Arkansas
Non-Traditional No More:
Policy Solutions for Adult Learners
The 2010 Meltdown
Solving the Impending Jobs Crisis

• up to 50 percent of America’s adult population today lacks the advanced skills that are the foundation for most future high-paying jobs in today’s complex knowledge economy.

• Arkansas:
"If I could rest anywhere, it would be in Arkansas, where the men are of the real half-horse, half-alligator breed such as grows nowhere else on the face of the universal earth."

Davey Crockett
No state with a low proportion of Bachelor’s degrees has a high per capita income.

No state with a high proportion of Bachelor’s degrees has a low per capita income.

Source: U.S. Census Bureau, ACS 2006
State Per Capita Income, 2007

Per Capita Income

$41,806 - $62,484
$36,083 - $41,805
$28,541 - $36,082

Source: US Bureau of Economic Analysis and Bureau of the Census
## Other State Rankings - Income

<table>
<thead>
<tr>
<th></th>
<th>Rank</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Earnings for Female Full-Time, Year-Round Workers (In 2007 Inflation-Adjusted Dollars)</td>
<td>49</td>
<td>26,815</td>
</tr>
<tr>
<td>Median Earnings for Male Full-Time, Year-Round Workers (In 2007 Inflation-Adjusted Dollars)</td>
<td>51</td>
<td>36,379</td>
</tr>
<tr>
<td>Median Family Income (In 2007 Inflation-Adjusted Dollars)</td>
<td>49</td>
<td>47,021</td>
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<tr>
<td>Median Household Income (In 2007 Inflation-Adjusted Dollars)</td>
<td>49</td>
<td>38,134</td>
</tr>
<tr>
<td>Percent of People Below Poverty Level in the Past 12 Months</td>
<td>4</td>
<td>17.9</td>
</tr>
</tbody>
</table>
State Population Age 25 Years and Older with Bachelor’s Degree or Higher, 2007

Source: U.S. Census Bureau, 2007 American Community Survey
Some College – No 4-year Degree

Source: U.S. Census Bureau, 2007 American Community Survey
### Other State Rankings - Workforce

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>19.1</td>
<td>Percent of People 21 to 64 Years Old With a Disability</td>
</tr>
<tr>
<td>45</td>
<td>81.1</td>
<td>Percent of People 25 Years and Over Who Have Completed High School (Includes Equivalency)</td>
</tr>
<tr>
<td>49</td>
<td>19.3</td>
<td>Percent of People 25 Years and Over Who Have Completed a Bachelor’s Degree</td>
</tr>
<tr>
<td>49</td>
<td>6.5</td>
<td>Percent of People 25 Years and Over Who Have Completed an Advanced Degree</td>
</tr>
<tr>
<td>46</td>
<td>65.5</td>
<td>Employment/Population Ratio for the Population 16 to 64 Years Old</td>
</tr>
</tbody>
</table>

Arkansas has a working population with special needs,

We have an uneducated workforce.

What future will we build?
People 21 to 64 Years Old With a Disability

Source: U.S. Census Bureau, 2007 American Community Survey (Table R1802)
Percent of Children Under 18 Years Below Poverty Level

Source: U.S. Census Bureau, 2007 American Community Survey (Table R1704)
Grandparents Responsible for their Grandchildren

Source: U.S. Census Bureau, 2007 American Community Survey (Table R1001)
Percent of Housing Units That Are Mobile Homes

Source: U.S. Census Bureau, 2007 American Community Survey (Table R2501)
Percent 96-97 Arkansas 9th Grader’s Progression into High School and College (percent)

Fall 2000 College Freshmen
96-97 Arkansas 9th Grader’s Progression into High School and College (number)

- 9th Grade Enrollment: 37,160
- High School Grads: 27,335
- Enrolled Directly into College: 17,116
- First-time Full-time Degree Seeking Cohort: 15,172 (100%)
- Retained After 1 Year: 10,701 (71%)
- Graduated Within 6 Years: 5,817
- With Associate Degree: 1,493 (28%)
- With Bachelor Degree: 4,324
Competing Globally

Arkansas high school graduates: 28,532

- How many high school graduates in Dallas/Fort Worth MSA?: 40,906
- All of Texas: 240,485
- US: 3,152,000
- China: 9,500,000
Catching Up

• What can be done? What is possible? What are the issues?
• What is the solution?
• Will Arkansas seek to participate in the modern-global-technological society in a capacity other than being a provider of low-skilled cheap labor?
Arkansas ranks 7th in the growth of associate degrees since 1999-2000

Arkansas ranks 11th in the growth of bachelor’s degrees since 1999-2000.

