

● OCTOBER 2024

Some College, No
Credential Learners:
**Measuring
Enrollment
Readiness**

●
straighterline[™]

UPCEA 

Executive Summary

UPCEA and StraighterLine conducted a survey to explore the motivations, challenges, readiness, and perspectives of individuals who were previously enrolled in a degree, certificate, technical, or vocational program but did not complete their credential. This paper is divided into two sections: respondent readiness and enrollment funnel experiences. The readiness section examines the preparedness of the “some college, no credential” (SCNC) population to return to post-secondary education. The enrollment funnel experience section delves into the experiences of respondents who have inquired, applied, or re-enrolled in an educational program, highlighting their opinions, preferences, and challenges throughout the process.

The survey reveals that while most respondents are confident in their academic and technological skills, financial concerns are significant. Salary improvement is the main motivator for reenrollment, followed by personal goals and career advancement. Communication with institutions shows a clear preference for email, with minimal interest in chatbots. Throughout the enrollment process, respondents reported challenges with financial aid support and delayed in receiving timely responses from institutions. Below includes a list of key findings.

- The most predictive factors for returning to a degree program include **mental resilience and routine readiness, a positive opinion on institutional trustworthiness and communication, and a belief in the value of a degree.**
- **Eighty-eight percent** of respondents **strongly agree or agree that they are proficient in essential academic skills** such as reading, writing, mathematics, and critical thinking, while 86% strongly agree or agree that they are competent in using technology for research, coursework, and other learning activities.
- Over half (**58%**) of respondents **disagree or strongly disagree that their current financial situation will allow them to afford tuition** and related expenses for their education, while only 22% strongly agree or agree.
- Among those who were previously enrolled in a **degree program**, the motivating factor to reenroll in a degree program for **slightly over half (53%) would be to improve their salary**, for 44% a personal goal, and 38% would want a career change.
- When inquiring about a program, **86% of respondents would want to engage with an institution through email**, 42% a phone call, and 39% a text message. Only 6% would want to engage with a chatbot.
- In regard to hurdles from inquiry to enrollment, **thirteen respondents (31%) encountered a lack of support with financial aid**, 12 (29%) an inability to have questions answered in a timely fashion, and 9 (21%) experienced a lack of communication from the institution.

Overview

What is The Some College, No Credential Population?

The “some college, no credential” (SCNC) population consists of individuals who previously enrolled in a post-secondary educational program but did not complete their credential. According to the National Student Clearinghouse Research Center, this population under age 65 has grown to 36.8 million, an increase of 2.9% from the previous year.¹ This group of adult learners presents a valuable opportunity for higher education institutions to reengage students who may have earned transferrable credits or are eager to complete their degree programs. Additionally, it offers institutions a chance to promote non-degree programs, such as certificates or technical and vocational certifications, to those seeking specialized, more flexible educational options for boosting their resumes.²

Notably, SCNC re-enrollment rose by 9.1% in the 2022-2023 academic year, with 37% returning to the same institution.³ Among these re-enrollees, over half (52%) pursued associate degrees, 28% bachelor’s degrees, and 13% undergraduate certificates.⁴ As shown in Figure 1 below, two-thirds (67%) of re-enrollees who had been pursuing an associate degree prior to dropping out reenrolled in the same program, while 58% of those who had been working toward a bachelor’s degree did the same.

Figure 1: Credential at Last Enrollment vs Credential at Re-Enrollment

Credential at Last Enrollment	Credential at Re-Enrollment				Grand Total
	Bachelor's Degree	Associate Degree	Undergraduate Certificate	Other Credentials	
Bachelor's Degree	57.9%	30.1%	7.5%	4.5%	100.0%
Associate Degree	17.4%	67.1%	11.8%	3.7%	100.0%
Undergraduate Certificate	14.5%	46.3%	33.8%	5.4%	100.0%
Other Credentials	27.1%	46.0%	14.8%	12.2%	100.0%

¹ <https://nscresearchcenter.org/some-college-no-credential/>

² <https://online.champlain.edu/blog/what-certificate-and-5-reasons-get-one>

³ <https://nscresearchcenter.org/some-college-no-credential-dashboard/>

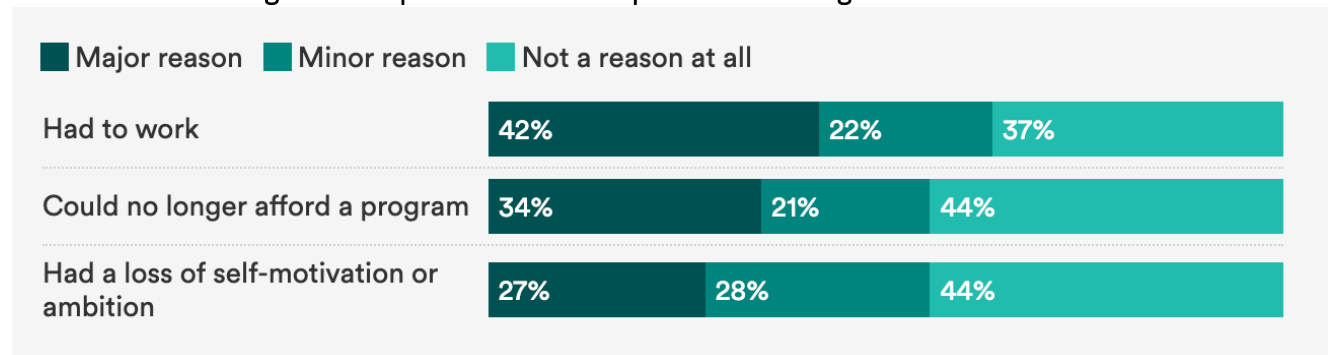
⁴ Ibid

SCNC Readiness to Re-Enroll

Although re-enrollment among the SCNC population increased in the last academic year, it still represents only a small fraction of the 36.8 million individuals who did not complete their credentials. For institutions to effectively market to this population tailor their programs to meet these learners' needs, it is crucial to understand the reasons why they dropped out in the first place and the barriers they face when considering re-enrollment.

According to New America's 2023 Enrollment Survey, among respondents who previously stopped out of their educational programs, 64% cited the need to work as a major or minor reason for leaving, followed by financial difficulties (55%), and a loss of self-motivation or ambition (55%).⁵

Figure 2: Top Reasons for Stop-Outs Choosing Not to Enroll



Similarly, when UPCEA and SCNC respondents who had previously enrolled in a degree program what factors have prevented them from reenrolling, 62% cited the high cost of a degree, 43% pointed to a lack of time, and 38% mentioned family commitments. Among those who had been enrolled in certificate, vocational, or technical programs, over half (51%) also cited high costs, with 34% mentioning a lack of time and 28% citing family reasons. Furthermore, more than half (58%) of both degree and certificate seekers disagreed or strongly disagreed that their current financial situation would allow them to afford tuition and related expenses for their education. These findings underscore the significant financial barriers that contribute to student dropout rates and hesitance toward re-enrollment. To capture this market of adult learners, institutions must offer programs that are both affordable and flexible to meet their needs.

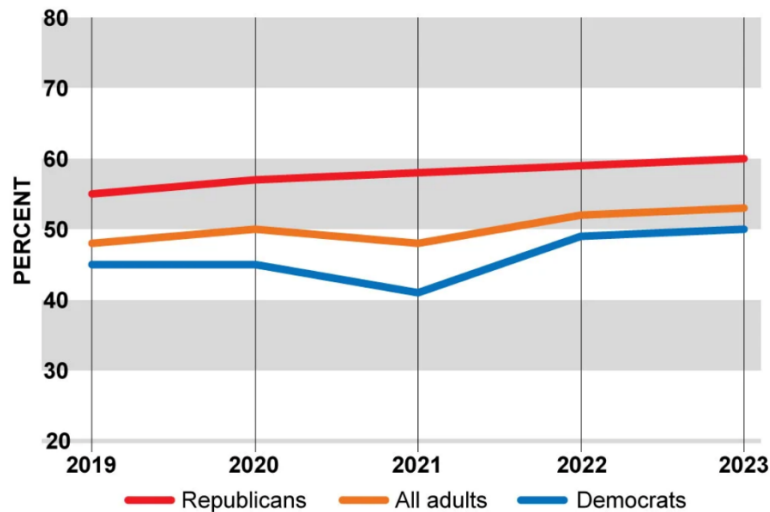
In the same study published by New America, when respondents were asked their top incentives for re-enrollment, free tuition was cited as a very likely incentive by half (50%) of all stop-outs, followed by free textbooks and course materials (44%), and being able to afford tuition (38%).

⁵ <https://www.newamerica.org/education-policy/edcentral/will-stop-outs-return-to-community-college-anytime-soon/>
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How Can Institutions Drive Re-Enrollment?

Evidently, institutions must prioritize financial incentives to drive re-enrollment and re-engage individuals who have previously left higher education programs. These incentives can take many forms, including affordable tuition, expanded financial aid, scholarships and grants, and free or discounted academic resources. Such measures are vital, given that only 53% of surveyed Americans agree that high-quality education is financially accessible.⁶

Figure 3: How much do you agree or disagree with the following statement: Americans can get a high-quality education after high school that is also affordable? (% Agree)



Varying Degrees 2023

Concordia College in Minnesota launched the “Concordia Promise” in 2024, offering free tuition to U.S. residents with a gross annual income under \$90,000.⁷ Programs like these are crucial for engaging individuals who may have had to previously dropout of postsecondary education programs due to the financial burden of higher education. In fact, financial incentives for reengagement can be tailored to address the needs of returning students specifically. For instance, incentive-based re-enrollment programs that offer reduced tuition fees to students re-enrolling within a set period have proven effective. A study at Florida community colleges found that offering a one-course tuition waiver, along with re-enrollment information, to disengaged students, increased re-enrollment rates by 21% compared to offering only the re-enrollment information.⁸ Engaging with previous students by not only providing them with important enrollment information, but also offering them financial aid, is an advantageous way to drive re-enrollment among disengaged students.

⁶ <https://www.insidehighered.com/news/business/2023/08/09/americans-see-value-college-question-its-price>

⁷ <https://www.forbes.com/sites/michaelnietzel/2023/11/06/small-colleges-turning-to-these-tuition-deals-to-boost-enrollment/>

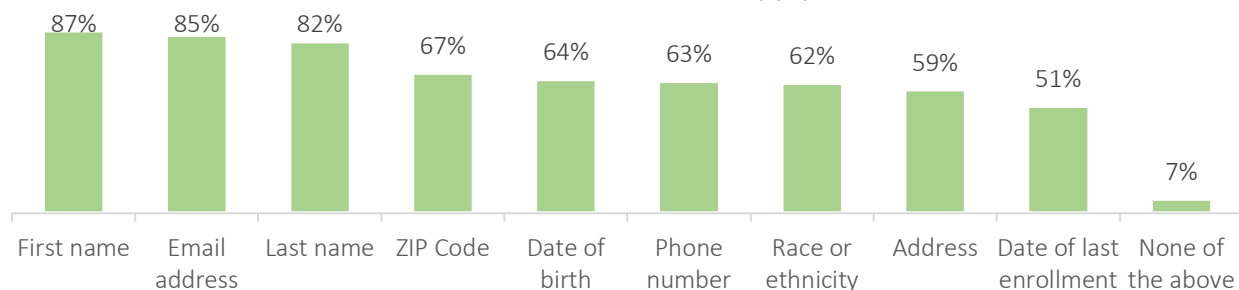
⁸ <https://www.nber.org/papers/w26649>

Some institutions have introduced tuition resets, which have grown more common in recent years.⁹ While some universities have frozen tuition increases, others have actively reduced tuition, leading to notable enrollment gains. For example, Wartburg College saw a 20% increase in first-year enrollment after offering a \$30,000 scholarship to all admitted students. However, this research shows that significant enrollment growth often requires substantial reductions in tuition to see meaningful results.¹⁰

A 2022 research study examined the impact of tuition reset policies on institutional finances and enrollment, yielding mixed results. While the study found evidence that tuition resets can lead to short-term enrollment boosts, as seen at Wartburg College, it did not demonstrate strong support for the long-term sustainability of such incentives, particularly if the reset is not maintained over time.¹¹ For institutions to achieve sustained enrollment growth, it is essential to offer more durable financial incentives, along with other non-financial incentives and opportunities, to support long-term success.

In addition to reviewing tuition costs and offering financial aid to re-engage disengaged students, institutions must adopt a more strategic approach to communication during the enrollment process. Understanding each student's preferred contact methods promptly responding to inquiries with helpful information is crucial. According to UPCEA's and StraighterLine's study, most prospective students prefer email communication, with 87% willing to provide their first name, 85% their email address, and 82% their last name during initial inquiries. However, only 59% are comfortable sharing their address, yet research has shown that historically, institutions are using request for information (RFI) forms that ask for an excessive amount of personal information.¹²

Figure 4: When you initially contact a college or university about a program in which you have an interest, which of the following pieces of information are you willing to share with the school? Please select all that apply (n=1,025)



⁹ <https://www.highereddive.com/news/tuition-resets-new-research-does-it-work/695811/>

¹⁰ <https://www.insidehighered.com/news/business/revenue-strategies/2023/09/15/amid-skepticism-colleges-value-tuition-resets-keep>

¹¹ <https://link.springer.com/article/10.1007/s11162-022-09723-6#citeas>

¹² <https://www.insidetrack.org/reports/enrollment-strategies-and-evolving-expectations-of-potential-inquirers#section-hubspot-form>

Since RFI forms play a key role in gathering data and guiding the enrollment process, institutions should follow best practices by asking only essential questions to prevent form abandonment. Evaluating and refining communication methods – ensuring they are personalized, concise, and aligned with student preferences – may significantly improve engagement and lead to higher enrollment rates.

