About Stamats

Stamats is recognized and respected as the nation’s higher education integrated marketing thought leader. Our comprehensive array of innovative services has set the standard for pairing insightful, research-based strategic counsel with compelling creative solutions. We promise our clients the highest level of professional service and attention to detail in the industry because, in the end, we know our success is measured entirely by theirs.

Research, Planning, and Consulting

- Brand clarification and development
- Image and perception studies
- Recruiting and marketing assessments, plans, and counsel
- Tuition pricing elasticity and brand value studies

Strategic Creative

- Institutional, admission, and advancement websites
- Mobile and social media solutions
- Recruiting and advancement campaigns and publications
- Virtual and experiential tours
- Full-media advertising campaigns
Understanding the Adult Student and Their Role in Higher Education
The State of Higher Education...
2009 – The Perfect Storm

- A confluence of three gales:
  - Changing demography
  - Rising cost to attend
  - Increased competition for students

  ...and a fourth – the economy

- Add to the confluence:
  - Colleges and universities increasingly unable (unwilling) to make the tough decisions that will truly differentiate them from their competitors
  - The rise in for-profit education and their intentional efforts to serve underserved populations
2013 – The Unthinkable Future

- Massive Open Online Courses (MOOC)
- The American Council on Educations College Credit Recommendation Service on Feb. 7, 2013 announced that it is recommending credit for the initial five MOOCs it has been evaluating since late last fall
- Technology, innovation, human talent, money, policy, and competition merge – the new world of higher education
- Ivy league schools are getting involved and sometimes even leading the way (Stanford, Princeton, Duke – FREE online courses)
- “The main shift is away from what I’ll call a teacher-in-classroom-centric model” – Scott Benson, a program officer at the Bill & Melinda Gates Foundation
- “The old model of getting educated in four years and coasting for the next 40 years” is growing increasingly less relevant – Andrew Ng, co-CEO and co-founder of online education startup Coursera
But Most Importantly...

“There is indeed a transformation coming in American higher education,” writes Louis Soares, a special policy adviser to ACE president, Molly Corbett Broad.

“It is not driven by technology or MOOCs, though these tools abet the change. It will be driven by the rise of post-traditional learners.”
Projected Change in H.S. Graduates to 2018–19

Only 15% of undergraduate college students fit the traditional model: age 18–22 years old, attending college full-time, and living on-campus
Unpacking the 85 percent...

- We find that:
  - 38% of those enrolled are over the age of 25 and one-fourth are over the age of 30
  - The share of all students over age 25 is projected to increase another 23% by 2019
  - The average age of a Pell Grant recipient (26) has been rising for the last 20 years
  - Nearly a quarter of postsecondary students in the United States (3.9 million) are parents. Half of these students are married, half are not

Soares (2013) Post-Traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders
Unpacking the 85 percent...

- We find that:
  - 43% of all undergraduates attend community colleges and, adult learners make up as much as 60% of all community college students
  - 30% of undergraduates enrolled at public four-year regional colleges and universities are adults over the age of 24
  - Almost 40% of all undergraduates and about 60% of those attending public two-year colleges are enrolled part-time

Santos (2013) Post-Traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders
U.S. Population Growth by Ethnicity

- Minority population rising to about 50% of population by 2050

Sources: U.S. Census Data, The College Board
Fall Enrollment by Ethnicity

% distribution of fall enrollment in degree-granting institutions by ethnicity and type of institution: Academic year 2007

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
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<tbody>
<tr>
<td>Total</td>
<td>64%</td>
<td>13%</td>
<td>11%</td>
<td>7%</td>
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<tr>
<td>Public 2-year</td>
<td>61%</td>
<td>14%</td>
<td>16%</td>
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<tr>
<td>Public 4-year</td>
<td>67%</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
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<tr>
<td>Not-for-profit 2-year</td>
<td>61%</td>
<td>10%</td>
<td>8%</td>
<td>4%</td>
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<tr>
<td>Not-for-profit 4-year</td>
<td>70%</td>
<td>11%</td>
<td>7%</td>
<td>6%</td>
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<tr>
<td>For-profit</td>
<td>53%</td>
<td>26%</td>
<td>13%</td>
<td>4%</td>
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The Outlook According to the National Center for Educational Statistics (2009)

Between 2007 and 2018 enrollment is projected to increase:

- 9% for students who are 18 to 24 years old
- 25% for students who are 25 to 34 years old
- 12% for students who are 35 years old and over

More of the story:

- 12% for undergraduate students
- 18% for graduate students
- 20% for first-professional students (dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theology)
The Outlook According to the National Center for Educational Statistics (2009)

And even more of the story:

- 4% for students who are White
- 26% for students who are Black
- 38% for students who are Hispanic
- 29% for students who are Asian or Pacific Islander
- 32% for students who are American Indian or Alaska Native
- 14% for students who are nonresident aliens
Lumina Foundation – “The BIG Goal”

Levels of education for the U.S. population, ages 25–64

- Bachelor's degree: 19%
- Graduate or professional degree: 10.5%
- Less than high school: 12.8%
- Associate degree: 8.4%
- Some college, no degree: 22.2%
- High school: 27.1%

Sources: U.S. Census Bureau, 2008 American Community Survey
Lumina Foundation – “The BIG Goal”

- Goal 2025: 60% of the U.S. population will hold a high-quality postsecondary degree or credential
- Today only four of every 10 adults in the U.S. has a two or four-year degree
- 37 million people in the U.S. have some college, no degree
Lumina/Gallup 2012 Research...