Percent of County Population that hold Bachelors & Higher 2000

U.S. Census Bureau
Data Set: Census 2000 Summary File 3 (SF 3)

Arkansas ranked 51st (16.7%) in 2007

AR was 49th (19.3%) in 2007
Percent of County Population (Associate Degree Holder) 2000

Arkansas ranked 50th (4%) Nation-wide in 2000 for Associate Degree Holders

U.S. Census Bureau
Data Set: Census 2000 Summary File 3 (SF 3)
Where Arkansas Bachelors Degree (and higher) Holders live (2000)

Arkansas ranked 51st (16.7%) Nation-wide in 2000 for Bachelors & Higher

60% of all college AR graduates reside in 9 counties

U.S. Census Bureau
Data Set: Census 2000 Summary File 3 (SF 3)
Where Arkansas Associate Degree Holders live (2000)

U.S. Census Bureau
Data Set: Census 2000 Summary File 3 (SF 3)

58% of all associates degree recipients reside in 12 counties
Degree Completion is a National Issue

• A generation ago the U.S. was #1 in the world in higher education.
• Currently, the U.S. is #10
• To regain our status and our economic competitive edge, the U.S will need to produce a million more bachelor degrees each year.
I know there are some who believe we can only handle one challenge at a time. They forget that Lincoln helped lay down the transcontinental railroad, passed the Homestead Act and created the National Academy of Sciences in the midst of Civil War. Likewise, President Roosevelt didn’t have the luxury of choosing between ending a depression and fighting a war. President Kennedy didn’t have the luxury of choosing between civil rights and sending us to the moon. And we don’t have the luxury of choosing between getting our economy moving now and rebuilding it over the long term…

President Obama, 2009
President Obama's new American Graduation Initiative

• Goal for America: by 2020, this nation will once again have the highest proportion of college graduates in the world.
• **Goal:** Arkansas will reach the Southern Regional Education Board’s (SREB) average for citizens holding bachelor’s degrees by 2015.

• Increase the current production of bachelor’s degrees by 64% (7,098 more graduates per year) each of the next six years to reach the SREB average.
WICHE Project Goals

- To **increase access and success** for the adult learner population in postsecondary education
- To **stimulate and guide policy and practice changes** that will make it easier for “ready adults”—those who are just shy of having enough credits to obtain a degree but haven’t yet returned to college—to earn their diplomas.
Arkansas Project Goals

• **Define** and identify “ready adults” and determine target population

• **Identify** state- and institutional-level practices and policies that create **barriers** for the target group of students to earn their degrees

• **Improve the capabilities** of the state’s longitudinal database to provide needed **data** on targeted students

• **Develop action plan** with short-term and long-term objectives that will increase the number of “ready adults” that complete two- and four-year degrees

• **Create a statewide group of advocates**, led by the Arkansas Higher Education Coordinating Board, that will actively support the implementation of the plan of action.
Accomplishment 1
“Ready Adult”

- Withdrew from college but is within 25% of graduation.
- Has a minimum GPA of 2.0.
- Has been out of school for at least a year.
- Is at least 22 years old.
- Is an Arkansas resident or works in Arkansas.
Accomplishment 2

Identify state- and institutional-level practices/policies that create barriers for adults to earn their degrees. . .
Difficulty Securing Sufficient Financial Aid

- Don’t quality for financial aid packages designed for traditional students.
- Some community colleges do not offer federal student loans.
- Tend to be part-time and receive less aid.
- Some work 2 or more jobs and can’t forego the income.
- Low-income students might not qualify and then suffer job loss/setback around time of enrollment.
- Tuition is not the only cost (childcare, books, transportation).
Education Disconnects that Create Barriers to Success

- Poor alignment between adult basic education programs, developmental courses, and college-level courses.
- Poor alignment between GED programs, developmental courses, and college-level courses.
- Poor alignment between developmental courses and college-level programs.
- Developmental courses not focused on particular learning needs.
- Confusing course transfer policies across the state.
- Lack of coherent policies regarding experiential learning.
Limited Student Support Services
Designed for Adult Students