Some College, No Credential Readiness Survey: Methodology and Objective

UPCEA in partnership with StraighterLine developed a survey to better understand the motivations, hurdles, and readiness of individuals who have some college experience, but have not earned a credential. The survey took place from June 7 to June 11, 2024. Overall, 1,933 individuals participated in the survey, of which 1,048 met all qualifications, and 1,018 completed the survey.

Section 1: Respondent Readiness

The goal was to assess the readiness of the some college, no credential (SCNC) population to return to post-secondary education. The development of the readiness index aimed to identify groups with the highest potential for re-enrollment. Survey questions designed to gauge readiness to pursue a degree, certificate, vocational, or technical program were analyzed using factor analysis. This statistical method, which simplifies complex data by identifying interrelated variables, helped to refine the survey responses into a more manageable set of insights. The factor analysis identified seven key factors influencing readiness, which were then used to create a 100-point readiness index. Initially, each factor was assigned an equal weight of 14.3 points. Higher scores were given to responses that demonstrated a greater likelihood of re-enrolling in a post-secondary educational program.

Section 2: Enrollment Funnel Experiences

The objective was to gain a thorough understanding of the SCNC population's experiences throughout every stage of the enrollment funnel. This process encompasses four key stages: inquiry, application, admittance, and enrollment. UPCEA and StraighterLine aimed to explore respondents' experiences at each stage of this journey, as well as any obstacles they encountered along the way, particularly toward the final stages.

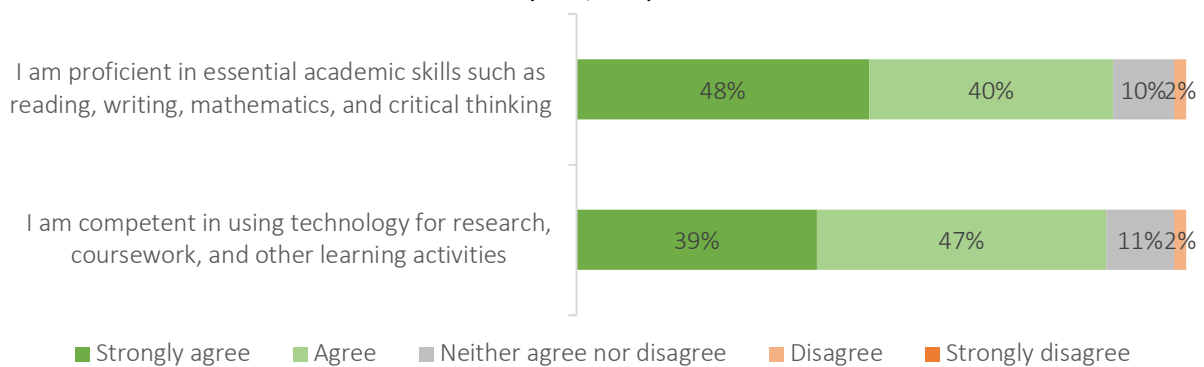
Respondent Readiness

To study respondent readiness, the survey questions focused on two key areas: the essential factors respondents need to succeed in an academic environment, and their self-assessment regarding those factors. Detailed finding is provided below.

Academic Preparedness

Eighty-eight percent of respondents strongly agree or agree that they are proficient in essential academic skills such as reading, writing, mathematics, and critical thinking, while 86% strongly agree or agree that they are competent in using technology for research, coursework, and other learning activities.

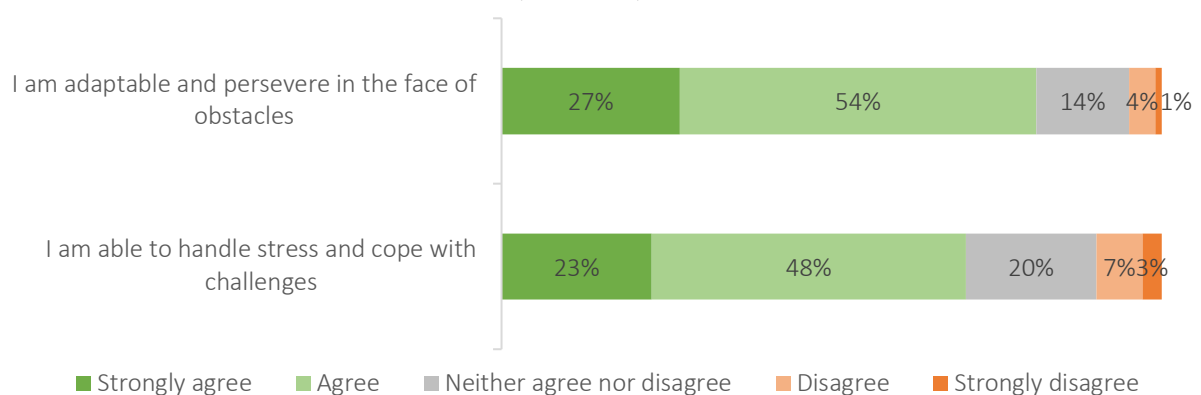
Figure 5: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Grit Readiness

Eighty-one percent of respondents strongly agree or agree that they are adaptable and persevere in the face of obstacles, followed by 71% who strongly agree or agree they are able to handle stress and cope with challenges.

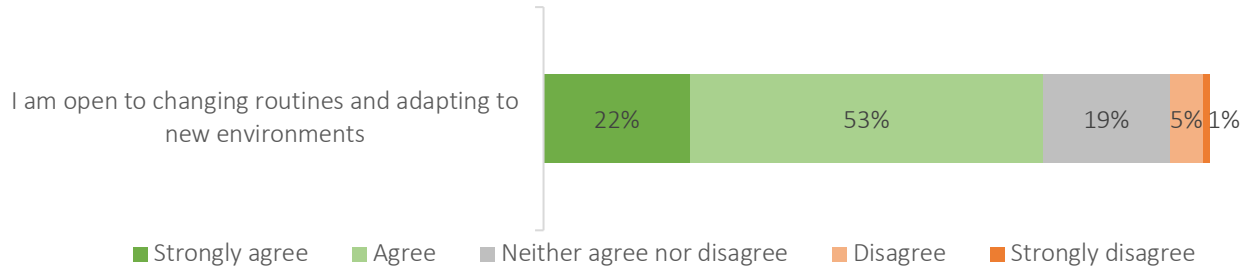
Figure 6: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Flexibility and Adaptability

Three-quarters (75%) of respondents strongly agree or agree that they are open to changing routines and adapting to new environments.

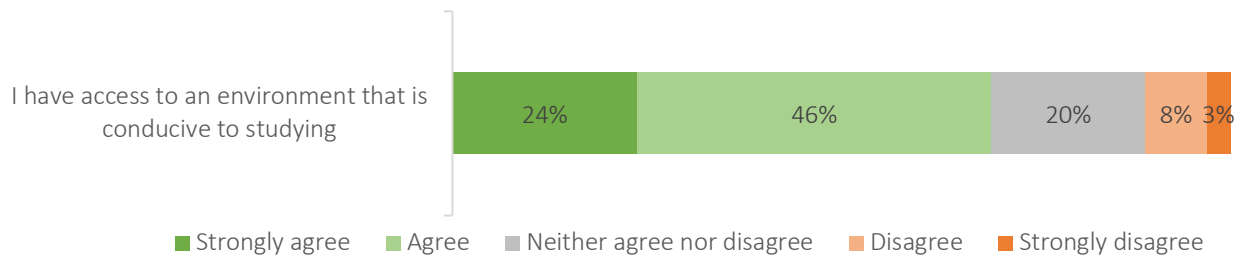
Figure 7: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Learning Environment

Half (50%) strongly agree or agree that they have access to an environment that is conducive to studying, while 11% disagree or strongly disagree.

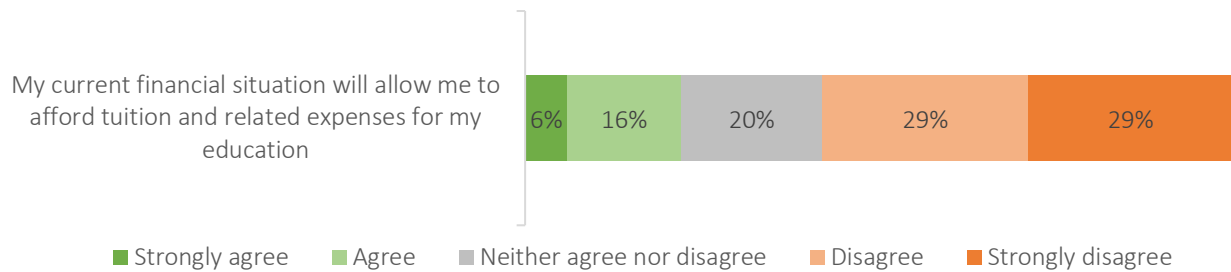
Figure 8: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Financial Readiness

Over half (58%) of respondents disagree or strongly disagree that their current financial situation will allow them to afford tuition and related expenses for their education, while only 22% strongly agree or agree.

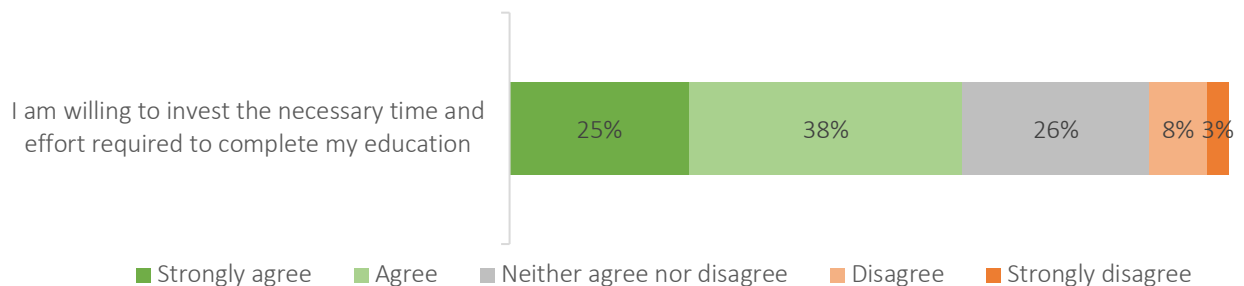
Figure 9: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Time Management

Sixty-three percent strongly agree or agree that they are willing to invest the necessary time and effort required to complete their education.

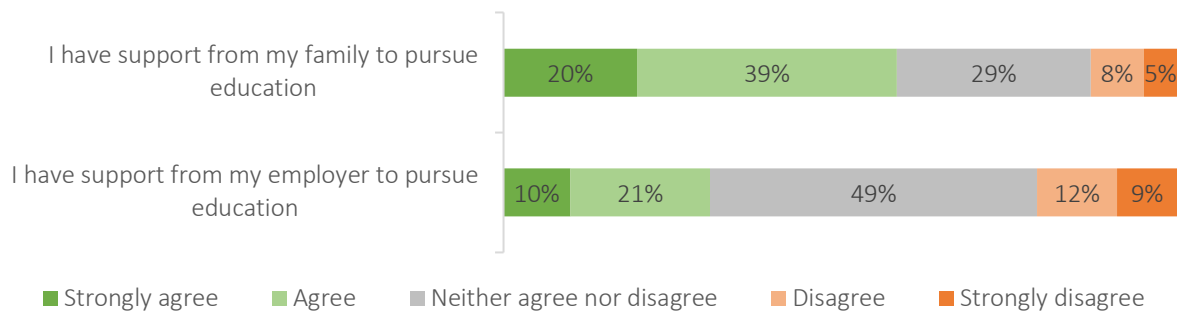
Figure 10: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Support Systems

Over half (59%) of respondents strongly agree or agree that they have support from their family to pursue education, while only 31% strongly agree or agree that they have support from their employer.

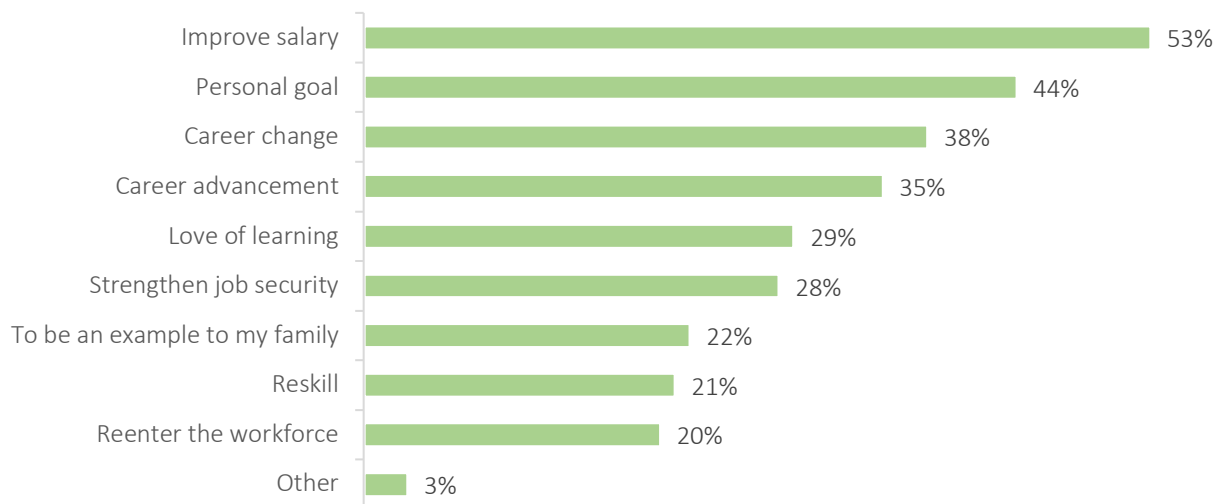
Figure 11: Please rate how strongly you agree or disagree with the following statements (n=1,034)



Career & Personal Motivations

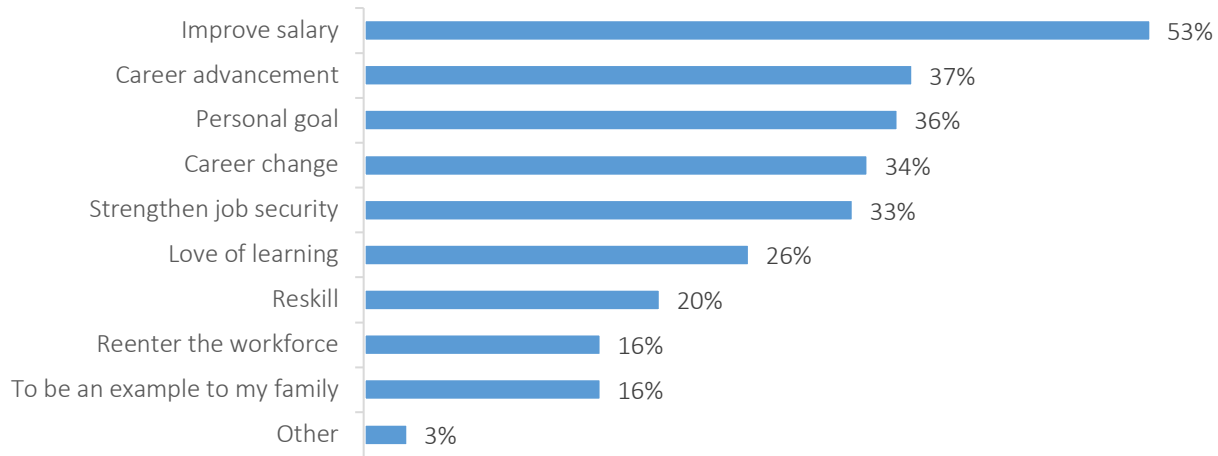
Among those who were previously enrolled in a degree program, the motivating factor to reenroll in a degree program for over half (53%) would be to improve their salary, for 44% a personal goal, and 38% would want a career change.

