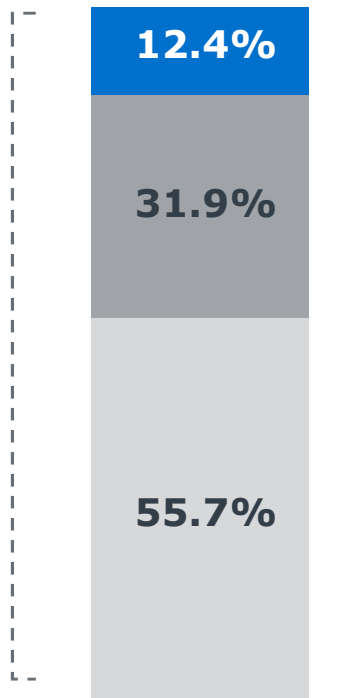
The Hype

31M

Size of degree completion market (some college, no degree) often cited—used in vendor sales pitches, strategic plans.

The Reality of "Potential Completers"

4M



Potential completers
(multiple term enrollees with 2 years' progress or more)

One-term enrollees

Multiple-term enrollees with less than 2 years' progress

Key Characteristics

- Most common potential completer is between 24-29 years old
- Men represent a slightly smaller proportion (trend younger)
- For 17% of potential completers, seven or more years has elapsed since their last enrollment
- 45.6% attended only one institution and 36% attended only two institutions

NATIONAL STUDENT
CLEARINGHOUSE®



For more information about how EAB can help institutions identify and recruit adult students, please see our Adult Learner Recruitment Service on eab.com

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Career Relevance Key to Attract Swirling Adults

Breadth, Depth of Online Offerings Influence Prospects' Enrollment Decision

Motivations of Adult Degree Completion Students

Students enroll in degree completion programs for the following reasons:



Career Advancement: Cannot advance without a Bachelor's level degree



Career Change: Wants to shift careers and needs a new credential



Personal Reasons: Seeking personal enrichment through additional education

Common degree programs include business management, mathematics, healthcare, social science, and liberal arts

Key Characteristics

Bachelor's in specific field of study

- Typically requires completion of prior college credit
- Similar to face-to-face programs in highly demanded subject areas

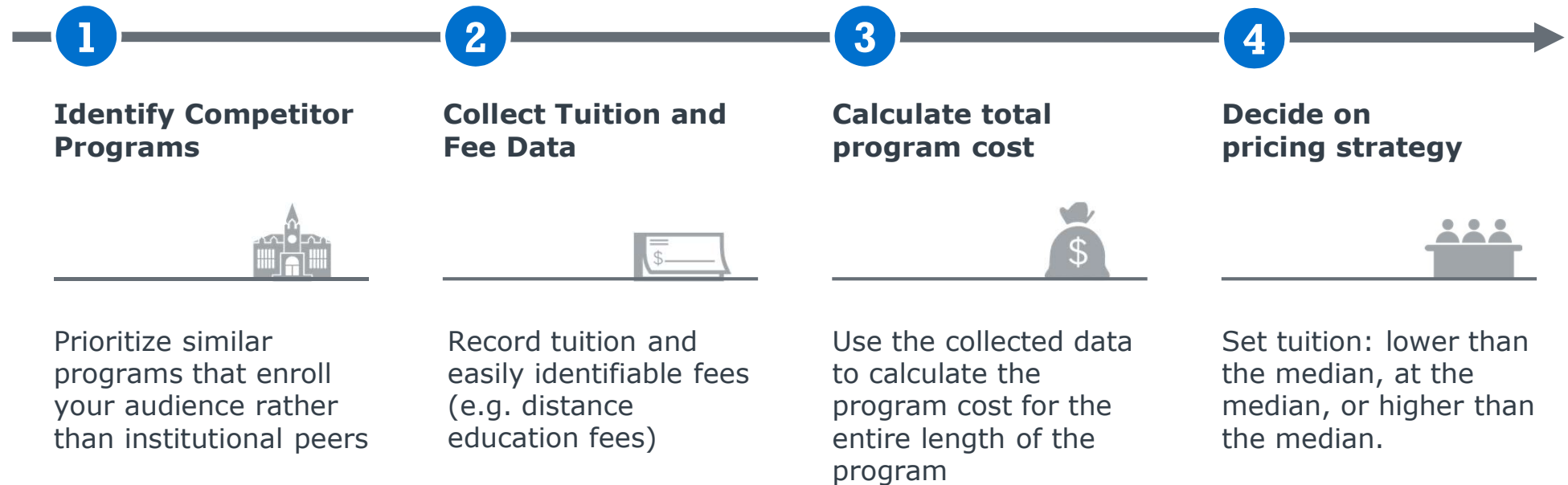
Bachelor's in general field

- Appeals to broad range of students
- Can be customized by student
- Can cater to students who didn't earn enough credits during prior college experience

