



Preparing for Today's Students

Adapting to Adult Learner Needs

Strategic Advisory Services

Today's Presenter



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Higher Ed Faces an Uphill PR Battle

Why 50% of Gen Z students say

TIME

How America Started to Fall Out of Love with College Degrees

College grads earn 80% more –



More than half of Americans think college degrees are waste of money



3 Ways Higher Education Can Flip the Script on



Wake Up Higher Education. The Degree is on the Decline



College is still worth it, finds – although students are growing skeptical

FORTUNE

Gen Zers don't see the point in getting a degree. Here's how to fix the ROI of college



Majority of Millennials lack confidence in value of four-year degree



The real reasons why "alarming" Americans are dropping out of college



Recapturing American higher education's lost promise



Tries to Bridge the 'Diploma Divide'

- 1 What do we need to know about today's students?
- 2 Why is credit for prior learning part of this conversation?
- 3 Strategies for improved student success

Students Today Have Competing Responsibilities



70%

have non-traditional characteristics



Non-traditional



Employees who study

70%

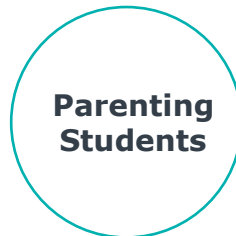
work while enrolled **40%** work full-time



Military-affiliated

6%

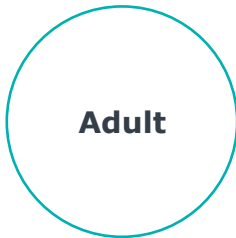
of students are AD, Reserve, Guard, or Veteran