Figure 12: Which of the following are *current* motivating factors or goals if you were to reenroll in a degree program? Please select all that apply (n=779)



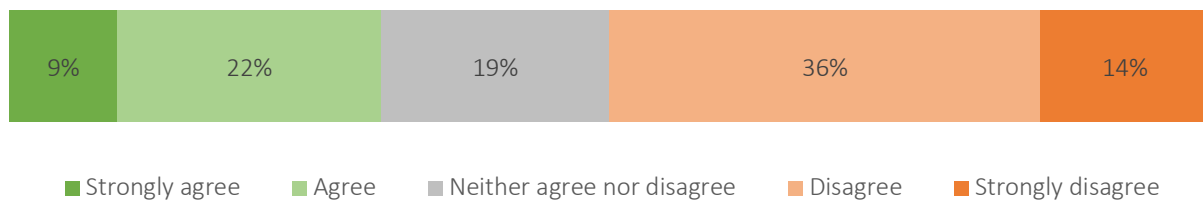
Among those who were previously enrolled in a certificate, technical, or vocational program, the motivating factor to reenroll in such a program would be to improve their salary (53%), for 37% to seek career advancement, and 36% would want to achieve a personal goal.

Figure 13: Which of the following are *current* motivating factors or goals if you were to reenroll in a certificate, technical, or vocational program? (n=269)



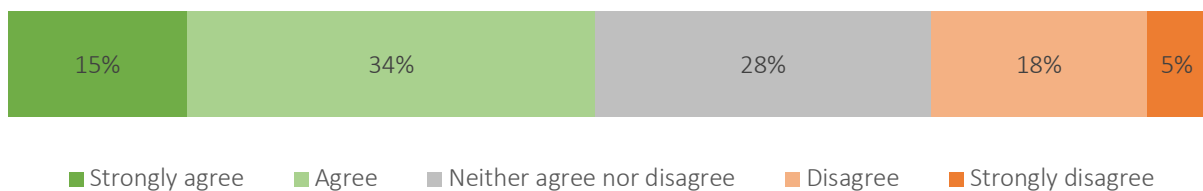
Among those who were previously enrolled in a degree program, 50% strongly disagreed or disagreed that their motivations and goals to earn a degree are the same now as when they initially enrolled, 19% neither agreed nor disagreed, and 31% strongly agreed or agreed.

Figure 14: Please rate how strongly you agree or disagree with the following statement: My motivations and goals to earn a degree are the same now as when I initially enrolled in a degree program (n=769)



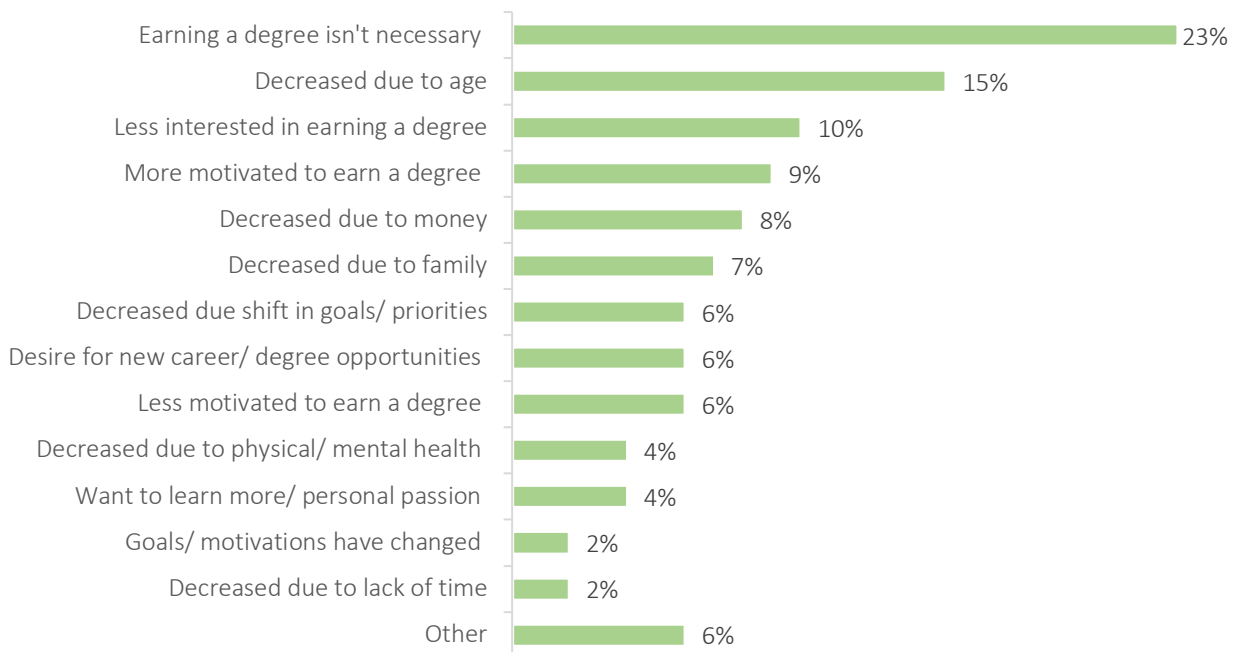
Among those who were previously enrolled in a certificate, technical, or vocational program, 49% strongly agreed or agreed that their motivations and goals to earn a certificate, technical, or vocational certificate/diploma are the same now as when they initially enrolled in their previous program, 28% neither agreed nor disagreed, and 23% disagreed or strongly disagreed.

Figure 15: Please rate how strongly you agree or disagree with the following statement: My motivations and goals to earn a certificate, technical, or vocational certificate/diploma are the same now as when I initially enrolled in a certificate, technical, or vocational program (n=258)



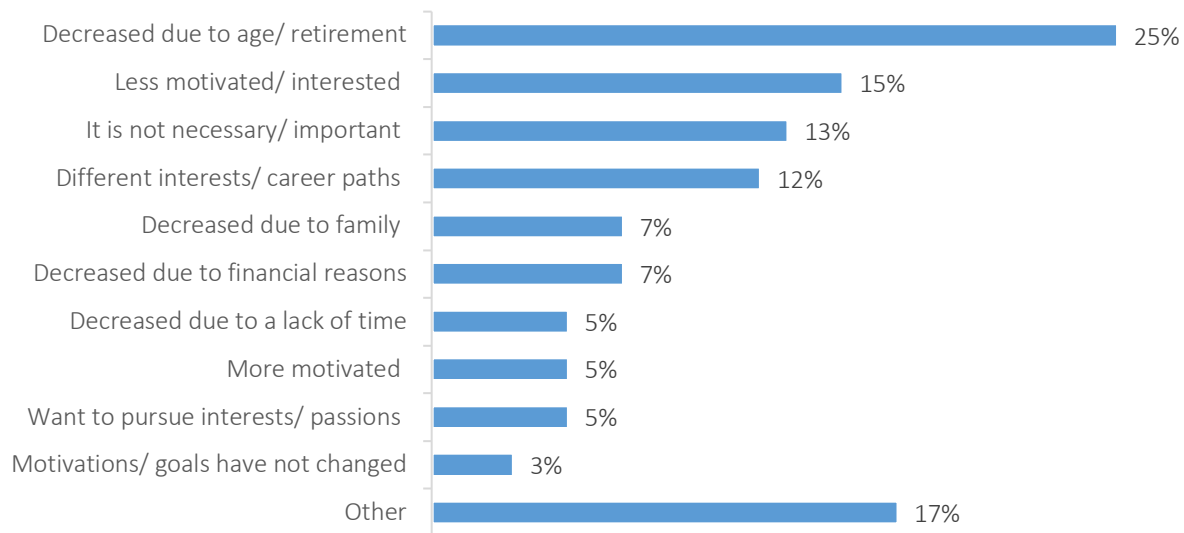
Those who were previously enrolled in a degree program and also said their motivations and goals have changed over time were asked how. Nearly a quarter (23%) said they now believe that earning a degree isn't necessary, 15% said their motivation has decreased due to age, and 10% said they are less interested in earning a degree. Responses mentioned fewer than five times were placed in the "Other" category which included seeing it as a personal goal rather than a career goal, considering certifications over a degree, and having personal circumstances change, among others.

Figure 16: How have your motivations or goals to earn a degree changed over time? (n=381)



Respondents who were previously enrolled in a certificate, technical, or vocational program and also said their motivations and goals have changed over time were asked how. A quarter (25%) said their motivation has decreased due to age/retirement, 15% said they are less motivated/interested, and 13% now believe it is not necessary/important. Responses mentioned fewer than three times were placed in the “Other” category which included health reasons, being less impulsive with educational decisions, and being unsure of what they want, among others.

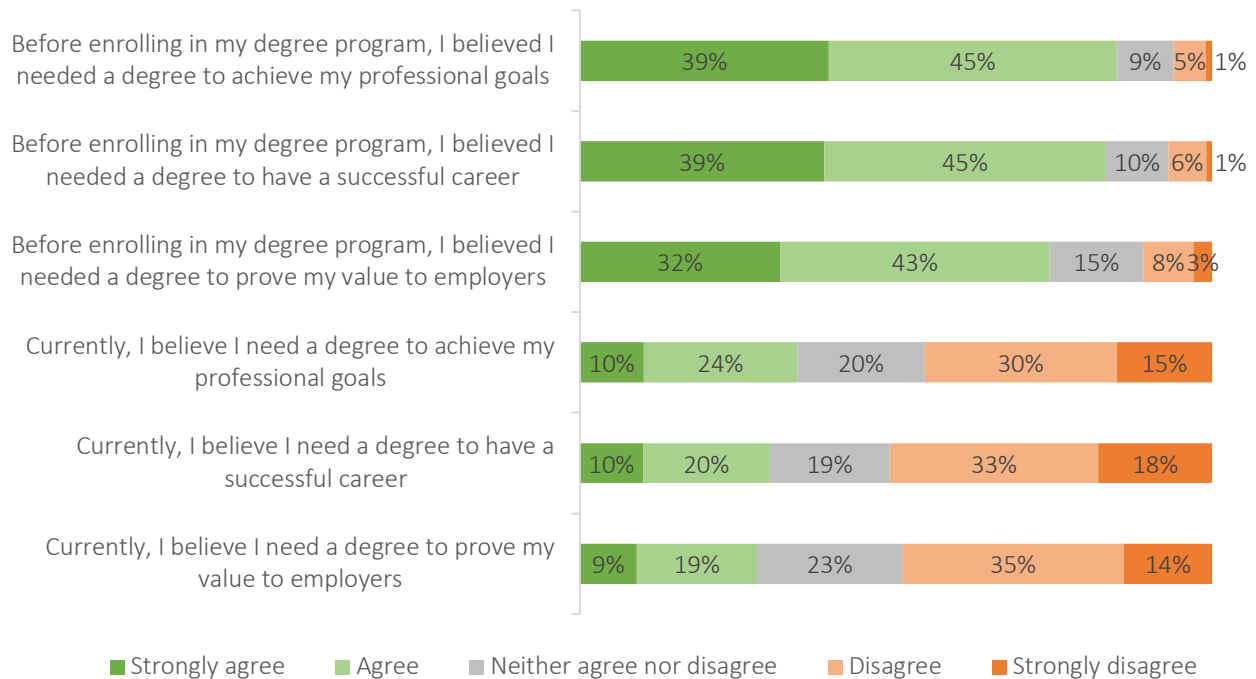
Figure 17: How have your motivations or goals to earn a certificate, technical, or vocational certificate/diploma changed over time? (n=60)