- Nearly all Americans (97%) say having a degree or certificate beyond high school is at least somewhat important.
- Nearly all Americans (97%) say having a degree or certificate beyond high school is at least somewhat important to a person’s financial security.
- More than two-thirds (67%) say getting a good job is a very important reason for getting education beyond high school. Nearly as many, 65%, say earning more money is a very important reason to get education beyond high school.
- Of Americans who do not have a postsecondary degree or certificate, the majority agree or strongly agree that they would feel more secure in their job and their financial future if they did have one.
- About four in 10 (41%) Americans without a postsecondary degree or certificate say they have thought about going back to school to earn one within the last 12 months.
Lumina/Gallup 2012 Research...

- **Issues of Cost and Quality**
  - 76% of those interviewed believe a U.S. education was better or the same as education in other countries
  - 69% believe it was the same or better than it has been in the past
  - 76% agree or strongly agree that traditional colleges and universities offer high-quality education
  - 54% agree or strongly agree that community colleges offer high-quality education
  - 33% agree or strongly agree that online colleges and universities offer high-quality education
  - **BUT** only 26% of those interviewed believe higher education is affordable for everyone who needs it
Lumina/Gallup 2012 Research...

- Earning College Credit
  - 87% of those interviewed believe students should be able to earn college credit for knowledge and skills they have learned outside the classroom
  - 75% would be more likely to enroll in a program where they could be evaluated and receive credits for what they already know
  - 70% believe that if they have mastered the material being taught in a course, they should be able to receive credit without completing the 16-week course
For-Profit Institutions

- Nine percent of all U.S. four-year college and graduate students attend for-profit institutions
  - About 22% of two-year college students attend for-profits
- Spend up to one-third of the operational budget on marketing
  - Apollo Group spent $228.6 million in one quarter to capitalize on the recession
- The strong will get stronger under the new regulations and reporting requirements
  - Ask yourself – will only one segment of higher education really be required to meet these standards and the rest won’t?

Source: Eduventures and Chronicle 2020: Students
Today’s Adult Students

No Clear Definition – The Biggest Challenge

- 21-year-old working full-time, taking part-time classes
- 37-year-old widow returning to college full-time
- 53-year-old returning to school via NAFTA
- 30-year-old veteran wanting to take advantage of his educational benefits
- 44-year-old professional earning a master’s degree via an evening program
- 19-year-old single mom living independently and working full-time job while attending evening classes
- 67-year-old taking classes for personal enrichment
- 39-year-old earning a certificate through the local college for work
Today’s Adult Students

- Only 15% of undergraduate college students fit the traditional model: age 18–22 years old, attending college full-time, and living on-campus

- The “over 25” population is the fastest-growing student segment in higher education, and has consistently increased during the last three decades

- Despite this information, the majority of opportunities within higher education were/are designed with a traditional-aged student in mind
Why is This Important...

- Adult student programs will more than likely be called upon even more heavily to generate revenue to add to the institutions bottom line.
- Programs focused on serving adult students are the largest potential growth market, according to demographics, in higher education.
- Adult student programs who are able to serve minority students well will be better positioned to compete (particularly in the South).
- Understanding the landscape allows adult student programs to leverage their role.
- Higher education has become a disruptive environment where change is happening quickly – and adult student serving programs are leading the way.
Today’s successful adult student programs will need to be **innovative, nimble, and progressive.**

As well as **intentional, focused, and purposeful** in maximizing their results.
Methodology and Audience Information
Methodology

- A web-based survey of 653 adults interested in continuing their education
- The sample was intentionally drawn to look at associate, bachelor’s, and graduate degree seekers
- Respondents were members of an online panel and were:
  - Between the ages of 22 and 54
  - Currently at a level of education that was a GED/high school diploma or higher but had not yet completed a graduate degree or higher
  - Somewhat or very likely to continue their education within the next three years
  - Dispersed nationwide
Methodology

- To better reflect U.S. Census data, the 2013 survey sample was balanced on the following demographics:
  - Gender (50% female; 50% male)
  - Age (three age brackets)
  - Regions
Geographic Distribution of Respondents

- Surveys completed in Hawaii and Alaska as well
Use of Best-Worse Scaling (MaxDiff)

- Best/worst scaling is an analytical approach that is uniquely effective for evaluating the relative strength or impact of attributes or factors (such as those impacting the college-selection decision).
- This technique avoids the challenges associated with asking respondents to rate/rank various factors—both in terms of difficulties related to collecting responses and also related to statistical interpretation. This approach asks respondents to make a series of choices and then studies those choices so as to derive the relative importance of each factor mathematically.
  - Specifically, each respondent is presented with 3–5 factors and is asked to identify the “most important” factor and the “least important” factor from each set of factors.
- Supports development of a profile of “factor importance” at the individual respondent level; importance can be portrayed in total or by segment.
- Above all, factor importance is portrayed as a “share” for each so that numeric differences accurately portray the true magnitude of difference between specific factors. For example, a factor at 20% is twice as important as a factor depicted at 10%.
Demographics – Gender

What is your gender?

- Female: 58%
- Male: 42%

2013 n=653
Demographics – Age Groups

Which of the following best describes your age range?

- 22-24 yr olds: 10%
- 25-29 yr olds: 24%
- 30-34 yr olds: 18%
- 35-44 yr olds: 27%
- 45-54 yr olds: 21%

- The survey excluded those younger than 22 and those older than 54
- In the past, the survey was ages 25–54 years of age
**Demographics – Race and Ethnicity**

Please specify your race. Please specify if you are Hispanic or Latino.

- **White**: 79%
- **Black or African American**: 13%
- **Asian**: 8%
- **American Indian or Alaska Native**: 3%
- **Native Hawaiian or Other Pacific Islander**: 1%
- **Hispanic or Latino**: 12%

*2013 n=653*

- Race and ethnicity (Hispanic/Latino question) are asked separately, thus figures do not sum to 100%
Demographics – Marital Status

What is your marital status?