Parenting Students

24%

have children of their own



Adult

37%

of students are over the age 25



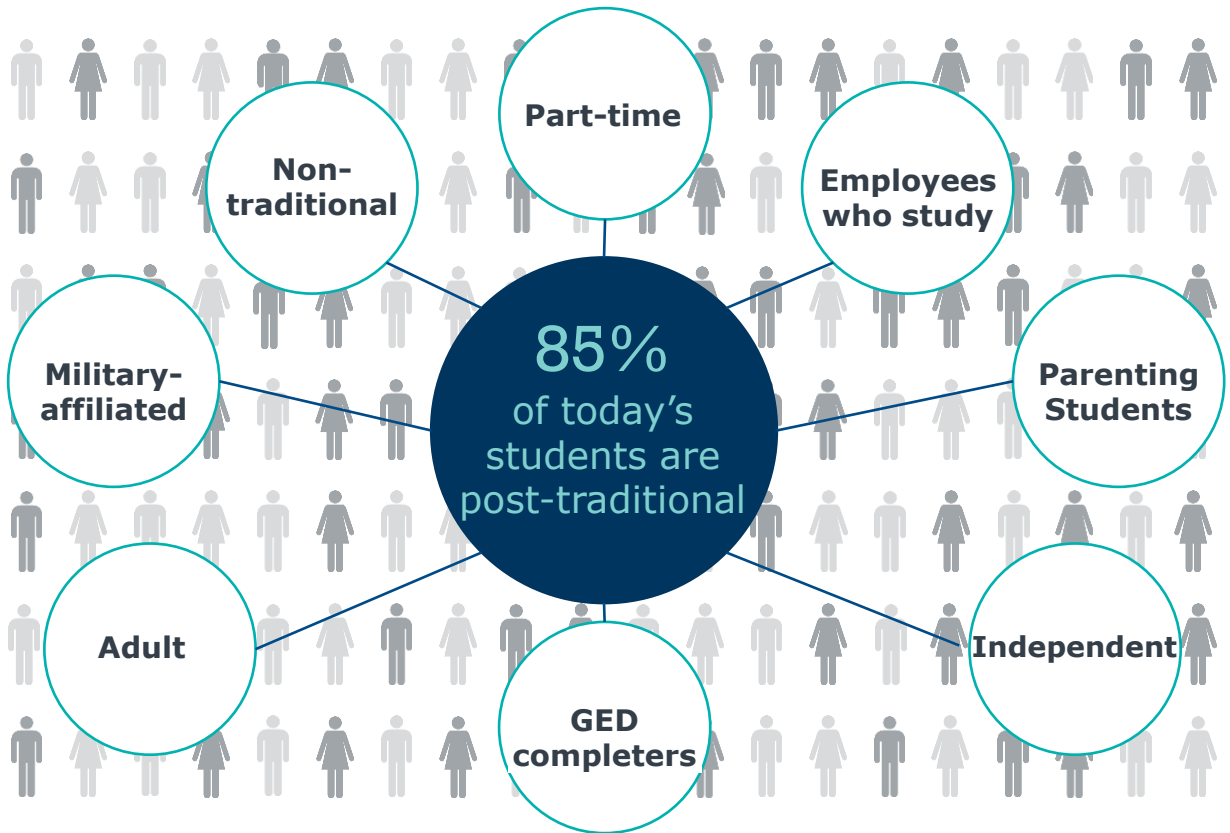
Independent

53%

of financial aid recipients are independent

Source: [National Center for Education Statistics \(NCES\)](https://nces.ed.gov/programs/digest/d18/tables/dt18_503.40.asp), [Institute for Women's Policy Research](https://nces.ed.gov/programs/digest/d18/tables/dt18_303.50.asp?current=yes); EAB analysis of NCES 2017 data https://nces.ed.gov/programs/digest/d18/tables/dt18_503.40.asp and https://nces.ed.gov/programs/digest/d18/tables/dt18_303.50.asp?current=yes; [ACENET](https://www.acenet.edu/); [Most college students work, and that's both good and bad \(insidehighered.com\)](https://www.insidehighered.com/)
[A College Guide for Nontraditional Students | Best Colleges | U.S. News \(usnews.com\)](https://www.usnews.com/)

Gone are Dependent, On-campus, 17-21 Year-olds



Post-Traditional Learner Characteristics

7



Discussion

What have your experiences with post-traditional learners on campus been like?

Few Colleges Meet Post-traditional Needs

Not a Small Part of Your Student Body, But Struggling to Thrive



Limited **after-hours** classes and services



Penalties for **absences**



Little **basic needs** support



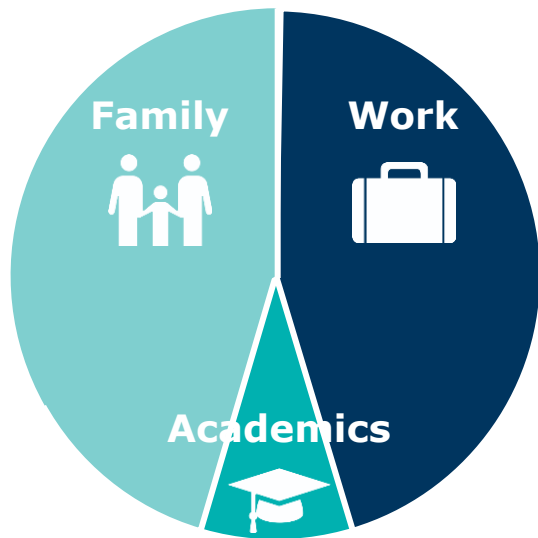
Programs lack **milestone** credentials



Minimal credit for **past experiences**

Complex Lives Crowd Time for Academics

Success of Low-Income Students a Precarious Balance



! Spouse has a medical emergency

! Loss of childcare

! Food insecurity

! Shift change at work

! Car breaks down

! Job loss

Broad Experiences Contribute Value to Classrooms

Having Their Voices on Campus Fills a Need and Supports Their Goals

Post-traditional learners are:



Motivated

They enroll on their own volition, want to be there and are driven



Experienced

Past experiences contribute richly to classroom discussions



Independent

Believe that responsibility for their success is their own, not the institution's

Retention Strategies to Promote Success

Support Post-Traditional Students Through Responsive Institutional Practices

1

Early Career Advising



1. Self-directed Career Assessment
2. Tools for Informed Decision-making
3. Pragmatic Roadmaps to the Future

2

Adapting to Working Students



4. Off-campus Student Support Services
5. Availability-based Course Schedules
6. Technological Classroom Adaptation

3

Employment Preparation



7. Federal Work-Study as Practical Experience
8. Industry Apprenticeships
9. College, WDB, and CBO partnerships
10. Flexible Format Career Preparation
11. After-hours Employer/Student Networking
12. Professional Skills as Course Content
13. Stackable Credentials