Beliefs in Higher Education

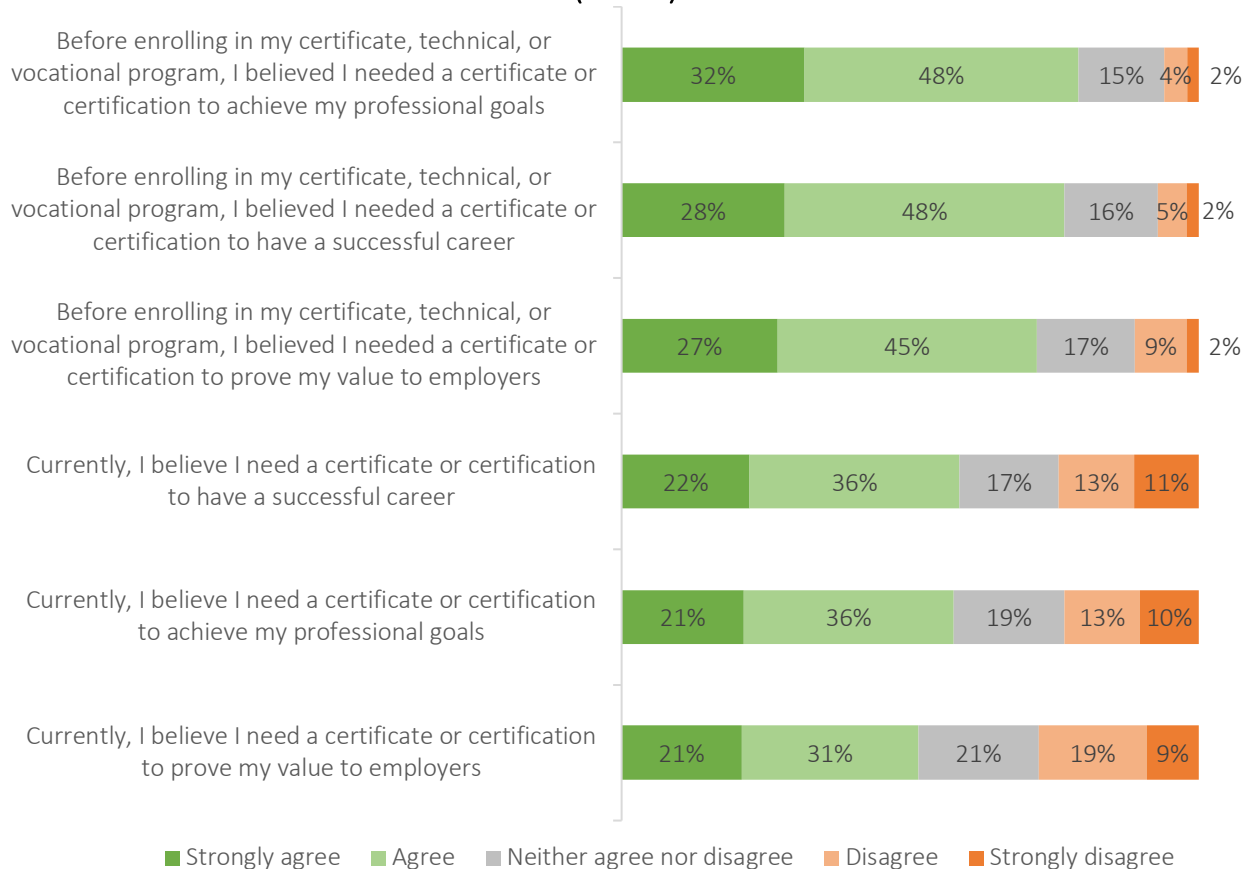
Respondents who were previously enrolled in a degree program were most likely to strongly agree or agree (84%) that before enrolling in their degree program, they believed they needed a degree to achieve their professional goals. They also were most likely to disagree or strongly disagree (51%) that they currently believe they need a degree to have a successful career.

Figure 18: Please rate how strongly you agree or disagree with the following statements (n=779)



Respondents who were previously enrolled in a certificate, technical, or vocational program were most likely to strongly agree or agree (80%) that before enrolling in their program, they believed they needed a certificate or certification to achieve their professional goals. They were most likely to disagree or strongly disagree (28%) that they currently believe they need a certificate or certification to prove their value to employers.

Figure 19: Please rate how strongly you agree or disagree with the following statements (n=269)



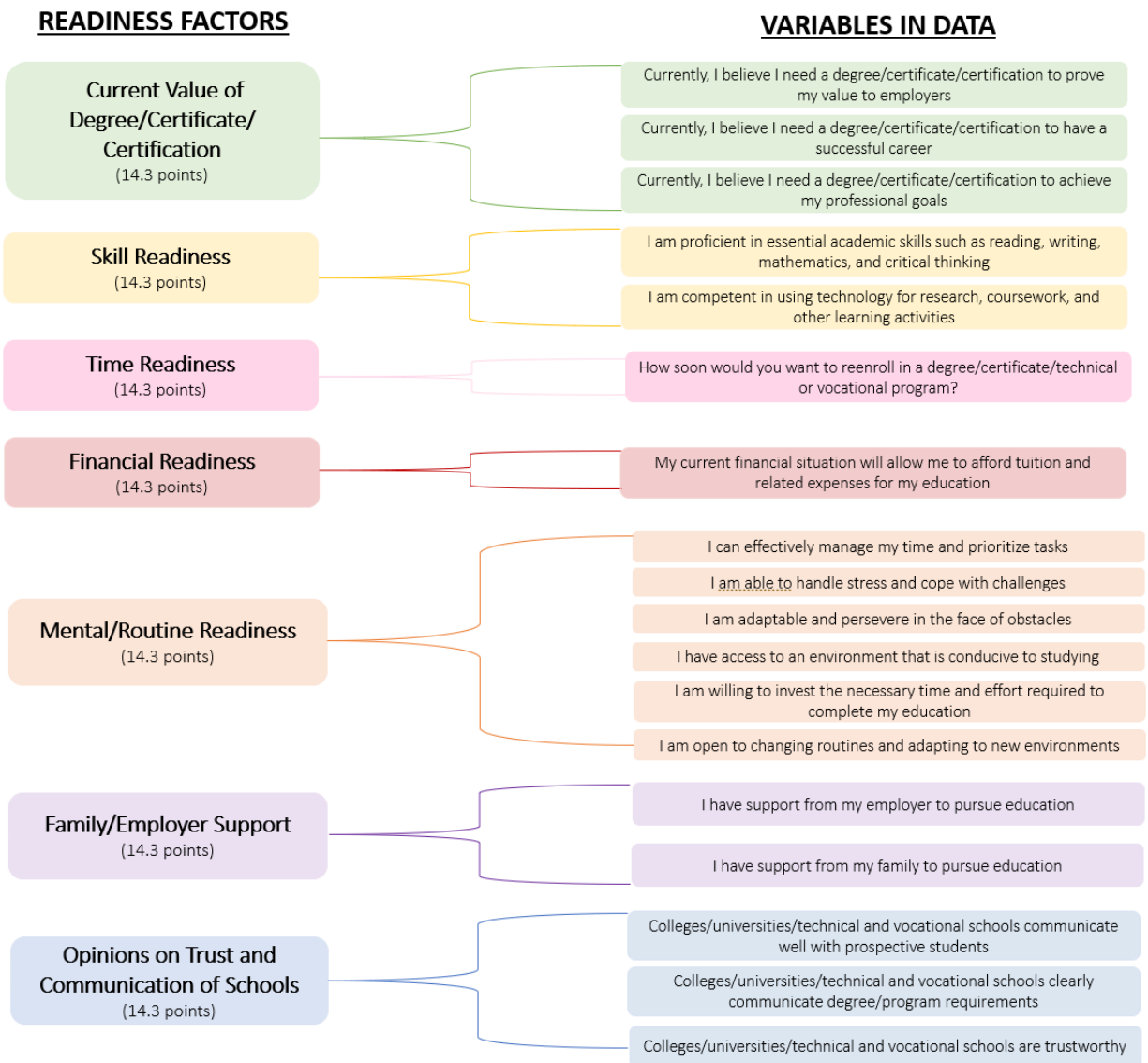
Readiness Index Factors

To better understand how all of these indicators of readiness interact, and determine which factors were most indicative of a readiness to reenroll, UPCEA and StraighterLine conducted a multivariate analysis to better understand behavioral factors of the some college, no credential population using a number of multivariate analysis tools such as factor, regression, and cluster analyses.

Survey questions that assessed readiness to reenroll in a degree, certificate, vocational, or technical program underwent a factor analysis to determine which variables were interrelated. A factor analysis is a correlation and variable reduction technique that simplifies or condenses many variables into a more manageable set. It also has the potential to provide simplified or

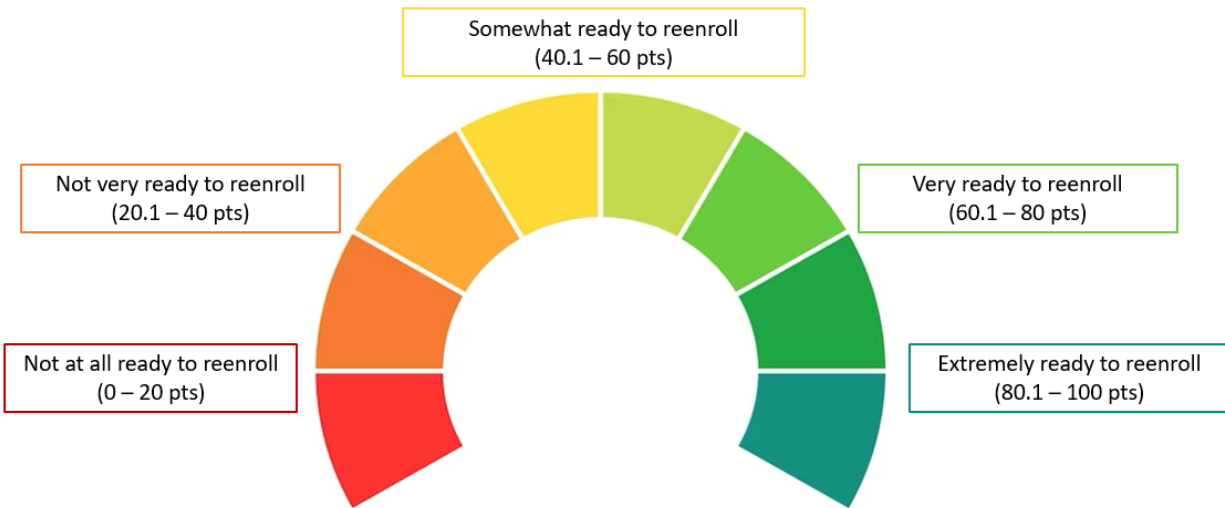
more focused insight or interpretation of findings. Ultimately, the factor analysis results produced seven factor groupings. These factors were further simplified into a 100-point readiness index. While weighting would be applied later, each of the seven factors were initially given a uniform weight of 14.3 points out of 100. Responses indicating a higher readiness to reenroll in an educational program received more points.

Figure 20: Readiness Index Factors



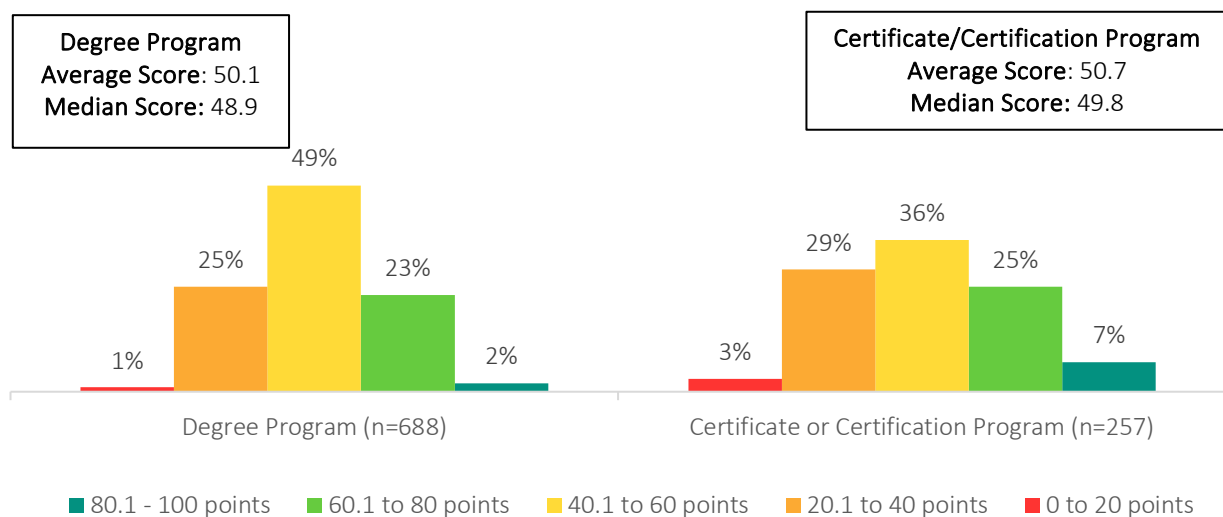
The figure on the following page shows the readiness index, which was scored on a 100-point scale. Respondents who scored between 0 and 20 points are considered not ready to reenroll, those who scored between 20.1 and 40 points are not very ready to reenroll, 40.1 to 60 points are somewhat ready to reenroll, 60.1 to 80 points are very ready to reenroll, and those who scored between 80.1 and 100 points on the readiness index are deemed to be extremely ready to reenroll.