• Designed for traditional students.
• Less available in the evening when working adults are more likely to attend.
• No/little access to support services beyond those of the classroom instructor (frequently adjunct).
• Most likely to enroll at the last minute (unfamiliar with process, juggling responsibilities)
Accomplishment 3
Created Student Success Transition Plan

• Lists transitions points in adult student academic career.
• Includes pre-admission through 5th year enrollment.
• Indicates institutional area responsible at each transition point.
## Order of Matriculation

### Pre-Matriculation

#### RECRUIT
- Marketing Efforts - adults in brochures, hometown articles
- Complete admission process
- Explore career / transfer choices
- Seek career advising
- Begin Advisement process
- Review catalog and class schedule
- Discuss college requirements with advisors
- Pre-Test Preparation / Remediation Options
- Schedule placements tests, if required
- See Admissions & Financial Aid for specific programs/deadlines
- Recruitment: Peer Mentors / Adult Learner Support
- Complete FASFA-Scholarships, Loans & Grants for Adults
- Academic credit for life experiences-ACE* Guidelines for veterans, previous work experience
- Adult Outreach & Provide Welcoming/Special Orientation

#### RETENTION
- See advisor for questions
- Plan courses with advisor
- Retention: Peer Mentors / Adult Learner Support
- Part-time employment on campus-centralized job search, placement
- Creation of a General Studies Degree Program
- Ongoing Student Support
- Extend student services to include family members as affiliates w/ID - to be part of the univ. family
- General studies major - create if one does not exist
- Ongoing Degree Audits

### Pre-Matriculation Benchmarks
- Commitment to completion of degree
- Academically prepared
- Financial plan in place

*American Council on Education
Accomplishment 4

Financial Aid
Institutional E@G Funded Scholarships are great for students receiving a scholarship, but expensive for those who do not receive the scholarship.
A new day for Scholarships in Arkansas. . .

and how it will change higher education
Accomplishment 4
Financial Aid

• Nontraditional students are eligible to receive about 15% ($8 million) of Lottery Scholarship funds.

• “Priority for scholarships awarded to nontraditional students is based on the applicant’s level of progress toward completion of a certificate, an associate degree, nursing diploma, or a baccalaureate degree, or on other criteria established by the Department of Higher Education.”

• Dollar amount for nontraditional students can be increased after year one. ADHE will be seeking to increase adult scholarships to 20% of all lottery scholarship dollars.
A.C.A. 6-85-204
(11) "Nontraditional student" means a student who is not a traditional student;

(17) "Traditional student" means a student who will enter postsecondary education as a full-time first-time freshman within twelve (12) months after graduating from high school and remains continuously enrolled as a full-time student.
Nontraditional Student Interest in Scholarship

More interest than funds available

378,000 Arkansans over age 25 have some college and no degree

165,000 currently enrolled undergraduate students

Year 1 Maximum Funds Authorized $8,000,000

Prioritization of Nontraditional Student Applicant for the Scholarships

Nontraditional students includes all these subgroups:
- Near-completers
- Delayed
- Returner
- Earn-In
Distribution of funds to nontraditional students

Student applies for the Arkansas Academic Challenge via the universal application

Indicates they are desiring to attend a CC or University

Different buckets of funds

CC students would compete with CC students

University Students would compete with University Students

Delayed: 1/3
1. Priority given to those not requiring remediation
2. ACT/SAT/Compass or equivalent score
3. Financial Need (EFC)

Returning: 1/3
1. Priority given to those Nearest to Completion
2. Completed or not requiring remediation
3. Enrolled/Admitted in workforce critical-needs program
4. College GPA
5. Financial Need (EFC)

Earn-In: 1/3
1. Priority given to those Nearest to Completion
2. At a Univ - a nontrad transfer with AA/AS/AAS
3. Completed or not requiring remediation
4. Enrolled/Admitted in workforce critical-needs program
5. College GPA
6. Financial Need (EFC)

$$ divided equally among nontraditional categories
Other Financial Aid

• Workforce Improvement Grant—Expanded beyond tuition to include other costs of attendance including books and daycare.