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Reduce Duplicated Learning and Time to Completion

Credit for Prior Learning Streamlines Student's Path to Career

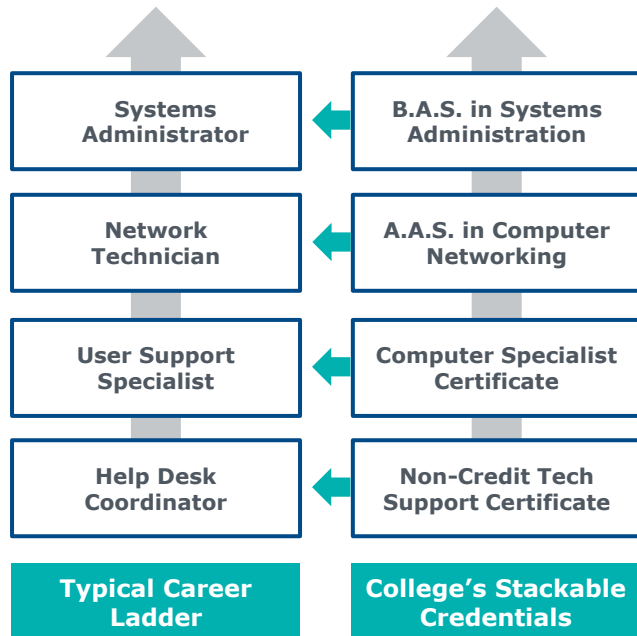
Sample Optimized Career Roadmap

What do we mean by "credit for prior learning (CPL)?"

CPL is a means of recognizing learning that happened outside the classroom.

Examples:

- Industry credential
- Credit by exam
- Portfolio assessment
- Challenge tests
- Military training



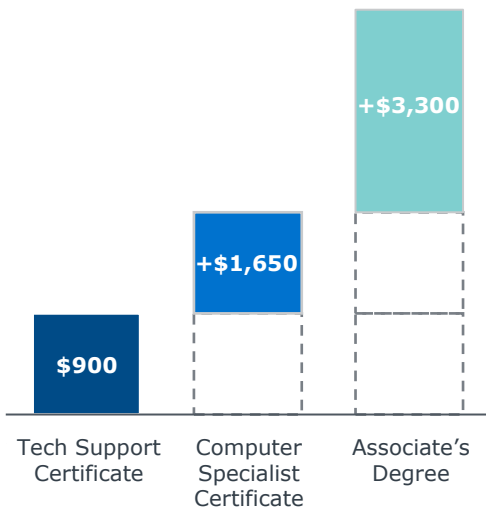
Stacking the Benefits for Students and Institutions

Stackable Credentials Improve Revenue, Retention, & Student Outcomes



Greater Revenue Potential From Repeat Purchase

Example Tuition Per Stackable Credential



Accelerate Student Goal Attainment with Stackable Credentials

(And Improve Retention)



Reduce overall cost



Reduce time to credential



Minimize credit or learning duplication



Emphasize career readiness across lifecycle to help students maintain completion momentum

Data-Rich Career Ladders Show Value of Credentials

CAREER LADDER

Last Updated: August 2022

INFORMATION TECHNOLOGY

NOVA

Northern Virginia
Community College

www.nvcc.edu/LMI



Programming & Software Development

Customer Service Representatives, Sales Representatives

\$14.10 - \$20.19/hr.
8,408 Postings



Networking & Cyber Security

Customer Service Representatives, Sales Representatives

\$14.10 - \$20.19/hr.
8,408 Postings



Data & Data Warehousing

Customer Service Representatives, Sales Representatives, Data Entry Specialists

\$14.10 - \$20.19/hr.
8,408 Postings

High School Diploma or GED



Certificate or Diploma (1-2 yrs.)

Diploma, Certificate, License, or Apprenticeship Programs

Computer Support Specialists
\$19.83/hr.
6,286 Postings

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\$19.83/hr.
6,286 Postings

Computer Support Specialists
\$19.83/hr.
6,286 Postings

Associate Degree (2 yrs.)