Figure 21: Readiness Index Scoring



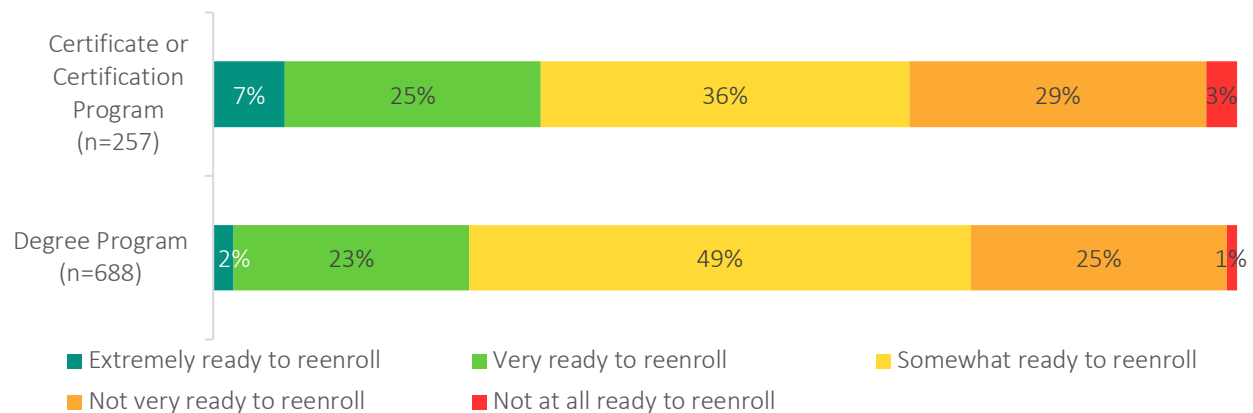
Respondents in the certificate/certification program category had an average score of 50.7 points on the readiness index, with a median of 49.8 points. Those in the degree program category had a slightly lower average score of 50.1 points, with a median of 48.9. Both program categories exhibit a normal distribution, with the highest proportion of respondents clustering around the midpoint of the index, indicating a moderate readiness to reenroll.

Figure 22: Readiness Index by Previous Education Program Type



Respondents in the certificate/certification program category are more likely to be extremely or very ready to reenroll (32%) compared to those in the degree program category (25%). However, a higher percentage of those in the certificate/certification program category are also more likely to be not very or not at all ready to reenroll (32%) compared to those in the degree program category (26%).

Figure 23: Readiness to Reenroll by Previous Educational Program



Regression Analysis

After identifying the seven key readiness factors, a regression analysis was performed to determine which factors most strongly predicted the likelihood of reenrolling in a degree or certificate/certification program. A linear regression model was run with each readiness factor as the independent variable, and the dependent variable being “*likelihood to reenroll*.” Although each readiness factor yielded statistically significant results ($p < .001$), three factors produced the highest beta coefficients, indicating they are most predictive of readiness to reenroll.

For respondents previously enrolled in degree programs the most predictive readiness factor is mental/routine readiness with a beta coefficient of .488, followed by opinions on trust and communication of schools (.377) and current value of degree (.349).

Figure 24: Predictive Readiness Factors for Respondents Previously Enrolled in a Degree Program

Readiness Factor	Beta Coefficient
Mental/Routine Readiness	.488 ($p < .001$)
Opinions on Trust and Communication of Schools	.377 ($p < .001$)
Current Value of Degree	.349 ($p < .001$)

For certificate/certification program respondents, the most predictive readiness factor is also mental/routine readiness with a beta coefficient of .454, followed by opinions on trust and communication of schools (.324), current value of certificate/certification (.307), and support readiness (also .307).

Figure 25: Predictive Readiness Factors for Respondents Previously Enrolled in a Certificate or Certification Program

Readiness Factor	Beta Coefficient
Mental/Routine Readiness	.454 (p<.001)
Opinions on Trust and Communication of Schools	.324 (p<.001)
Current Value of Certificate/Certification	.307 (p<.001)
Support Readiness	.307 (p<.001)

Cluster Analysis

While the Some College, No Credential Readiness survey yielded a number of findings, UPCEA found five unique segments utilizing the two-step cluster analysis. This was performed multiple times, producing from two to six different segments. It also generated a list of variables that were most distinguishing, uniquely separating the segments from one another. To best represent and understand the differences in the study participants, five personas representing five segments were then created and tracked in order to demonstrate how respondents have different motivations, experiences, and opinions regarding their educational journeys. The data below provides an overview of the cluster sizes and the variations in average scores on the readiness index.

Figure 26: Cluster Analysis Overview

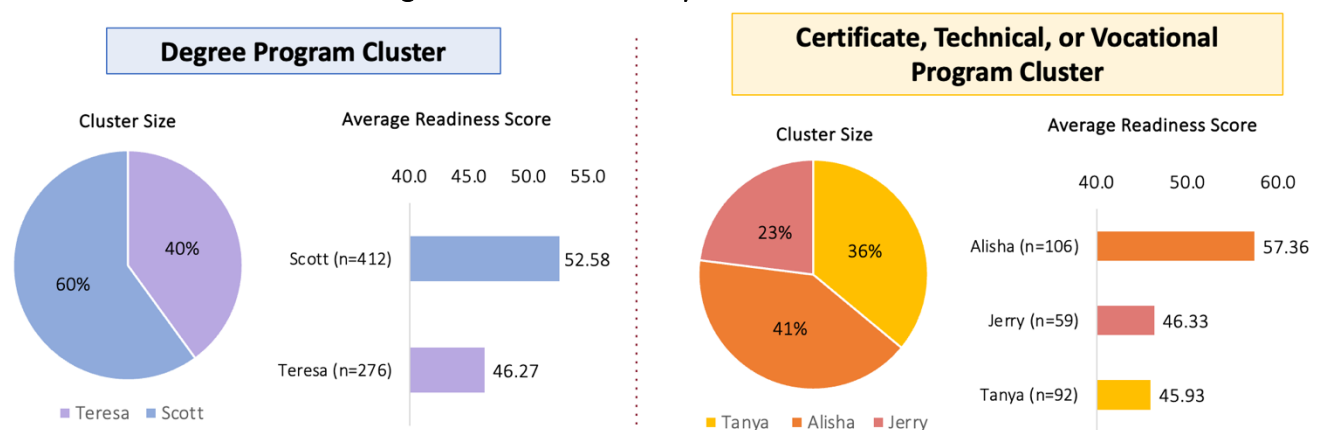
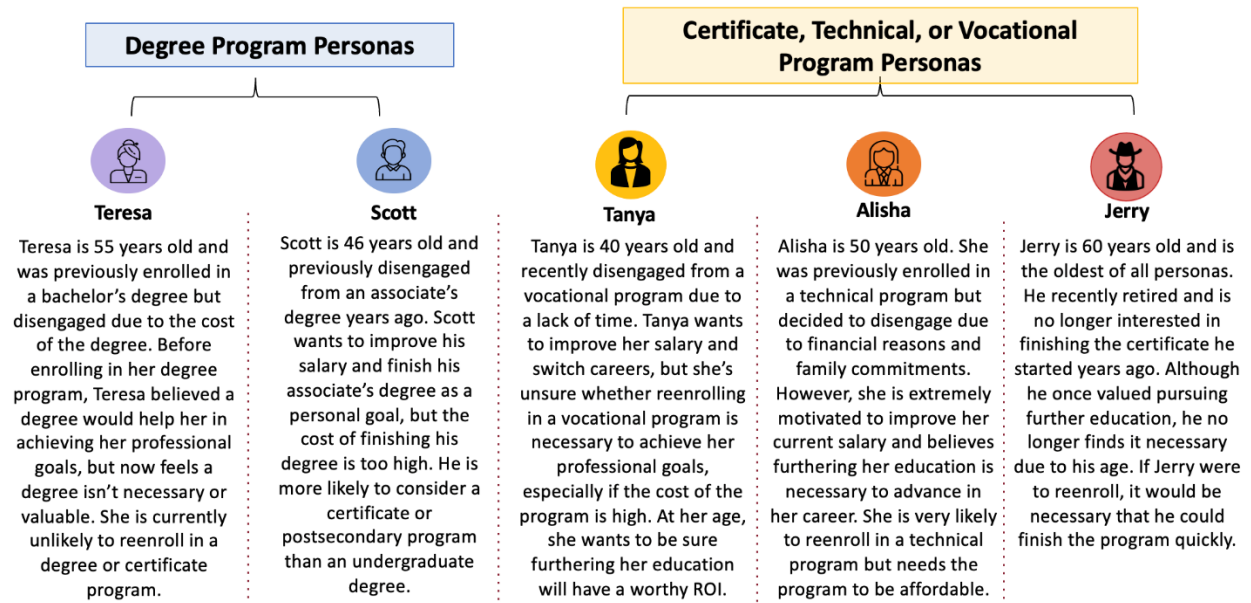


Figure 27: Cluster Analysis Personas



Additional information about each cluster can be seen in the appendix.

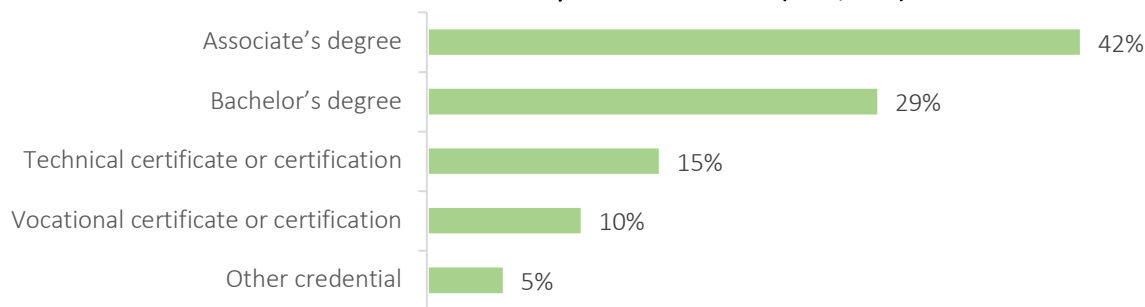
Enrollment Funnel Experience

To gain insights into respondents' experiences throughout the enrollment funnel, the survey questions were designed to explore their opinions on the inquiry experience, the ease of the application process, and the challenges they may have encountered during the enrollment process.

Inquiry

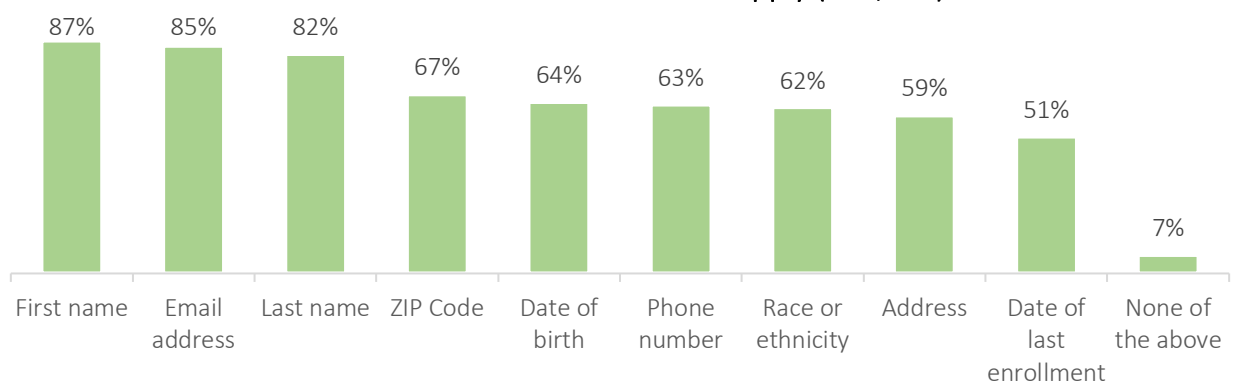
When last enrolled at a college or university, 42% were enrolled in an associate's degree, 29% a bachelor's degree, 15% in a technical certificate or certification, and 10% in a vocational certificate or certification. The 5% who selected "Other credential" were terminated from the survey.

Figure 28: When you were last enrolled in a college or university, what type of degree or credential were you enrolled in? (n=1,130)



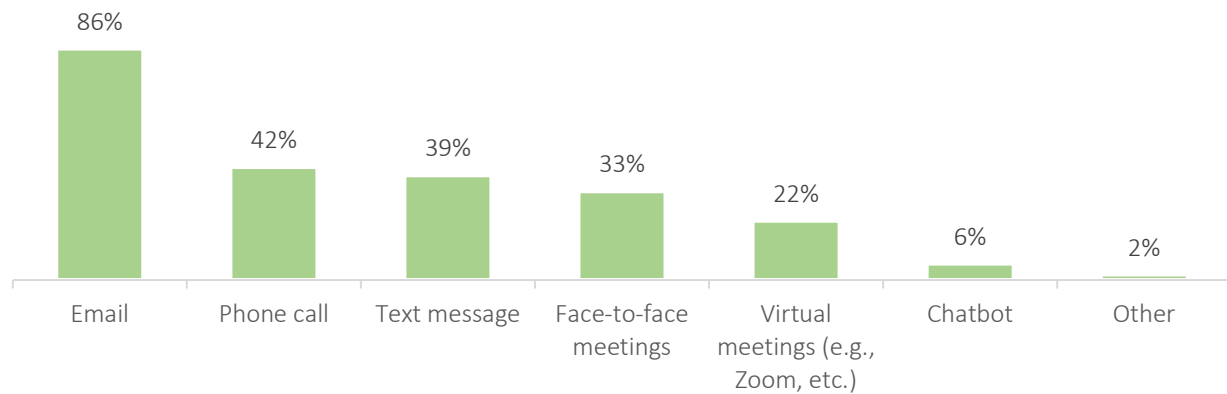
Eighty-seven percent of respondents would be willing to share their first name with a college or university in which they have an interest, 85% would share their email address, and 82% would share their last name.

Figure 29: When you initially contact a college or university about a program in which you have an interest, which of the following pieces of information are you willing to share with the school? Please select all that apply (n=1,025)



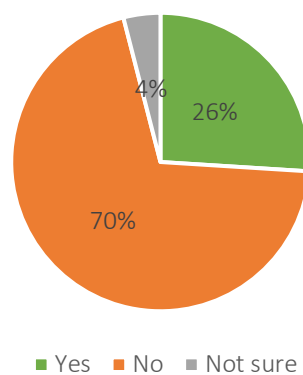
When inquiring about a program, 86% of respondents would want to engage with an institution through email, 42% a phone call, and 39% a text message. Only 6% would want to engage with a chatbot.