- Married: 48%
- Never married: 40%
- Divorced, other: 12%

2013 n=653
Demographics – Education Level

What is the highest level of education you have completed?

- Bachelor's degree: 38%
- Some college: 34%
- Associate degree: 14%
- High school diploma: 14%

The survey excluded those with less than a high school diploma or GED and those already holding a degree beyond the bachelor’s level.
Demographics – Military Status

Do you qualify for …? Are you an …?

- Military tuition assistance program: 5%
- Active duty service member or military veteran: 8%

Less than 10% of this sample are active duty service members or military veterans, thus most of the survey represents the needs of non-military citizens.
Demographics – Employment Status

Are you currently...

- Employed for wages: 74%
- Self-employed: 6%
- Out of work and looking for work: 6%
- Out of work but not currently looking for work: 1%
- A homemaker: 7%
- A student: 2%
- Retired: 1%
- Unable to work: 2%

Significantly more of the graduate degree seekers are employed for wages than bachelor’s and associate degree seekers (Graduate degree seekers: 86%, Bachelor’s 74%, Associate 64%)
Employer Offerings – Among Those Employed

Does your employer offer …? Percent answering “yes”

| Tuition reimbursement, scholarships or assistance for continuing your education | 48% |
| Flextime to enable you to take courses during work hours | 34% |

- While tuition reimbursement is a benefit for nearly half of those employed, flextime is less available to the majority of potential students who are working.
- Graduate students report a significantly higher percentage of tuition reimbursement programs at work than associate degree students.
What type of program or degree are you likely to pursue?
Single choice.

- Associate degree: 33%
- Bachelor's degree: 33%
- Master or professional degree: 34%

Note that in this year’s study, we purposefully sought at least 200 interviews from each degree category above. There are 214 associate degree seekers, 215 bachelor’s degree seekers, and 224 graduate degree seekers in the 2013 sample.
Associate Degree Seekers
N=214
21% of associate degree seekers are uncertain of their major or field of study at this point in time. Significantly more associate degree students plan to pursue nursing than graduate degree students.
**Adult Student Challenges – Associate Degree Students**

Which factor is most challenging to you? N=214

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying for college or coursework</td>
<td>40.6%</td>
</tr>
<tr>
<td>Manage time between work and classes</td>
<td>13.1%</td>
</tr>
<tr>
<td>Manage time between family and classes</td>
<td>12.5%</td>
</tr>
<tr>
<td>Finding financial aid or financial assistance</td>
<td>9.6%</td>
</tr>
<tr>
<td>Academic coursework</td>
<td>6.2%</td>
</tr>
<tr>
<td>Financial impact on my career</td>
<td>4.7%</td>
</tr>
<tr>
<td>Technological requirements with computers</td>
<td>4.7%</td>
</tr>
<tr>
<td>Finding a campus location close to home or work</td>
<td>4.6%</td>
</tr>
<tr>
<td>Enrollment or application process</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

- Paying for college courses is the most challenging issue facing associate degree students; managing time between family and classes or work is much less challenging than paying for it.
The cost to attend is the most important college-selection criteria among those provided in this exercise; the amount of financial aid available is one-third less important than the cost to attend.
Motivations for Education – Associate Degree Students

Please rank your top three motivations for pursuing additional education. N=214

- To increase my income: 37%
- To change careers or jobs: 12%
- For personal enrichment: 11%
- To advance within my current job or career: 10%
- Personal circumstances/major changes in my life: 9%
- To improve my job satisfaction: 7%
- To prove that I can do it: 6%
- I have always enjoyed education/learning: 5%
- To be a role model for my family: 3%

Associate degree seekers rate “increase my income” significantly more often than bachelor’s or graduate degree seekers.
Type of School – Associate Degree Students

Would you consider going to a ...? N=214

- Public four-year college or university: 65%
- Private four-year college or university: 36%
- For-profit college or university: 51%
- Community or technical college: 95%

- Associate degree seekers consider a community or technical college in far greater numbers than any other type of school
Reasons For Not Considering Private Four-Year Institution – Associate Degree Students

Why aren’t you considering a private four-year college or university? Top mentions listed. N=137

- Cost, too expensive, not worth the money: 64%
- I'm not interested in a private school, I'd prefer a different type of school: 7%
- Too time consuming, too long: 6%
- Location, too far from home, too close to home: 5%
- I'm not looking for a four-year program: 4%

Note: Multiple mentions.
Reasons For Not Considering For-Profit Institution – Associate Degree Students

Why aren’t you considering a for-profit college or university? Top mentions listed. N=84

- Too expensive, not worth the money 32%
- I’m not interested; I'm not interested in attending an online school; I don't like private, for-profit schools 12%
- Weak reputation, they aren't well-respected, they lack credibility 8%
- No need, I have access to other education options 7%
- They seem sketchy, shady 5%
- Location, too far away 5%
- Lack of familiarity, not enough info 4%
- I prefer traditional schools; I prefer a traditional college experience, atmosphere 4%
Classroom Format – Associate Degree Students

Which of the following classroom formats would you prefer the most? N=214

- Mix of online and traditional: 54%
- Face-to-face: 27%
- Online only: 19%
Associate degree seekers show more interest in weekdays than graduate degree seekers; fewer associate degree seekers report being employed, thus some may be able to organize their schedule differently than graduate degree students, which report higher levels of employment.
Course Duration – Associate Degree Students

Which of the following durations for classes would you prefer the most? N=214

- 8-week classes: 57%
- 15-week classes: 29%
- 5-week classes: 15%
Course Formats – Associate Degree Students