Web Developers, User Interface (UI) and User Experience (UX) Designers
\$87,300 - \$106,200/yr.
6,013 Postings

Network/Systems Support Specialists
\$84,000/yr.
867 Postings

Web Developers, Network/Systems Support Specialists
\$80,400 - \$90,000/yr.
6,715 Postings

Bachelor's Degree (4 yrs.)



Software Developers and Engineers, Mobile Applications Developers, Software Testers and Quality Assurance Analysts, Operations Analysts, Business Analysts, IT Project Managers, Hardware Engineers
\$97,700 - \$131,100/yr.
66,997 Postings

Penetration Testers, Information Security Analysts, Systems Administrators, Operations Analysts, Business Analysts, IT Project Managers, Network and Systems Engineers, Cyber Security Engineers
\$97,700 - \$137,000/yr.
62,827 Postings

Database Administrators, Data Warehousing Specialists, Business Intelligence Analysts, Data Analysts, Database Architects, Business Intelligence Developers, IT Project Managers, Sales Engineers, Data Engineers
\$106,000 - \$133,900/yr.
28,481 Postings

Post-Graduate Degree



Computer Scientists, Chief Information and Technology Officers
\$136,500 - \$176,400/yr.
4,181 Postings

Computer Scientists, Chief Information Security Officers
\$136,500 - \$176,400/yr.
4,181 Postings

Data Scientists, Mathematicians
\$136,500 - \$164,700/yr.
3,051 Postings

Occupations grouped by level of education typically required for employment, as determined by the Bureau of Labor Statistics (BLS). Openings represent the total number of online job postings from August 1, 2021 to July 31, 2022 in the NOVA region, as compiled by Burning Glass Technologies. Wages represent entry level hourly pay for positions at the High School/GED and Certificate/Diploma levels, and average annual salaries for positions at the associate, bachelor, and post graduate degree levels. Wages calculated by JostIQ based on 2021 Occupational Employment Statistics (OES) data from the BLS.

Data-Rich Career Ladders Include

- Region-specific data
- Various pathways in each field of study
- Education-level required for various jobs in the pathway
- Average earning potential for each education level by pathway
- Local labor market demand

Source: <https://www.nvcc.edu/osi/labor-market/career-exploration-navigation.html>

Few Schools Navigate Non-Credit to Credit at Scale

Confluence of Factors Threatens Success



Academic Rigor

- ❑ Non-credit coursework mis-aligned to credit curriculum
- ❑ Non-credit coursework insufficient rigor to enter credit curriculum
- ❑ Lack process to translate prior learning into credit-bearing program



Technical Systems

- ❑ Distinct SISs result in incompatible student records
- ❑ Non-credit and credit students are supported in different CRMs, LMSs



Accreditation

- ❑ Accreditor constraints may complicate non-credit to credit pathways



Which of these are preventing your success?

Credit for Prior Learning Made Easy to Understand

Information Technology

Course Title	ACE Course ID	Vendor	NOVA equivalency	Credits
Google IT Support Professional	GOOG-0001	Google	ITE 152, ITN 101, & ITN 260	9
Google Data Analytics	GOOG-0004	Google	ITD 145 & ITD 245	6
Google UX Design	GOOG-0002	Google	ITD 110	3
Google Project Management	GOOG-0003	Google	ITP 170	3
CIS 101-Introduction to Computer Applications	YRUP-0001	Year-Up	ITE 152	3
CIS 201-Computer Hardware	YRUP-0006	Year-Up	ITN 107	3
CIS 202-Operating System	YRUP-0007	Year-Up	ITN 106	3
CIS 203-Computer Network	YRUP-0009	Year-Up	ITN 101	3
CIS 102-Advanced Excel	YRUP-0002	Year-Up	ITE 140	3
COM 150-Public Speaking	YRUP-0014	Year-Up	CST 100	3
IT Specialist: HTML and CSS	CRPT-0097	Certiport, Pearson VUE	ITD 110	3
IT Specialist: HTML 5 Application Development	CRPT-0098	Certiport, Pearson VUE	ITP 225	4
IT Specialist Databases	CRPT-0095	Certiport, Pearson VUE	ITD 256	3