Figure 30: When inquiring about a program, in which avenues of contact do you want to engage with an institution? Please select all that apply (n=1,025)



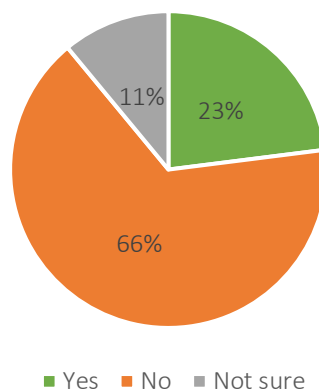
After disengaging from their degree program, 70% of respondents said they have never reached out to a college or university to inquire about a degree completion program, while 26% have, and 4% were not sure. Those who said they have not reached out or were unsure were directed to the demographics portion of the survey.

Figure 31: After disengaging from your previous program, have you ever reached out to a college or university to inquire about a degree completion program? (n=766)



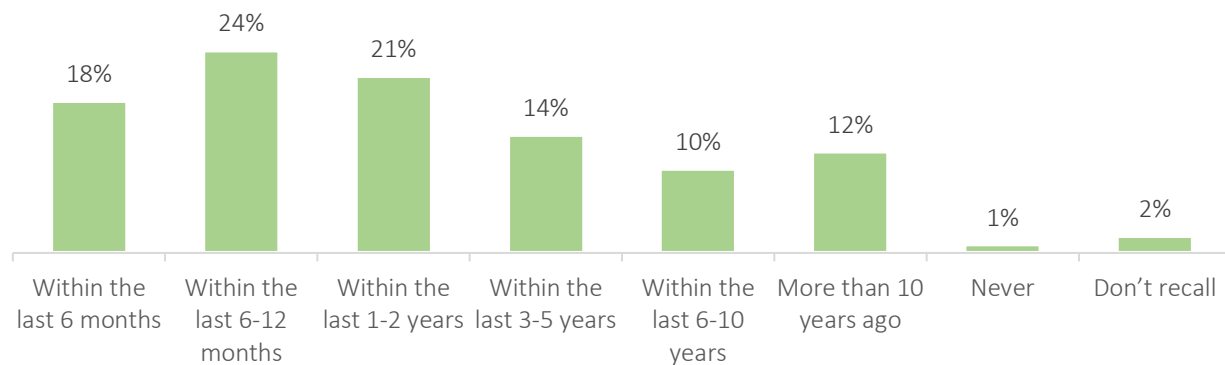
After disengaging from their certificate, technical, or vocational program, two-thirds (66%) of respondents said they have never reached out to a technical or vocational school to inquire about a certificate, technical, or vocational program, while 23% have, and 11% were not sure. Those who said they have not reached out or were unsure were directed to the demographics portion of the survey.

Figure 32: After disengaging from your previous program, have you *ever* reached out to a technical or vocational school to inquire about a certificate, technical, or vocational program? (n=257)



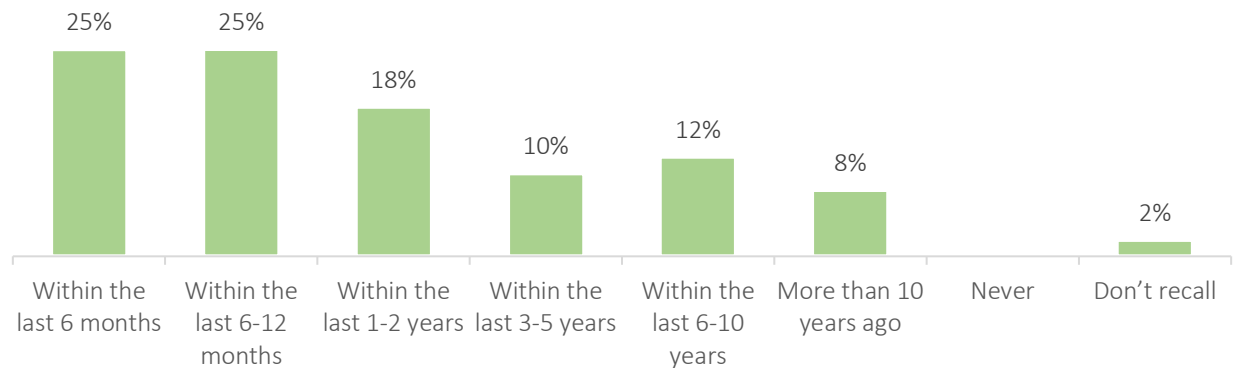
Among respondents who have reached out to an institution about a degree completion since disengaging from their degree program, 24% did so within the last 6 to 12 months, 21% within the last 1 to 2 years, and 18% within the last 6 months.

Figure 33: When was the last time you engaged with an institution to inquire about a degree completion program? (n=199)



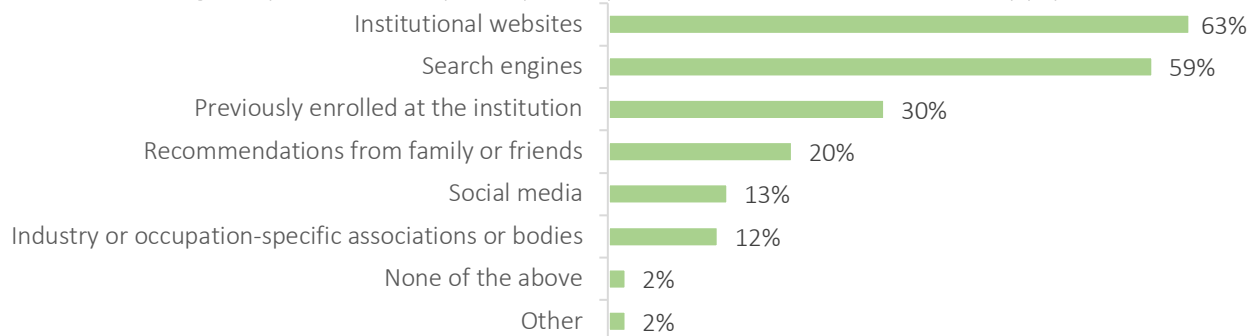
Among respondents who have reached out about a certificate, technical, or vocational program since disengaging from their program, a quarter (25%) did so within the last 6 months, 25% within the last 6-12 months, and 18% within the last 1-2 years.

Figure 34: When was the last time you engaged with an institution to inquire about a certificate, technical, or vocational program? (n=60)



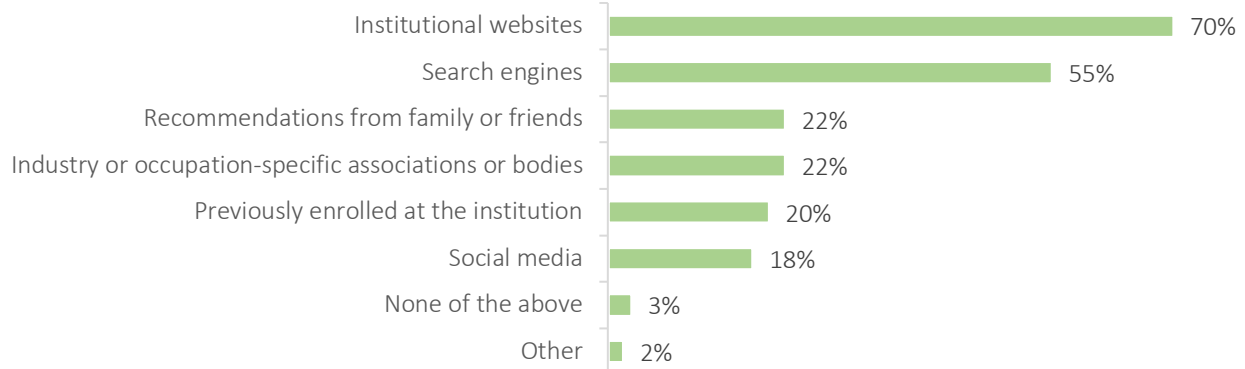
Among those who were previously enrolled in a degree program and have inquired about a degree completion program, 63% have used institutional websites to explore their options, 59% used search engines, and 30% were previously enrolled at the institution.

Figure 35: When considering enrolling in a degree completion program, which of the following did you use to explore your options? Please select all that apply (n=199)



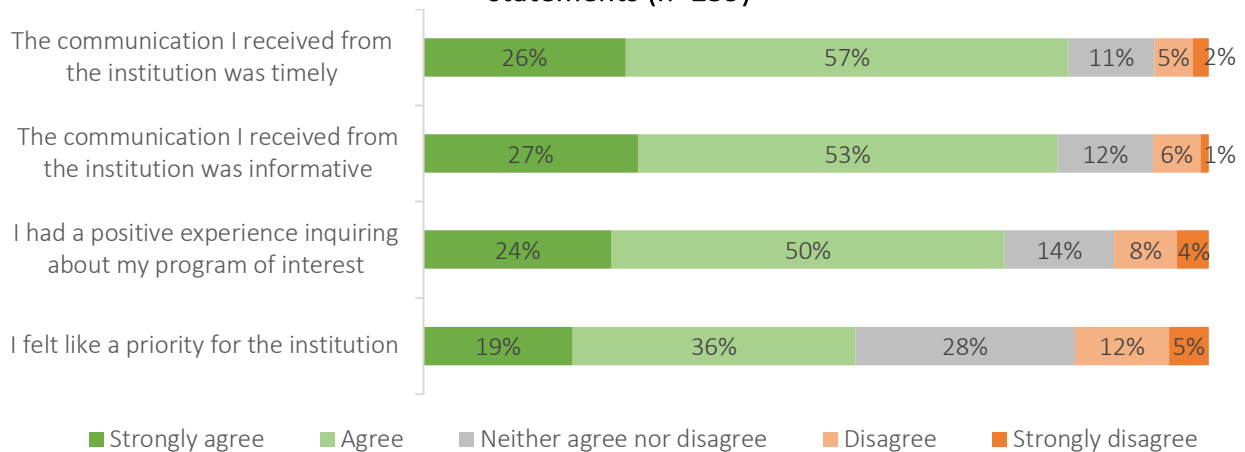
Among those who were previously enrolled in a certificate, technical, or vocational program and have inquired about these programs since disengaging, 70% have used institutional websites to explore their options, 55% used search engines, 22% used recommendations from family or friends, and 22% have utilized industry or occupation-specific associations or bodies.

Figure 36: When considering enrolling in a certificate, technical, or vocational program, which of the following did you use to explore your options? Please select all that apply (n=60)



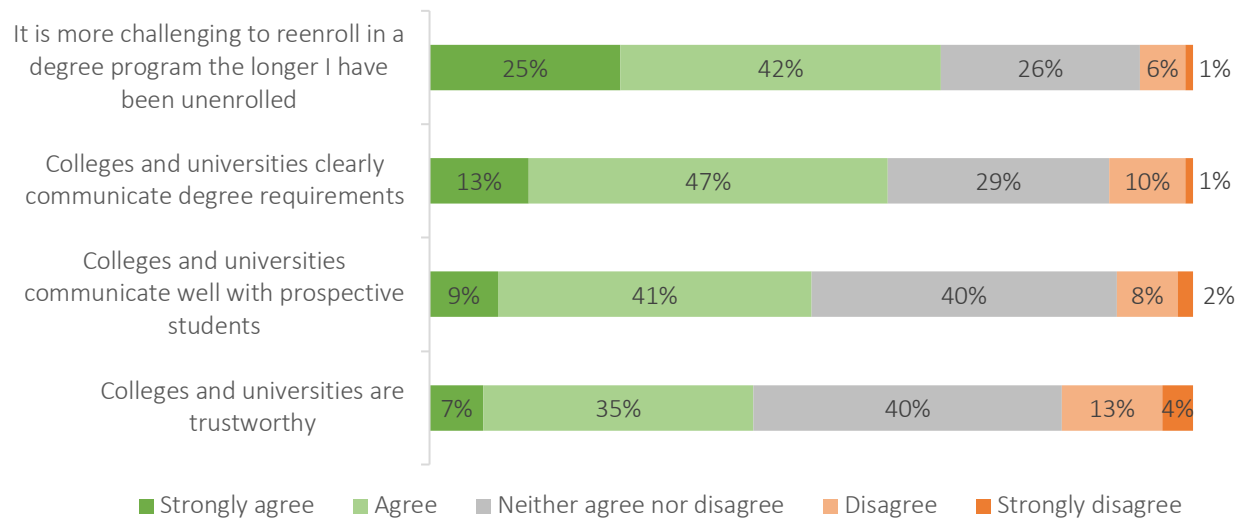
When thinking about when they most recently reached out to a college or university to inquire about a program, 83% of respondents agreed or strongly agreed that the communication they received from the institution was timely, and 80% agreed or strongly agreed that it was informative.