How interested would you be in the following types of programs to complete your degree? Very/Somewhat interested displayed. N=214

- One night a week meet face-to-face in a classroom, the rest of the course would be delivered or completed online: 34% Very, 46% Somewhat
- Two nights a week meet face-to-face in a classroom, the rest of the course content would be delivered or completed online: 28% Very, 48% Somewhat
- An executive format program that includes a few on-campus meetings while most of the course is delivered online: 27% Very, 50% Somewhat

- Fewer associate degree students are interested in the executive format than graduate degree students
Technology in Class – Associate Degree Students

How interested are you in using the following technologies while taking classes? Very/Somewhat interested displayed. N=214

- Watch an online video recording of a class you missed
  - Very: 51%
  - Somewhat: 42%

- Attend a live online webinar with instructor
  - Very: 32%
  - Somewhat: 43%

- Live online chat/Instant messaging with instructor
  - Very: 30%
  - Somewhat: 44%

- Participate in an online discussion board or online forum with the class
  - Very: 29%
  - Somewhat: 45%

- Live video chat/Skype with instructor
  - Very: 24%
  - Somewhat: 39%
Services to Consider – Associate Degree Students

- Associate degree students are significantly more interested in the “personal advisor” for the application and academic process than graduate degree students.
- Associate degree students are significantly more interested in “academic or tutorial services” than graduate degree students; associate degree students also show more interest in “training for job interviews” than bachelor’s and graduate degree students.

Please indicate your interest level in a college that provides this option. Very/Somewhat interested displayed. N=214

- Programs that can be completed on a faster-than-normal schedule
  - Very: 49%
  - Somewhat: 40%

- Financial aid coordinator to help you find ways to pay for college
  - Very: 48%
  - Somewhat: 41%

- Being able to apply for admission, request financial aid, and register for classes in one visit to campus
  - Very: 47%
  - Somewhat: 41%

- A personal advisor to help you through the application and academic process
  - Very: 35%
  - Somewhat: 48%

- Academic/tutorial services specifically designed to assist adult students
  - Very: 34%
  - Somewhat: 48%

- Job or career strategy advisor
  - Very: 27%
  - Somewhat: 51%

- Resumé and cover letter assistance
  - Very: 25%
  - Somewhat: 52%

- Training for job interviews
  - Very: 28%
  - Somewhat: 46%
Influencers – Associate Degree Students

Please indicate how involved each of the following people will be in your choice of a college. Very/Somewhat involved displayed. N=214

- Spouse/partner: 36% Very, 36% Somewhat
- College admissions counselor: 19% Very, 56% Somewhat
- Friend or acquaintance: 12% Very, 58% Somewhat
- Employer I’d like to work for: 8% Very, 36% Somewhat
- Human resource staff at work: 7% Very, 29% Somewhat
- Co-worker: 6% Very, 29% Somewhat
- Supervisor at work: 5% Very, 28% Somewhat
- Student or alumnus/alumna: 4% Very, 32% Somewhat

- Significantly more associate degree students report a co-worker as “very involved” in the college choice than other degree types
Information Sources Used – Associate Degree Students

Which of the following do you use to find information about colleges or universities you might consider? N=214

- Websites of the college or university: 74%
- Friends, acquaintances, colleagues: 60%
- College catalogs: 42%
- College admissions counselor: 32%
- Websites other than the specific college or university: 24%
- Social networking sites: 23%
- College fairs: 22%
- College recruitment publications and mail: 19%
- College guidebooks: 14%
- College ranking guides: 9%

Note: Multiple mentions.
Paying for College – Associate Degree Students

How do you plan to pay for college? Check all that apply. N=214

- College scholarships and grants: 50%
- Federal loans from government: 47%
- Personal or family savings: 37%
- Personal loans: 26%
- Tuition assistance from employer: 18%
- Parents/family will contribute: 11%
- Tuition assistance from military: 6%

Note: Multiple mentions.
Financial Aid Process – Associate Degree Students

How familiar are you with the Federal financial aid process? N=101

- Not at all: 16%
- Very: 17%
- Not very: 38%
- Somewhat: 30%

- This question was answered by those who indicated that they planned to pay for college with Federal loans.
- About half of those planning to pay for college with Federal loans are not very or not at all familiar with the Federal financial aid process.
Website Information Sought – Associate Degree Students

Please rank the top five most important pieces of information you are looking for on the website of a college or university program you might consider attending. Most often mentioned information listed. N=214

- Cost information: 35%
- Financial aid, including loans: 15%
- Transfer credit policy and process: 9%
- Degree completion time: 8%
- Specific academic program: 7%
- Class schedule: 7%
- Admission requirements: 5%
- Location of campus for taking classes: 4%
- Job placement rates: 4%
- Credit for life experiences: 3%
- Tuition reimbursement programs with local employers: 2%
- Student/teacher ratio: 1%
- Comparative rankings: 1%
- Contact information: 0%
Acceptable Communication Means – Associate Degree Students

For colleges to which you’ve inquired or asked for information, do you feel it is acceptable for the college to contact you by...? Percent answering “yes.” N=214

- Sending you personalized letters through the mail: 90%
- Sending you a personal email, written specifically for you: 89%
- Sending you publications through the mail: 80%
- Phone calls to you: 52%
- Sending mass, non-personalized emails: 39%
- Text messages to your cell phone: 25%
- Contacting you through Facebook/LinkedIn: 24%

- Significantly more associate degree students are open to text messages than graduate degree students.
Use of Mobile Devices – Associate Degree Students

When seeking information about a college, how likely is it that you're using your smartphone or mobile device, like an iPad, to do so? N=214

- A significantly greater portion of associate degree students are “not at all likely” to use a smartphone or mobile device to seek college information than graduate degree students.