Credit for Prior Learning Manual

<https://www.nvcc.edu/prior-learning/>



Make Portfolio Credit Quick & Affordable

CPL-focused Writing Course Maximizes Credit, Develops Critical Skills



15-week college-level writing class builds professional writing skills while creating CPL portfolio



Advisors preemptively review students' past work to ensure they can earn credit via portfolio

15

Average credit hours conferred to participating students

\$3,167

Costs:

- \$1,262 for course
- \$1,905¹ for earned prior learning credits

“

“[Our students] realize all the time out of the classroom wasn't wasted, they were **just learning in a different way.**”

*Jacqueline Castledine
Department Chair, University Without Walls
University of Massachusetts Amherst*

1) Students pay \$1,905 if they earn between 16-30 credits via prior learning, and only \$1,305 if they earn 15 credits or less.

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“Radical Flexibility” is Multidimensional

Year-Round Academic Calendar



Courses offered on a rotating schedule year-round with multiple, staggered start dates

Easy Transitions Between Modalities



Courses, services optimized for online and face-to-face instruction so students can toggle between both

Built-in On- and Off-Ramps



Credentials are designed with multiple exit and entry points, so they are easily stackable and just-in-time

Serving the Whole Student



Student-facing staff are equipped to detect and direct students to critical resources

Summer Break Linked to Stop Out

Summer Session Underutilized at the Detriment of Students

Part-Time Student Spring to Fall Retention at a Mid-Sixed Texas Community College



MAY

Spring Term Ends

JUNE

JULY

AUGUST

Fall Term Begins



100

For every 100 part-time community college students enrolled in the spring...

Missed Opportunity for Credits



63

...Just 63 of them return the following school year

Students Who Take the Summer Off Lose Momentum Towards Long-Term Goals

44%

Decreased **likelihood of community college students to transfer to four-year institution** compared to their peers who accumulate summer credits

Default Mini-Terms Increase Credit Accumulation

Accommodating the Need to Balance Many Responsibilities

Multiple Compressed Term Options Accommodate Student Lifestyle



Sample Year-Round Schedule

Fall 1

Aug. 28-Oct. 23

- 6 credits

Spring 1

Jan. 1-Feb. 26

- 6 credits

Summer 1

May 7-Jun. 29

- 3 credits

Fall 2

Oct. 30-Dec. 22

- 6 credits

Spring 2

Mar. 5-Apr. 30

- 6 credits

Summer 2

Jul. 9-Aug. 27

- 3 credits

30

Number of total credits accumulated in calendar year

Student Success Results Prove Good Reason for Mini-Term Popularity



Percentage point increase in course completion rates compared to 16-week term



Completion rate for students taking at least 24 credits per year

“Quit wishing for a different kind of student...we want to be the right college for the students we have”

Russell Lowery-Hart, President, Amarillo College

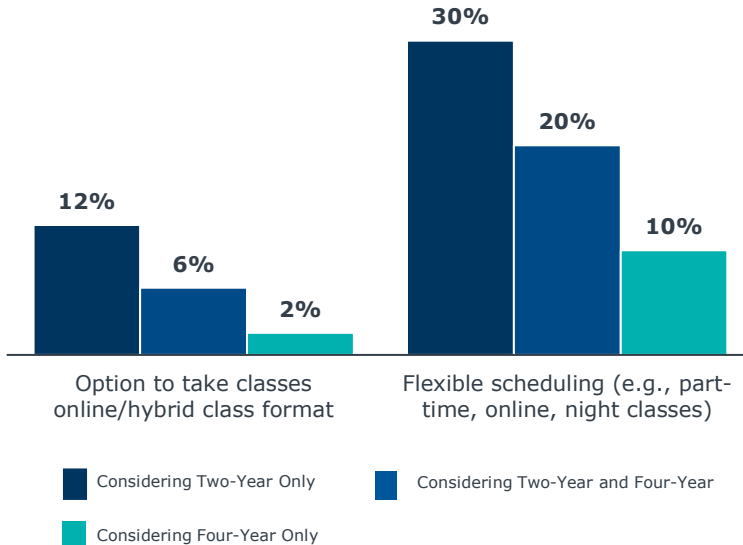




Online Strategy Has Never Been So Important

Consider the following attributes and select up to three that best reflect what you are looking for in your college experience.