Figure 37: Thinking about when you most recently reached out to a college or university to inquire about a program, please rate how strongly you agree or disagree with the following statements (n=259)



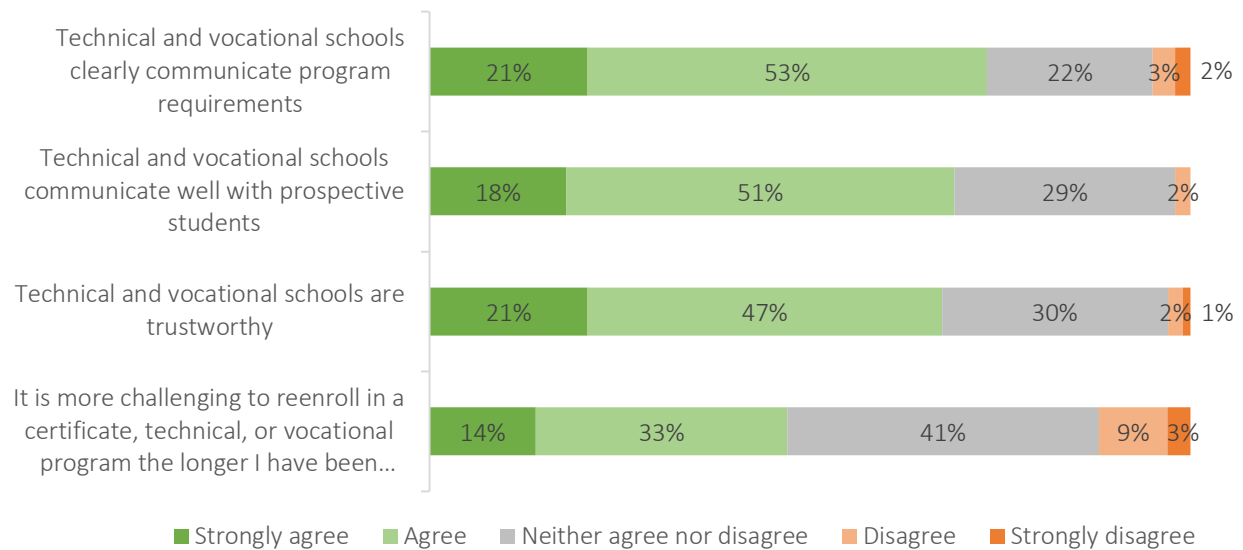
Among those previously enrolled in a degree program, two-thirds (67%) agreed or strongly agreed that it is more challenging to reenroll in a degree program the longer they have been unenrolled; 60% strongly agreed or agreed that colleges and universities clearly communicate degree requirements. Forty-two percent agreed or strongly agreed that colleges and universities are trustworthy as opposed to only 17% who disagreed or strongly disagreed they are.

Figure 38: Please rate how strongly you agree or disagree with the following statements (n=766)



Among those previously enrolled in a certificate, technical, or vocational program, nearly three-quarters (74%) strongly agreed or agreed that technical and vocational schools clearly communicate program requirements, 69% that they communicate well with prospective students, and 68% that they are trustworthy.

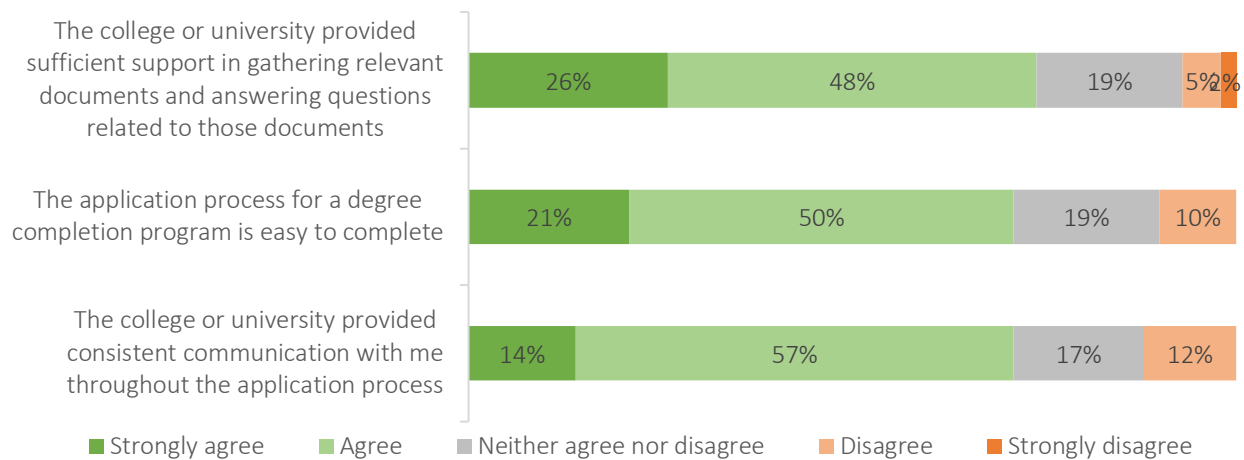
Figure 39: Please rate how strongly you agree or disagree with the following statements (n=257)



Application

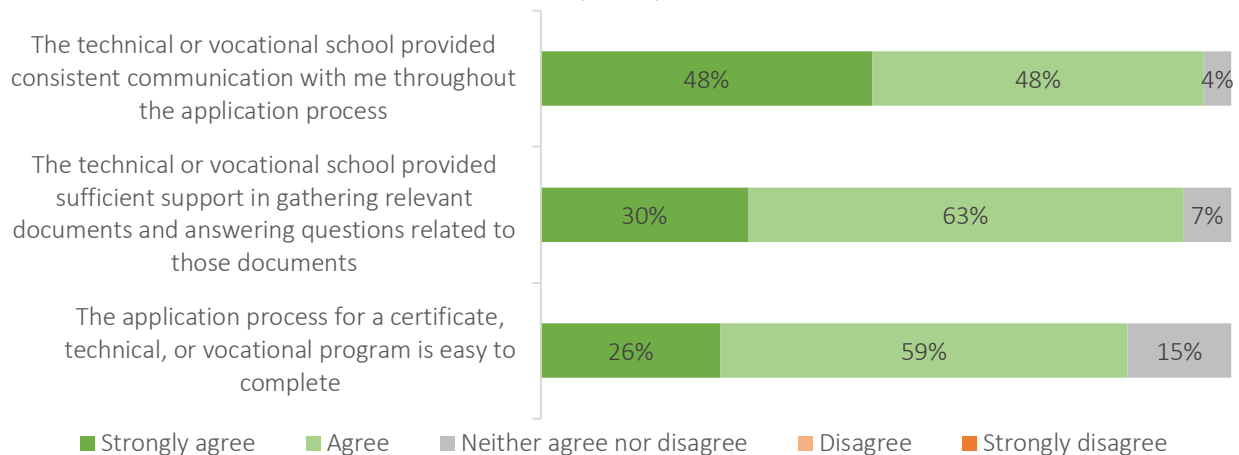
Among those who applied for a degree completion program after disengaging from a degree program, 74% agreed or strongly agreed that the college or university provided sufficient support in gathering relevant documents and answering questions related to those documents, 71% that the application process for a degree completion program is easy to complete, and also that the college or university provided consistent communication with them throughout the application process.

Figure 40: Please rate how strongly you agree or disagree with the following statements (n=42)



Among those who applied to a technical or vocational school after disengaging from a certificate, technical, or vocational program, 96% agreed or strongly agreed that the technical or vocational school provided consistent communication with them throughout the application process, and 93% that the technical or vocational school provided sufficient support in gathering relevant documents and answering questions related to those documents.

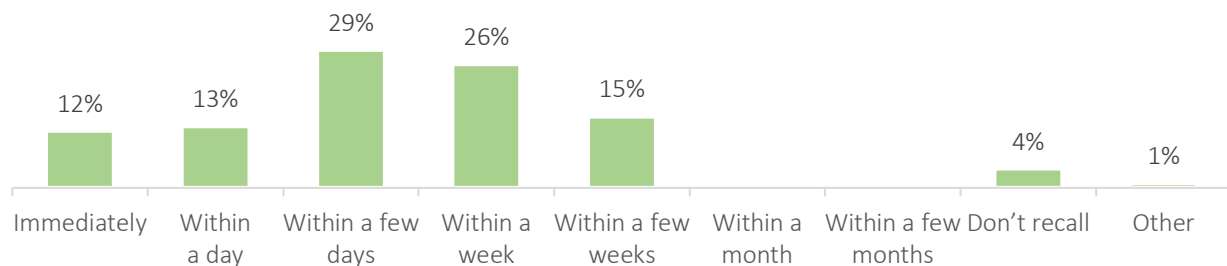
Figure 41: Please rate how strongly you agree or disagree with the following statements (n=27)



Admittance

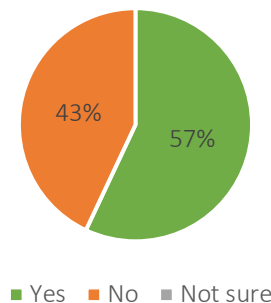
Among those who reapplied to a degree, certificate, technical, or vocational program, 29% received their admittance decision within a few days after submitting their application, 26% received it within a week, and 15% within a few weeks.

Figure 42: After submitting your application, how quickly were you notified that you were accepted or denied entrance into the program? (n=69)



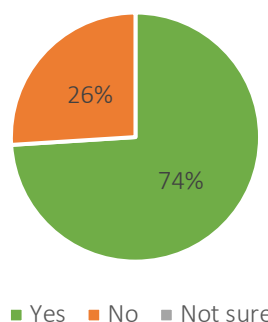
Among those who applied to a degree completion program, over half (57%) ultimately enrolled in the program. The 43% who did not enroll were directed to the demographics section of the survey.

Figure 43: Did you ultimately enroll in a degree completion program? (n=42)



Among those who applied to a certificate, technical, or vocational program, nearly three-quarters (74%) ultimately enrolled in the program. The 26% who did not enroll were directed to the demographics section of the survey.

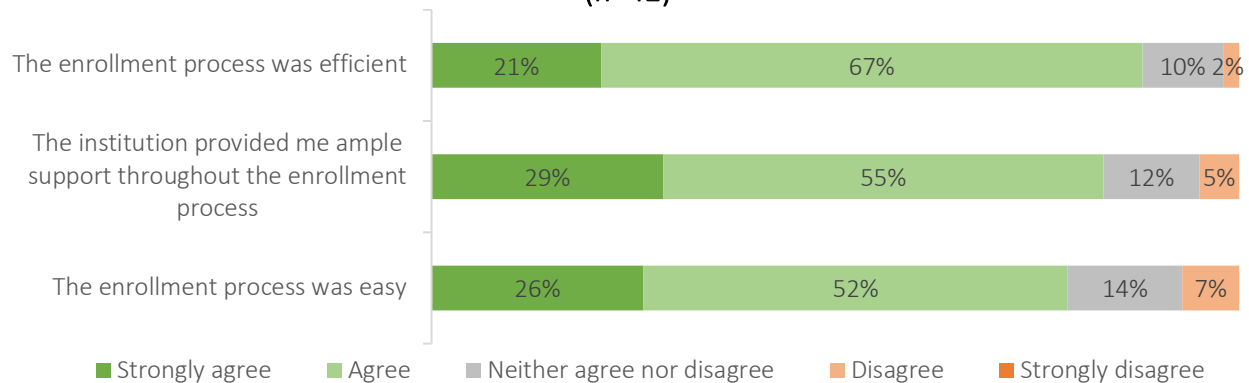
Figure 44: Did you ultimately enroll in a certificate, technical, or vocational program? (n=27)



Enrollment

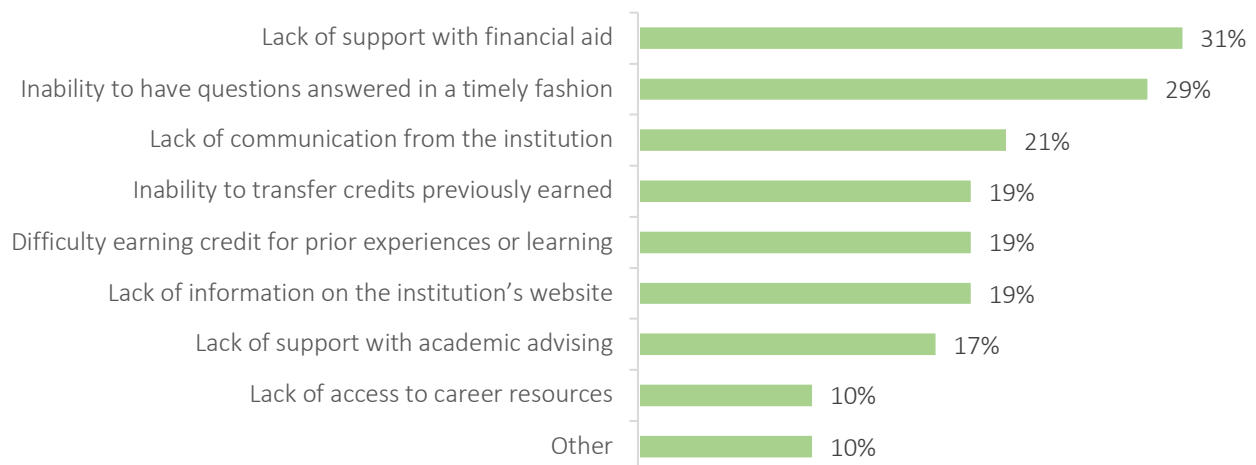
Eighty-eight percent of those who enrolled in degree, certificate, technical, or vocational programs agreed or strongly agreed that the enrollment process was efficient, 84% that the institution provided them with ample support throughout the enrollment process, and 78% that the enrollment process was easy.

Figure 45: Please rate how strongly you agree or disagree with the following statements (n=42)



In regard to hurdles from inquiry to enrollment, thirteen respondents (31%) encountered a lack of support with financial aid, 12 (29%) an inability to have questions answered in a timely fashion, and 9 (21%) experienced a lack of communication from the institution.

Figure 46: Which of the following hurdles, if any, did you encounter in your experience from inquiring to enrolling? Please select all that apply (n=42)



Impact on Higher Education

The rising cost of higher education in the U.S. has been widely discussed and is often one of the factors linked to declining undergraduate enrollment rates. Financial hardships during the COVID-19 pandemic and the disengagement of adult learners in higher education have exacerbated this trend. The most recent National Student Clearinghouse data shows that the some college, no credential population under the age of 65 is 6.8 million people within the United States.¹³ However, among this population, not everyone is ready to return to higher education.