- When seeking information about a college, how likely is it that you're using your smartphone or mobile device, like an iPad, to do so? N=214
Social Media Use – Associate Degree Students

Which of the following social media platforms are you a member of? N=214

- Facebook: 79%
- Twitter: 29%
- GooglePlus: 22%
- LinkedIn: 15%

- Facebook is the most prevalent social media platform for adult students overall.
- Fewer associate degree students are members of LinkedIn or GooglePlus than graduate degree students.
Visited Facebook of College/University – Associate Degree Students

Have you ever visited the Facebook page of a college or university you were interested in attending? N=214

- Yes 20%
- No 80%

The answers from associate degree seekers do not significantly differ between those of certificate, bachelor’s, or graduate degree seekers.
Bachelor’s Degree Seekers
N=215
17% of bachelor’s degree seekers are uncertain of their major or field of study at this point in time.
Paying for college courses is the most challenging issue facing bachelor’s degree students; managing time between family and classes or work is half as challenging as paying for it.
The cost to attend is the most important college selection factor; the amount of financial aid available is half as important for bachelor’s degree students.
Motivations for Education - Bachelor’s Degree Students

Please rank your top three motivations for pursuing additional education.

- To increase my income: 27%
- For personal enrichment: 18%
- To change careers or jobs: 16%
- To advance within my current job or career: 15%
- To improve my job satisfaction: 6%
- To be a role model for my family: 6%
- To prove that I can do it: 5%
- I have always enjoyed education/learning: 4%
- Personal circumstances/major changes in my life: 4%

Significantly more bachelor’s degree students report earning the degree “for personal enrichment” than graduate degree students.
Type of School – Bachelor’s Degree Students

Significantly more bachelor’s students consider a four-year public, a four-year private, or a for-profit school than associate degree students.
Reasons For Not Considering Private Four-Year Institution – Bachelor’s Degree Students

Why aren’t you considering a private four-year college or university?  
Top mentions listed. N=97

- Cost, too expensive, not worth the money: 72%
- Location, too far from home, too close to home: 6%
- Personal, family reasons: 5%
- I'm not interested in a private school, I'd prefer a different type of school: 4%

Note: Multiple mentions.
Reasons For Not Considering For-Profit Institution – Bachelor’s Degree Students

Why aren’t you considering a for-profit college or university? Top mentions listed. N=72

- Too expensive, not worth the money: 39%
- I’m not interested; I'm not interested in attending an online school; I don't like private, for-profit schools: 11%
- Weak reputation, they aren't well-respected, they lack credibility: 8%
- Too focused on money versus educating students: 6%
- Lack of familiarity, not enough info: 4%
- I prefer traditional schools; I prefer a traditional college experience, atmosphere: 4%

Note: Multiple mentions.
Classroom Format – Bachelor’s Degree Students

Which of the following classroom formats would you prefer the most? N=215

- Mix of online and traditional: 55%
- Online only: 23%
- Face-to-face: 22%
Class Meeting Time – Bachelor’s Degree Students

Which of the following classroom meeting times would you prefer the most?
Base: Among those interested in a face-to-face classroom format. N=165

- Weeknights: 47%
- Weekdays: 39%
- Weekends: 7%
- One weekend a month: 7%

- Significantly more bachelor’s degree students and associate degree students would consider weekdays than graduate degree students
Course Duration – Bachelor’s Degree Students

Which of the following durations for classes would you prefer the most? N=215

- 8-week classes: 56%
- 15-week classes: 24%
- 5-week classes: 20%
Course Formats – Bachelor’s Degree Students

How interested would you be in the following types of programs to complete your degree? Very/Somewhat interested displayed. N=215

- One night a week meet face-to-face in a classroom, the rest of the course would be delivered or completed online
  - Very: 40%
  - Somewhat: 43%

- An executive format program that includes a few on-campus meetings while most of the course is delivered online
  - Very: 35%
  - Somewhat: 50%

- Two nights a week meet face-to-face in a classroom, the rest of the course content would be delivered or completed online
  - Very: 30%
  - Somewhat: 47%
Technology in Class – Bachelor’s Degree Students

How interested are you in using the following technologies while taking classes? Very/Somewhat interested displayed. N=215

- Watch an online video recording of a class you missed: 56% Very, 37% Somewhat
- Attend a live online webinar with instructor: 43% Very, 43% Somewhat
- Live online chat/Instant messaging with instructor: 34% Very, 48% Somewhat
- Participate in an online discussion board or online forum with the class: 31% Very, 50% Somewhat
- Live video chat/Skype with instructor: 27% Very, 43% Somewhat
Services to Consider – Bachelor’s Degree Students

Please indicate your interest level in a college that provides this option. Very/Somewhat interested displayed. N=215

- Being able to apply for admission, request financial aid, and register for classes in one visit to campus: 55% Very, 32% Somewhat
- Financial aid coordinator to help you find ways to pay for college: 52% Very, 30% Somewhat
- Programs that can be completed on a faster-than-normal schedule: 49% Very, 37% Somewhat
- A personal advisor to help you through the application and academic process: 33% Very, 48% Somewhat
- Academic/tutorial services specifically designed to assist adult students: 32% Very, 52% Somewhat
- Job or career strategy advisor: 25% Very, 44% Somewhat
- Resumè and cover letter assistance: 23% Very, 47% Somewhat
- Training for job interviews: 22% Very, 41% Somewhat
Influencers – Bachelor’s Degree Students

Please indicate how involved each of the following people will be in your choice of a college. Very/Somewhat involved displayed. N=215