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Adult Online Students Increasingly Price Sensitive

Assess Internal and External Program Prices to Determine Pricing Strategies



Heightened Competition from Low-Cost Degree Completion Programs

Estimated cost of total tuition based on assumed degree completion in two years



\$10,000¹



\$12,760



\$19,200



\$23,400

1) Based on advertised minimum yearly tuition
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Source: "Cost, Tuition Assistance, and Financial Aid", College for America. "Tuition and Financing", Liberty University.; "College of Business tuition and fees", Western Governors University.; "Online Tuition & Fees", Southern New Hampshire University; EAB interviews and analysis.

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A Comprehensive Look at the Student Pipeline

Community College Transfer Students Ripe for Online Programs



25 and over

35% of community college students are 25 or older



Place-bound

79% of community college students enroll within 20 miles from home



Employed

46% of full-time community college students are employed



Work full-time

32% of full-time community college works greater than 20 hours a week



More likely to benefit from the flexibility and convenience of online degree programs



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS), Spring 2016, Fall Enrollment component. ; McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2017). The Condition of Education 2017 (NCES 2017-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics.; U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 2005, 2010, and 2015., John Fink and Davis Jenkins, *Community College Transfer Student Outcomes Report* (Community College Research Center, 2017). ; Brian A. Sponster and Nicholas Hillman, "Where you live rather than what you know? The problem with education deserts", *Brookings Institutions*, April 11, 2016.

Reducing Barriers to Transfer

UCF's Advising Partnership Hardwires Transfer Preparation

Wrap-Around Advising Keeps Two-Year Students on Track, Widens the Transfer Pipeline

Traditional Transfer Pipeline

Student unsure of four-year financial aid and degree requirements

Student must take initiative to see an advisor and ensure progress to transfer

Student fails to complete paperwork, delaying admission or limiting credit transfer and financial aid

1st Year at CC

2nd Year at CC

Transfer



Subscribe Students from Day One

UCF enrollment staff lead financial aid workshops during two-year orientation, sign students up to advising mailing list

Begin Advising Before Enrollment

UCF advisors begin sharing advising caseload after 30 credits, take over full time at 45 credits; students receive consistent communication through CRM

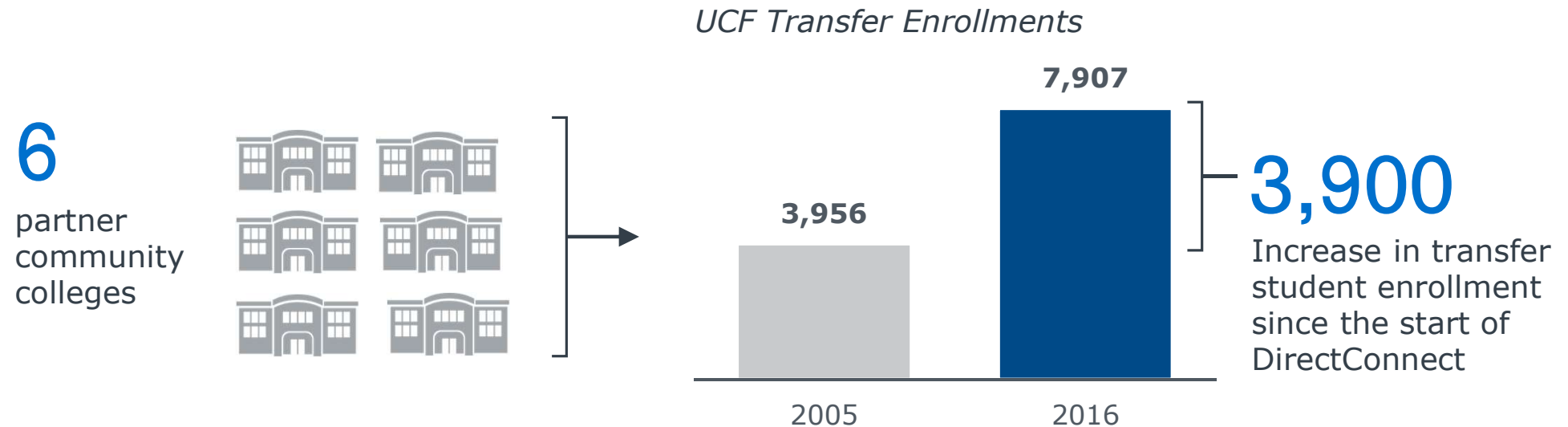
Limit Student Responsibility

Shared transcripts and test scores between institutions limits student responsibility; advisors provide consistent reminders and reliable support