Participants Could Select up to Three Responses



Community college aspirants are:

2-3x

More likely to cite **flexibility** as something they want in their college experience

3-6x

More likely to cite **online and hybrid** courses as something they want in their college experience

Why do you prefer online classes?

"Having to commute would be more stressful. It would probably negatively impact my learning because **I have a job that I have to prioritize over school** with regard to my schedule."

[Taking face-to-face classes] significantly hinders my ability to perform essential weekly activities, **taking care of grandparents/parents.**"

“

I am able to learn easier in online classes. I can **accommodate for my disabilities** easier, and I have the ability to go back and rewatch lectures if I missed some for whatever reason.”

“I won't be able to finish my degree unless I can do it online. My dad is in remission from cancer and doesn't have any protection from COVID.”

“I have a hard time with focus and auditory processing due to my disability; **with in-person lectures, I often miss important details** about the material and due dates.”

Flexible Modality, Responsive Schedules

Benefits Already Proven in Adult Market

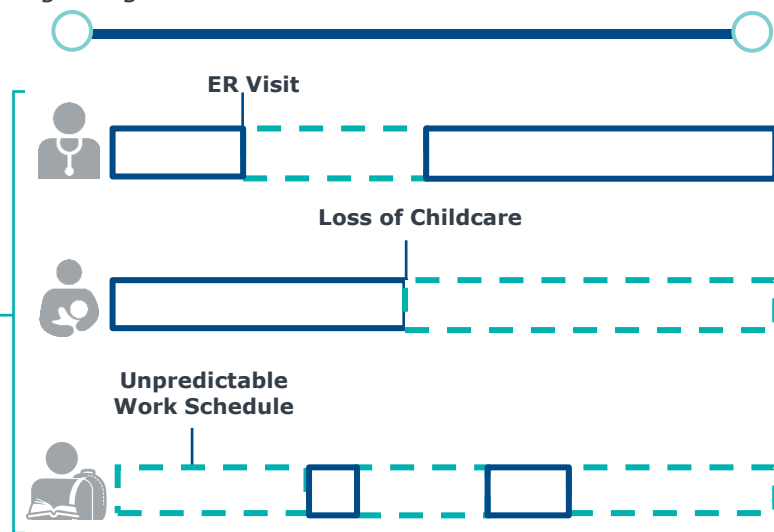


The Next Level of Student-Centric Scheduling

- 1 Course content delivered in a traditional, face-to-face manner
- 2 Class sessions and course materials are recorded and uploaded to Blackboard
- 3 Students can flex attendance at-will
- 4 Discussions and assignments available in both modalities

Beginning of Term

End of Term



Key:

In-Person

Online

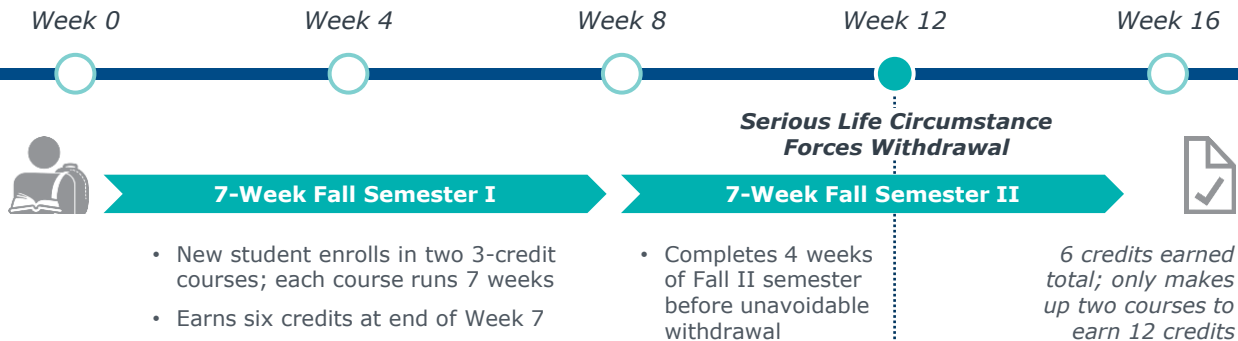
63%

Gap closure between full-time and part-time retention since implementation

Embed Low-Risk On- and Off-Ramps

All Mini-Term Calendar Reduces the Penalty for Stop-Out

Compressed Terms Minimize the Cost of Life Interruptions



Trident Tech's Mini-Terms Improve Course Success and Retention Rates

+14

Percentage point increase in course pass rates after implementing mini-terms

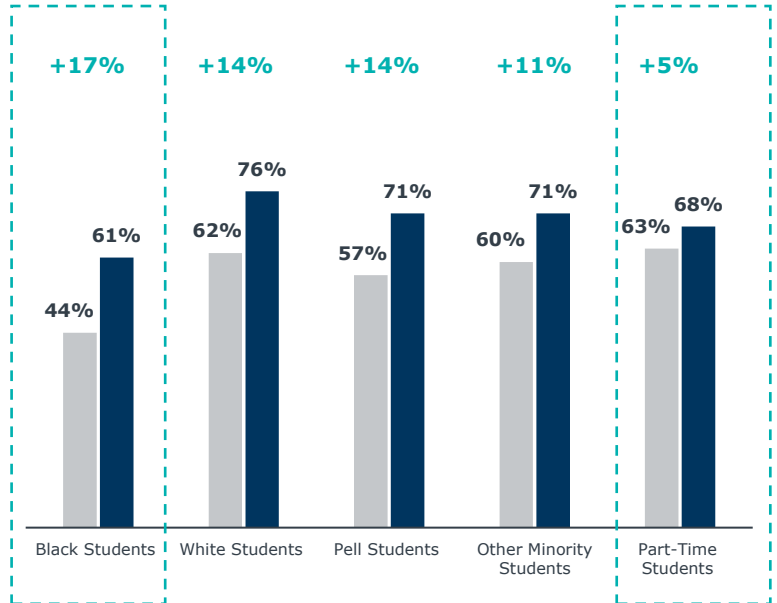
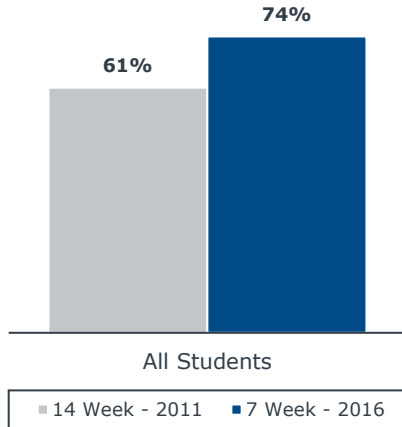
87%

Fall to spring retention rate after implementation, the highest in the college's history



Mini-Mesters Raise Success Rates for All Populations

**Average Course Pass Rates
2011 to 2016**





Our Approach to Student Support Must Evolve

Most Colleges Are Underprepared to Support the “Whole Student”