- Spouse/partner: 35% (Very) / 31% (Somewhat)
- College admissions counselor: 17% (Very) / 58% (Somewhat)
- Employer I’d like to work for: 7% (Very) / 31% (Somewhat)
- Friend or acquaintance: 6% (Very) / 52% (Somewhat)
- Supervisor at work: 5% (Very) / 24% (Somewhat)
- Human resource staff at work: 4% (Very) / 27% (Somewhat)
- Student or alumnus/alumna: 3% (Very) / 32% (Somewhat)
- Co-worker: 1% (Very) / 29% (Somewhat)
Information Sources Used – Bachelor’s Degree Students

Which of the following do you use to find information about colleges or universities you might consider? N=215

- Websites of the college or university: 76%
- Friends, acquaintances, colleagues: 57%
- College catalogs: 34%
- Websites other than the specific college or university: 33%
- College admissions counselor: 32%
- College fairs: 21%
- Social networking sites: 18%
- College recruitment publications and mail: 13%
- College ranking guides: 10%
- College guidebooks: 10%

Note: Multiple mentions.
Paying for College – Bachelor’s Degree Students

How do you plan to pay for college? Check all that apply. N=215

- College scholarships and grants: 54%
- Federal loans from government: 51%
- Personal or family savings: 40%
- Personal loans: 31%
- Tuition assistance from employer: 26%
- Parents/family will contribute: 9%
- Tuition assistance from military: 8%

Note: Multiple mentions.
Financial Aid Process – Bachelor’s Degree Students

- This question was answered by those who indicated that they planned to pay for college with Federal loans.
- The majority of bachelor’s degree students who plan to pay for college with Federal loans are moderately to very familiar with the Federal financial aid process.

How familiar are you with the Federal financial aid process? N=110

- Not at all: 15%
- Not very: 28%
- Moderately: 32%
- Very: 26%
Website Information Sought - Bachelor’s Degree Students

Please rank the top five most important pieces of information you are looking for on the website of a college or university program you might consider attending. N=215

- Cost information: 35%
- Specific academic program: 12%
- Financial aid, including loans: 12%
- Transfer credit policy and process: 12%
- Credit for life experiences: 8%
- Degree completion time: 7%
- Class schedule: 5%
- Job placement rates: 3%
- Location of campus for taking classes: 2%
- Tuition reimbursement programs with local employers: 2%
- Admission requirements: 1%
- Comparative rankings: 1%
- Student/teacher ratio: 1%
- Contact information: 0%
Acceptable Communication Means – Bachelor’s Degree Students

For colleges to which you’ve inquired or asked for information, do you feel it is acceptable for the college to contact you by…? Percent answering “yes.” N=215

- Sending you personalized letters through the mail: 90%
- Sending you a personal email, written specifically for you: 87%
- Sending you publications through the mail: 85%
- Phone calls to you: 53%
- Sending mass, non-personalized emails: 31%
- Contacting you through Facebook/LinkedIn: 18%
- Text messages to your cell phone: 18%
Use of Mobile Devices – Bachelor’s Degree Students

When seeking information about a college, how likely is it that you're using your smartphone or mobile device, like an iPad, to do so? N=215

- Very likely: 11%
- Somewhat likely: 28%
- Somewhat unlikely: 24%
- Not at all likely: 37%

• Four in 10 bachelor’s degree students are very or somewhat likely to use a smartphone or mobile device to search for college information.
Social Media Use – Bachelor’s Degree Students

Which of the following social media platforms are you a member of? N=215

- Facebook: 78%
- Twitter: 29%
- LinkedIn: 28%
- GooglePlus: 24%

- Facebook is the most prevalent social media platform for adult students overall.
- No significant differences exist in Facebook membership by student degree type.
Visited Facebook of College/University – Bachelor’s Degree Students

Have you ever visited the Facebook page of a college or university you were interested in attending? N=215

- Yes 18%
- No 82%

- The answers from bachelor’s degree seekers do not significantly differ from other degree types
Graduate Degree Seekers
N=224
Major or Field of Study – Graduate Degree Students

What major or field of study are you planning to pursue? Top mentions listed. N=224

- **Business, business management, MBA**: 33%
- **Accounting**: 7%
- **Education**: 7%
- **Finance**: 5%
- **Human resource management**: 4%
- **Nursing**: 4%
- **Computer science**: 3%
- **Marketing, sales**: 3%
- **Information studies, information technology, IT**: 3%
- **Communications**: 2%
- **Counseling**: 2%
- **Criminal Justice**: 2%
- **Economics**: 2%
- **Engineering**: 2%
- **History**: 2%
- **Social work**: 2%
- **Hospital administration, healthcare management, health administration**: 2%

Note: Multiple mentions.

- 8% of graduate degree students are uncertain of their program of study at this point in time
Adult Student Challenges – Graduate Degree Students

Which factor is most challenging to you? N=224

- Paying for college: 40.1%
- Manage time between work and classes: 19.8%
- Manage time between family and classes: 17.2%
- Finding financial aid or financial assistance: 5.8%
- Financial impact on my career: 4.4%
- Academic coursework: 3.8%
- Enrollment or application process: 3.7%
- Finding campus location close to home or work: 3.5%
- Technological requirements with computers: 1.7%

• Paying for college courses is the most challenging issue facing graduate degree students; managing time between family and classes or work is half as challenging as paying for it. Note that finding financial assistance plays a greater role among associate and bachelor’s degree students than graduate students; likely because more graduate degree students will use personal savings to pay for the degree.
The cost to attend is one of the most important graduate school selection factors; flexibility of class scheduling, quality of program, accreditation of the program, and amount of financial aid are one-third as important as the cost.
Graduate degree students are significantly more motivated by advancing their current career than bachelor’s or associate degree students.
Type of School – Graduate Degree Students