Impact of Well-Developed Transfer Pipeline

Partnerships Increase Transfer, Grows Online Student Population

Advising Partnership Grows Transfer Enrollments



UCF Online Caters Primarily to Transfer and Graduate Students

1,680

Students enrolled in
UCF Online in the
first year, nearly
double enrollment
expectations

20

Fully-online
undergraduate degree
programs offered

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Automatically at Higher Risk

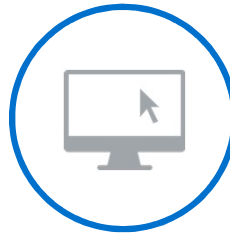
Degree Completers Need Additional Support to Persist and Complete



Self-Service Tools

- Self-Help Modules
- Tech Support FAQs
- Online Orientation

Goal: Save student and staff time by posting most basic information online



On-Demand Assistance

- Help Desk Live Chat
- Flexible Hours
- Multiple Communication Modes

Goal: Increase service accessibility and visibility



Targeted Interventions

- “Escalation” of Complex and Sensitive Issues
- Proactive, Data Driven Outreach

Goal: Deploy staff expertise to highest-need areas



For more details about supporting online adult students, see “Charting a Path to Persistence: Strategic Interventions for Adult and Online Learners” on eab.com

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Proceed With Caution

Key Myths About Competency-Based Education



Myth: Students and employers are demanding CBE



Reality: Students are not shopping for institutions based on CBE offerings and employer involvement in CBE programs has been minimal



Myth: CBE is faster and lower cost for students



Reality: Students must progress at faster-than-realistic pace to achieve cost savings. This is particularly challenging for adult degree completers



Myth: CBE is lower cost for institutions



Reality: Essential proactive advising services, need for manual data reporting and registration processes increases institutional costs



For more information please see "Three Myths About Competency-Based Education" on eab.com

Personalized Learning at Scale Within Reach

Effective Prior Learning Assessments Can be a Low-Risk Alternative to CBE

Three Keys for Success



Make information about PLA eligibility clear and easily accessible

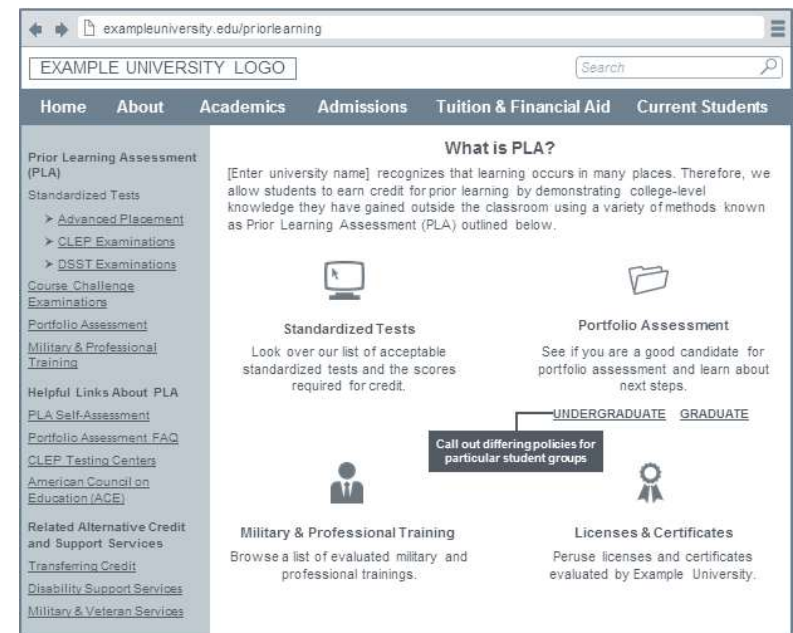


Assign students a single point of contact



Offer faculty training to support consistent credit awards

Sample PLA Web Page Template from *The PLA Playbook*



For details about implementing CBE and PLA, please see "The CBE and PLA Playbook: Tools for Alternative Credit Programs" on eab.com

Questions?



Ashley Delamater
Senior Analyst
EAB Strategic Research

adelamater@eab.com
202-266-6552



Washington DC | Richmond | Birmingham | Minneapolis

202-747-1000 | eab.com