• Go Opportunity Grant—Now available for any Pell-eligible student—not just students directly out of high school. ($1,000ft/$500pt)
  – 1,600 students last year.
  – Currently 5,600 students for Fall
  – $1,300,000 last year.
  – $5,000,000 so far.
Accomplishment 5

Provide Data on Targeted Students

- Data on adult students has become a part of ADHE and institutional accountability reports.
# Remediation Rates

<table>
<thead>
<tr>
<th>Remediation Rates for All First-Time Entering Students, 2008 Fall Term, All Public Institutions</th>
<th>51.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Public Universities</td>
<td>39.1%</td>
</tr>
<tr>
<td>2-Year Public Colleges</td>
<td>74.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remediation Rates for First-Time Entering Adult Students (age 25 or older), 2008 Fall Term, All Public Institutions</th>
<th>91.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Public Universities</td>
<td>92.4%</td>
</tr>
<tr>
<td>2-Year Public Colleges</td>
<td>90.6%</td>
</tr>
</tbody>
</table>
• Two-year public colleges serve substantially higher rates of nontraditional students than do four-year universities.
• The **largest difference** between traditional and nontraditional students is **Attend Status** (full-time vs. part-time).
• Nontraditional students make up about **a third of** public higher education **enrollment**.
• Nontraditional students make up about **one-half** 48% of public higher education graduates.
Accomplishment 6
Developed Anticipated Outcomes

- Adult enrollment will increase
- % of adults in Arkansas with degrees will increase
- More ‘adults’ will get a degree in a given year
- Processes/Services at Arkansas campuses will be modified to address the unique needs of adults
- Campuses will be more adult friendly
- Adult enrollment in online courses will increase?
- Class offerings for all students will increase at non-traditional times
Accomplishment 7
Marketing and Communications

• Public Information Officer (PIO) Council assists ADHE in developing a specialized marketing and communications plan to adults.

• Commitment to leverage existing marketing campaigns to include messaging for adult students.

• Department of Workforce Services sending letters to recently unemployed and encourage them to enhance skills by attending college.
  – 70,000 letters on August 1 !!!!!!
  – About 5,000 a week, thereafter

• Lottery scholarship advertisements will include ads encouraging adults to return.
Accomplishment 8

Legislation

• Remediation course exit exam
  – Require alignment with cut score of 19 ACT or equivalent
  – Encourage course redesign

• Mandatory transfer articulation
  – 45 hours of CC general education will be accepted for credits toward the degree
  – Full acceptance of AA/AS as core curriculum when transferring
Accomplishment 9

Identification of, and commitment to, state and institutional roles for promoting adult student success. . .
State Roles

• Make educational advancement of adults a strategic priority.
  – Develop a webpage that includes campus adult student contacts and resources for adults students

• Promote alignment of programs and services.
  – Identify disconnects across agencies and fix.
  – Focus on key transitions points
  – Schedule ACE conversion training

• Collect data and conduct research to inform policy and practice.

• Make financial aid available to nontraditional students.
Institutional Roles

• Identify institutional policies and procedures that create unnecessary barriers to success.
• Create a plan for adult student success by adopting institutional-level best practices.
• Create policies/procedures that are adult-friendly
• Establish goals/benchmarks for adult success.
• Name one contact for inquiries from adult student.
Accomplishment 10

Create a framework for continuing to promote adult student success . . .

- Consortium of Adult Friendly Institutions
  - Criteria for membership
    - Single contact
    - Evidence of Adults student satisfaction
CAEL's Principles of Effectiveness for Serving Adult Learners:

- **Outreach**
  - The institution conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities.

- **Life & Career Planning**
  - The institution addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

- **Financing**
  - The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

- **Assessment of Learning Outcomes**
  - The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life / work experience in order to assign credit and confer degrees with rigor.

- **Teaching-Learning Process**
  - The institution’s faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

- **Student Support Systems**
  - The institution assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.

- **Technology**
  - The institution uses information technology to provide relevant and timely information and to enhance the learning experience.

- **Strategic Partnerships**
  - The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

- **Transitions**
  - Supporting guided pathways that lead into and from the institution's programs and services in order to ensure that students' learning will apply usefully to achieving their educational and career goals.
Lessons Learned

• Barriers differ from campus to campus.
• Policies differ from campus to campus.
• Campuses have different levels of interest in non-traditional student success.
• Campuses are reluctant to design a common, statewide degree completion program.
• We don’t know where/how to find “ready” adult students with our limited institutional and state resources.
• Institutions have requested state coordination of initiative—it’s hard to go it alone!
• Approach will be different by states