Would you consider going to a ...? N=224

- Public four-year college or university: 95%
- Private four-year college or university: 74%
- For-profit college or university: 53%

• Graduate students consider public and private institutions in far greater numbers than associate degree students; graduate students also consider private schools in far greater numbers than bachelor’s degree students
Reasons For Not Considering Private Four-Year Institution – Graduate Degree Students

Why aren’t you considering a private four-year college or university?
Top mentions listed. N=62

- Cost, too expensive, not worth the money: 77%
- Not flexible enough: 2%
- I prefer a different classroom setting, I prefer online classes: 2%
- Too time consuming, too long: 2%
- Location, too far from home, too close to home: 2%

Note: Multiple mentions.
Reasons For Not Considering For-Profit Institution – Graduate Degree Students

Why aren’t you considering a for-profit college or university? Top mentions listed. N=98

- Weak reputation, they aren't well-respected, they lack credibility: 31%
- Too expensive, not worth the money: 16%
- Lower quality, they are not held to the same high standards as other colleges, not a real education: 11%
- I’m not interested; I'm not interested in attending an online school; I don't like private, for-profit schools: 7%
- They seem sketchy, shady: 4%
- No need, I have access to other education options: 4%
- I worry about accreditation: 4%
- Doesn't offer my program, I’m not interested in the programs they offer: 4%

Note: Multiple mentions.

- Significantly more graduate students believe that the for-profit college or university has a weak reputation than bachelor’s and associate degree students.
Classroom Format – Graduate Degree Students

Which of the following classroom formats would you prefer the most? N=224

- Mix of online and traditional: 60%
- Face to face: 23%
- Online only: 17%
With so many graduate degree students working, it comes as no surprise that many prefer weeknights for classroom meeting times.
Course Duration – Graduate Degree Students

Which of the following durations for classes would you prefer the most? N=224

- 8-week classes: 59%
- 15-week classes: 24%
- 5-week classes: 17%
Course Formats – Graduate Degree Students

How interested would you be in the following types of programs to complete your degree? Very/Somewhat interested displayed. N=224

- An executive format program that includes a few on-campus meetings while most of the course is delivered online
  - Very: 37%
  - Somewhat: 45%

- One night a week meet face-to-face in a classroom, the rest of the course would be delivered or completed online
  - Very: 32%
  - Somewhat: 50%

- Two nights a week meet face-to-face in a classroom, the rest of the course content would be delivered or completed online
  - Very: 27%
  - Somewhat: 46%

- Significantly more graduate students answer “very interested” in the executive format than associate degree students
Technology in Class – Graduate Degree Students

How interested are you in using the following technologies while taking classes? Very/Somewhat interested displayed. N=224

- Watch an online video recording of a class you missed: 57% Very, 35% Somewhat
- Attend a live online webinar with instructor: 36% Very, 46% Somewhat
- Participate in an online discussion board or online forum with the class: 30% Very, 46% Somewhat
- Live online chat/Instant messaging with instructor: 27% Very, 50% Somewhat
- Live video chat/Skype with instructor: 17% Very, 54% Somewhat
Services to Consider – Graduate Degree Students

Please indicate your interest level in a college that provides this option. Very/Somewhat interested displayed. N=224

- Programs that can be completed on a faster-than-normal schedule
  - Very: 47%
  - Somewhat: 45%
- Being able to apply for admission, request financial aid, and register for classes in one visit to campus
  - Very: 47%
  - Somewhat: 39%
- Financial aid coordinator to help you find ways to pay for college
  - Very: 44%
  - Somewhat: 36%
- A personal advisor to help you through the application and academic process
  - Very: 26%
  - Somewhat: 49%
- Job or career strategy advisor
  - Very: 24%
  - Somewhat: 45%
- Academic/tutorial services specifically designed to assist adult students
  - Very: 24%
  - Somewhat: 42%
- Training for job interviews
  - Very: 21%
  - Somewhat: 41%
- Resumè and cover letter assistance
  - Very: 21%
  - Somewhat: 38%
Influencers – Graduate Degree Students

Please indicate how involved each of the following people will be in your choice of a college. Very/Somewhat involved displayed. N=224

- Spouse/partner: 38% Very, 36% Somewhat
- College admissions counselor: 13% Very, 54% Somewhat
- Friend or acquaintance: 11% Very, 55% Somewhat
- Employer I’d like to work for: 11% Very, 37% Somewhat
- Supervisor at work: 5% Very, 30% Somewhat
- Human resource staff at work: 5% Very, 26% Somewhat
- Student or alumnus/alumna: 3% Very, 41% Somewhat
- Co-worker: 2% Very, 34% Somewhat
Information Sources Used – Graduate Degree Students

Which of the following do you use to find information about colleges or universities you might consider? N=224

- Websites of the college or university: 84%
- Friends, acquaintances, colleagues: 67%
- College catalogs: 35%
- Websites other than the specific college or university: 34%
- College admissions counselor: 30%
- College ranking guides: 27%
- Social networking sites: 23%
- College guidebooks: 18%
- College fairs: 17%
- College recruitment publications and mail: 17%

Note: Multiple mentions.

- Significantly more graduate students use the website of the college or university and college ranking guides like *Forbes*, and *U.S. News & World Report* than other degree types; graduate degree students also use more college guidebooks like *Peterson’s Guide* and word-of-mouth from friends, acquaintances, and colleagues than bachelor’s degree students.
Paying for College – Graduate Degree Students

How do you plan to pay for college? Check all that apply. N=224

- College scholarships and grants: 54%
- Federal loans from government: 52%
- Personal or family savings: 51%
- Tuition assistance from employer: 40%
- Personal loans: 38%
- Parents/family will contribute: 11%
- Tuition assistance from military: 5%

Note: Multiple mentions.