72%

Of college dropouts leave for non-academic reasons

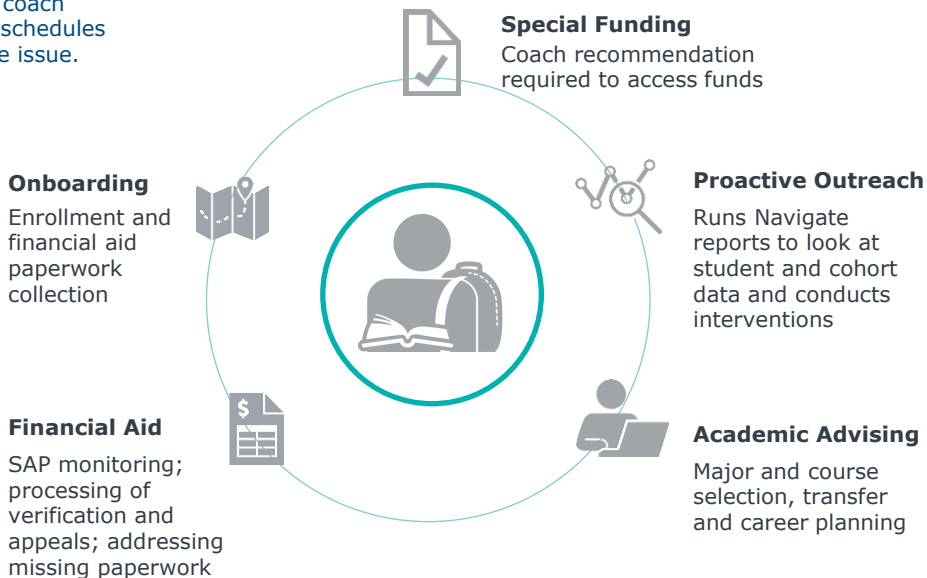
“Mandatory advising at colleges looks more like social work”

Hechinger Report
May 20, 2021

Success Coach Snapshot

Serving as the Main Contact for All Situations to Assigned Students

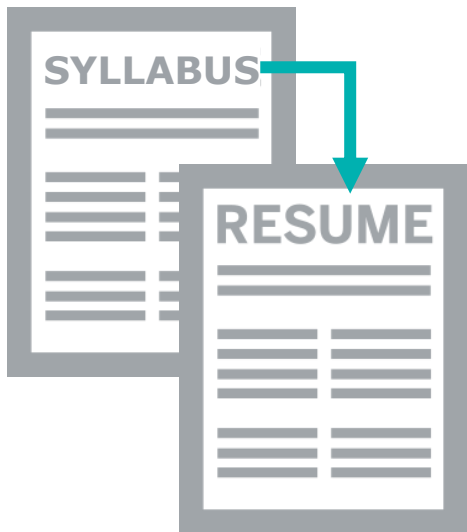
Success Coaches are committed to **preventing student bounce**. If they can't answer a question, the coach reaches out to the expert or schedules a joint meeting to resolve the issue.





Connecting Classroom to Career

Reinforce Student Motivations Across the Curriculum



- 1 **Articulate Professional Competencies**
- 2 **Reinforce Connections in Course Material**
- 3 **Offer Work-based Assignment Options**



Discussion

Which of these practices stands out as having the most promise at your college?

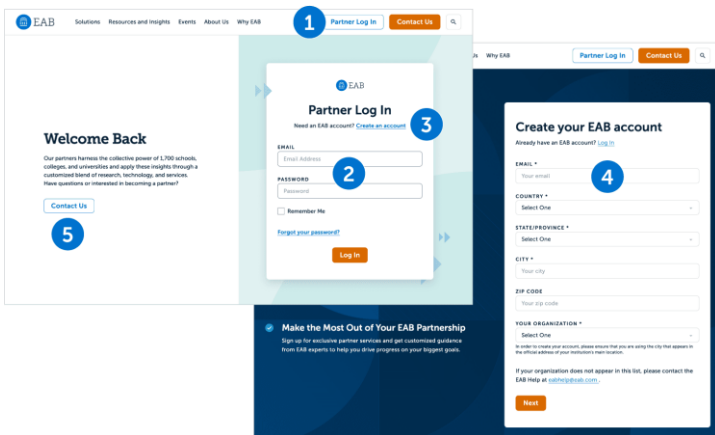
The 2020s Will Be the Decade When We Finally Become Student-Centered Colleges

“ For years we have been talking about meeting students where they are. Now we are really doing it. The pandemic forced us to **stop talking about being a student-centered institution and start actually being one.** ”

Provost

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- 2 If you already have an account, simply enter your **institutional email** and eab.com password and begin browsing.
- 3 If you’re new to our site, click “[Create an account](#).”
- 4 You must use your institutional email address when requesting a login to the site—Gmail, Yahoo, and personal email domains will not work. Follow the remaining registration instructions and you will automatically be granted access to the content and resources included in your institution’s partnerships.
- 5 If you don’t see your institution’s name in the drop-down menu, or have any other questions, email eabhelp@eab.com.



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