- Significantly more graduate students intend to pay for college with personal savings and tuition assistance from employers than associate and bachelor’s degree students.
Financial Aid Process – Graduate Degree Students

- This question was answered by those who indicated that they planned to pay for college with Federal loans.
- The majority of graduate degree students who plan to pay for college with Federal loans are moderately to very familiar with the Federal financial aid process.

How familiar are you with the Federal financial aid process? N=117

- Not at all: 9%
- Not very: 21%
- Moderately: 40%
- Very: 30%
Website Information Sought – Graduate Degree Students

Please rank the top five most important pieces of information you are looking for on the website of a college or university program you might consider attending. N=224

- Cost information: 39%
- Specific academic program: 13%
- Degree completion time: 9%
- Class schedule: 5%
- Admission requirements: 5%
- Comparative rankings: 5%
- Financial aid, including loans: 4%
- Job placement rates: 4%
- Location of campus for taking classes: 2%
- Tuition reimbursement programs with local employers: 1%
- Student/teacher ratio: 0%
- Contact information: 0%

- Significantly fewer graduate students are looking for financial aid information than bachelor’s and associate degree students; however, more graduate students are looking for specific academic program information than associate degree students.
Acceptable Communication Means – Graduate Degree

For colleges to which you’ve inquired or asked for information, do you feel it is acceptable for the college to contact you by...? Percent answering “yes.” N=224

- Sending you publications through the mail: 90%
- Sending you personalized letters through the mail: 89%
- Sending you a personal email, written specifically for you: 89%
- Phone calls to you: 46%
- Sending mass, non-personalized emails: 41%
- Contacting you through Facebook/LinkedIn: 18%
- Text messages to your cell phone: 14%
Use of Mobile Devices – Graduate Degree Students

When seeking information about a college, how likely is it that you're using your smartphone or mobile device, like an iPad, to do so? N=224

- Nearly half of graduate degree students are very or somewhat likely to use a smartphone or mobile device to look up college information.
Social Media Use – Graduate Degree Students

Graduate degree students are significantly more likely to be LinkedIn members than bachelor’s or associate degree students.

Graduate degree students are also significantly more likely to be GooglePlus members than associate degree students.

Which of the following social media platforms are you a member of? N=224

- Facebook: 84%
- LinkedIn: 55%
- Twitter: 32%
- GooglePlus: 32%
Visited Facebook of College/University – Graduate Degree Students

Have you ever visited the Facebook page of a college or university you were interested in attending? N=224

- Yes: 19%
- No: 81%

- The answers from graduate degree seekers do not significantly differ from other degree types.
Comparative of Three Degree Types
Motivations for Education

Please rank your top three motivations for pursuing additional education.

- **Increase my income**
  - Associates Degree Students: 37%
  - Bachelor's Degree Students: 25%
  - Graduate Degree Students: 27%

- **Change careers or jobs**
  - Associates Degree Students: 12%
  - Bachelor's Degree Students: 16%
  - Graduate Degree Students: 17%

- **Advance my current career/job**
  - Associates Degree Students: 10%
  - Bachelor's Degree Students: 15%
  - Graduate Degree Students: 30%

- **Personal enrichment**
  - Associates Degree Students: 11%
  - Bachelor's Degree Students: 18%
  - Graduate Degree Students: 10%

- **Improve job satisfaction**
  - Associates Degree Students: 7%
  - Bachelor's Degree Students: 6%
  - Graduate Degree Students: 6%

- **Major life changes**
  - Associates Degree Students: 9%
  - Bachelor's Degree Students: 4%
  - Graduate Degree Students: 1%

- Significantly more graduate students are motivated by advancing their current career than other degree types.
- Significantly more associate degree students are motivated by increasing their income than other degree types.
Almost all of the associate degree seekers consider community or technical colleges for a degree; private and public four-year schools have the highest consideration among bachelor’s and graduate degree students.
Information Sources Used

Which of the following do you use to find information about colleges or universities you might consider?

- Websites of the college or university
- Friends, acquaintances, colleagues
- College catalogs
- College admissions counselor
- Websites other than the specific college or university
- Social networking sites
- College fairs
- College recruitment publications and mail
- College guidebooks
- College ranking guides

Note: Multiple mentions.

- Significantly more graduate students use the website of the college/university than other degree types
- Significantly more graduate students use friends, acquaintances, colleagues than bachelor’s degree students
- Significantly more graduate students use ranking guides than other degree types; they also use guidebooks more than bachelor’s students
Website Information Sought

Please rank the most important pieces of information you are looking for on the website of a college or university program you might consider attending.

- Significantly more graduate students and bachelor's students seek “specific academic program” information than associate degree students.
- Significantly more associate and bachelor’s degree students seek financial aid and loan information than graduate degree students.
Significantly more bachelor’s students seek “credit for life experiences” than associate degree students.
Paying for College

How do you plan to pay for college? Check all that apply.

- College scholarships and grants
- Federal loans from government
- Personal or family savings
- Personal loans
- Tuition assistance from employer
- Parents/family will contribute
- Tuition assistance from military

Note: Multiple mentions.

- Significantly more graduate students plan to pay with personal loans than associate degree students.
- Significantly more graduate students plan to pay with tuition assistance from their employer and to use personal or family savings than associate and bachelor’s degree students.
Graduate degree students are significantly more familiar with the Federal financial aid process than associate degree students.