One of the biggest struggles is an individual's financial situation. In this study, over half (58%) of respondents with "some college, but no credential" disagreed or strongly disagreed that their current financial situation would allow them to afford tuition and related expenses, while only 22% agreed or strongly agreed. Despite this, the primary motivation for many of these individuals to reenroll in higher education is to improve their earning potential, with 53% citing salary improvement as their top reason.

The contrast reveals a critical issue: while many individuals seek higher education to boost their incomes, they are often unable to afford it due to skyrocketing tuition costs. This creates a frustrating cycle for adult learners that want to pursue higher education as a means to achieve their professional goals. If institutions want to attract and empower the next generation of adult learners, while also attracting those previously disengaged, they must reexamine their value equation. This includes reviewing factors directly linked to the total cost of the degree, such as tuition, financial aid options, scholarships, and grants, but also includes additional layers of value including microcredentials, preparation for professional certificate exams, and other recognitions of skills and competencies along the way toward earning a degree.

The return on investment of a degree is of paramount importance. When students invest not only significant financial resources but also years of their time, often while juggling professional and personal responsibilities. In fact, the most important factor for predicting an individual's readiness to return to higher education was their mental or routine readiness. These individuals felt they could effectively manage time and were adaptable, but also had an environment that was conducive to their education. Furthermore, they were open to change and noted a willingness to invest the necessary time and effort required to complete their education. With this in mind, it is essential that these learners feel their investment is worthwhile.

Furthermore, students that previously disengaged with institutions have often had their trust in colleges or universities broken, or at least tainted. Among those previously enrolled in a degree program, only 42% agreed with the statement that colleges and universities are trustworthy. This is particularly important as opinions on trust and communication from schools was the

¹³ <https://nscresearchcenter.org/some-college-no-credential/>

second most predictive factor for returning to higher education. Additionally, 84% of respondents agreed that they believed they needed a degree to achieve their professional goals before enrolling in their degree program, yet that number drops to just 34% when asked about their current beliefs. Not surprisingly, this analysis found that the perceived current value of a degree was the third most predictive factor when determining readiness for returning to college. If learners don't see value, they will not return.

With this understandable lack of trust and potential perception of a lack of value, it is essential that institutions are thoughtful in their attempt to build relationships. However, many request for information (RFI) forms are built around institutional preferences, rather than student preferences. This research found that only 67% of some college, no credential learners are willing to provide their ZIP code on initial inquiry, 64% date of birth, and 63% phone number. Each of these fields are commonly required on RFI forms, which could discourage potential students from engaging, or drive them to engage with other institutions. Although these datapoints are vital, they may not be relevant when a potential student first asks a question about a potential program.

When inquiring about a program, these learners most often want to engage with an institution via email (86%), more than double the percentage that want to engage in a phone call (42%) or text message (39%). Among respondents that recently reached out to a college or university to inquire about a program 80% said the communication they received from the institution was informative, but only 55% said they felt like a priority for the institution. Each learner is unique. Asking an inquirer about their preferred method of contact shows that the institution cares and wants to engage these learners where they are.

By tailoring and personalizing their approach, institutions can more effectively capture the interest of prospective students while addressing their needs. This also helps institutions repair trust with learners that may have understandable reservations about returning to higher education. In addition to making learners feel seen and heard, institutions must continue to reevaluate their value equations and clearly demonstrate the layers of value within their programs, the potential return on investment, and how a degree can lead to professional success and diverse career opportunities. Additionally, institutions should actively promote their post-graduation support services, including career counseling, internships, and professional development resources that help alumni navigate the job market successfully.

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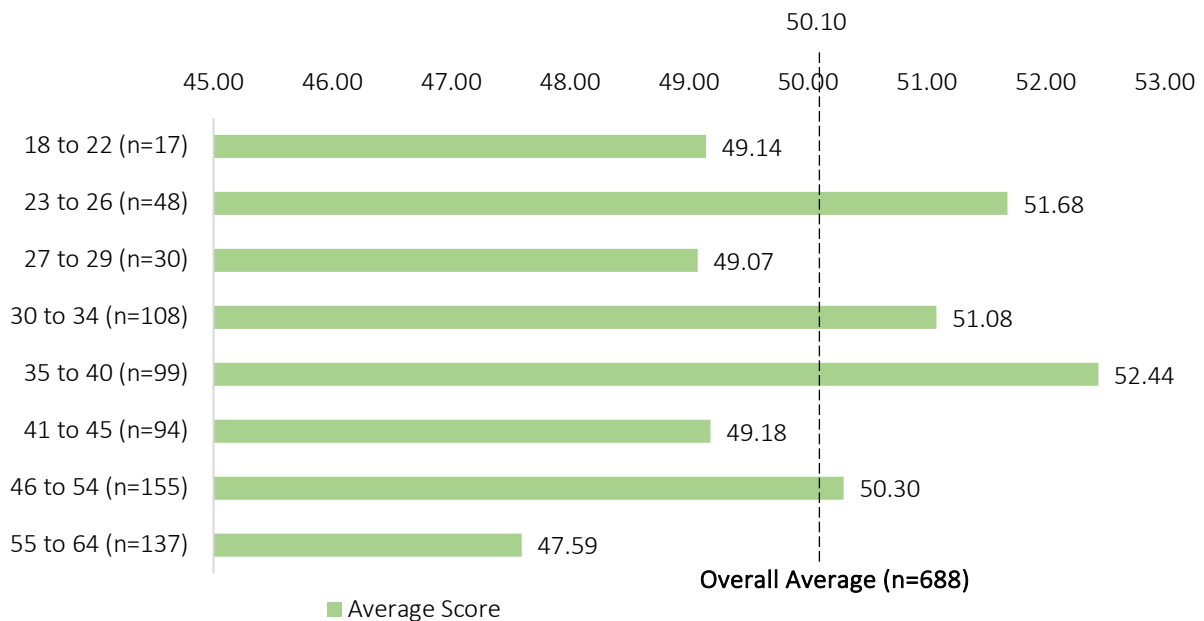
Appendix

Readiness Index

Demographic Analysis

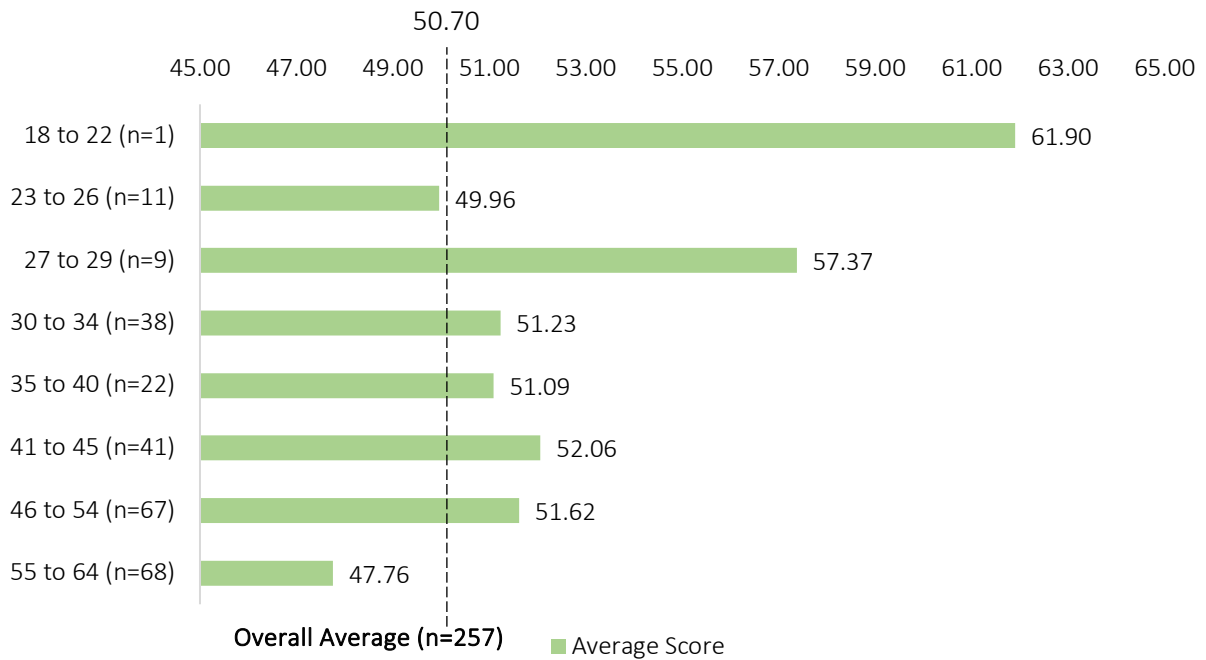
Degree program respondents aged 35 to 40 had the highest average score on the readiness index (52.44), followed by those 23 to 26 (51.68), and those 30 to 34 (51.08). The oldest respondent age group (55 to 64) had the lowest average score (47.59).

Figure X: Readiness to Reenroll in Degree Program



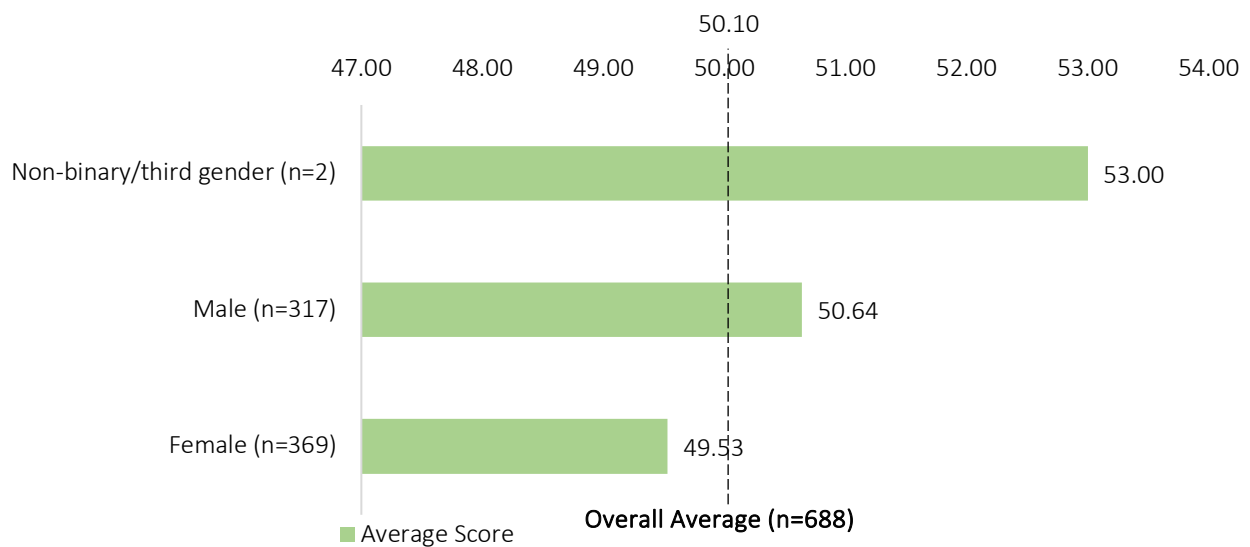
The one certificate/certification program respondent aged 18 to 22 had the highest average score on the readiness index (61.90), followed by those 27 to 29 (57.37), and those 41 to 45 (52.06). The oldest respondent age group (55 to 64) had the lowest average score (47.76).

Figure X: Readiness to Reenroll in Certificate/Certification Program



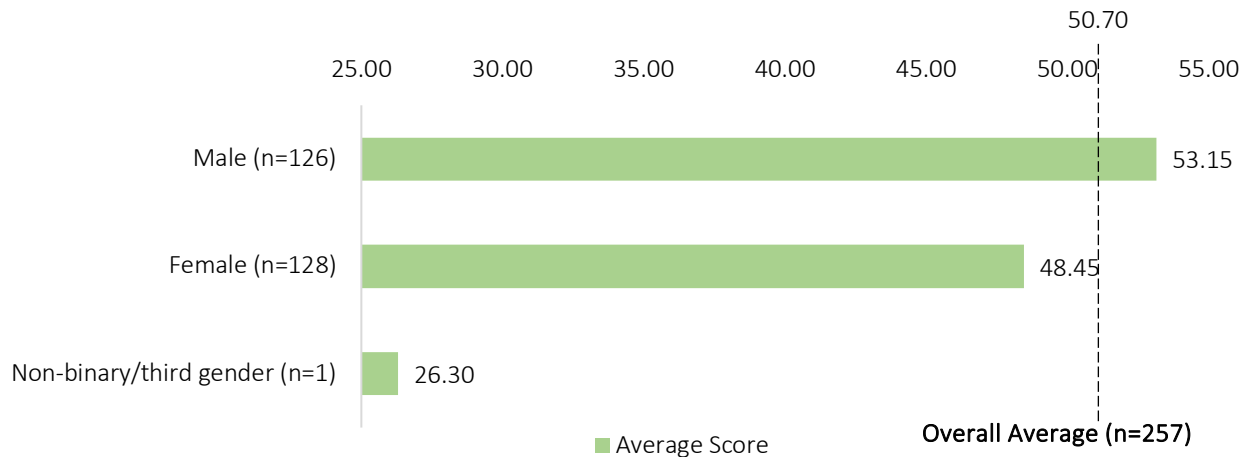
Male degree program respondents had a higher average score on the readiness index (50.64) than female respondents (49.53%). Those who identify as non-binary/third gender had the highest average score (53.00); however, the sample size was only two.

Figure X: Readiness to Reenroll in Degree Program by Gender



Male certificate/certification program respondents had a significantly higher average score on the readiness index (53.15) compared to female respondents (48.45).

Figure X: Readiness to Reenroll in Certificate/Certification Program by Gender



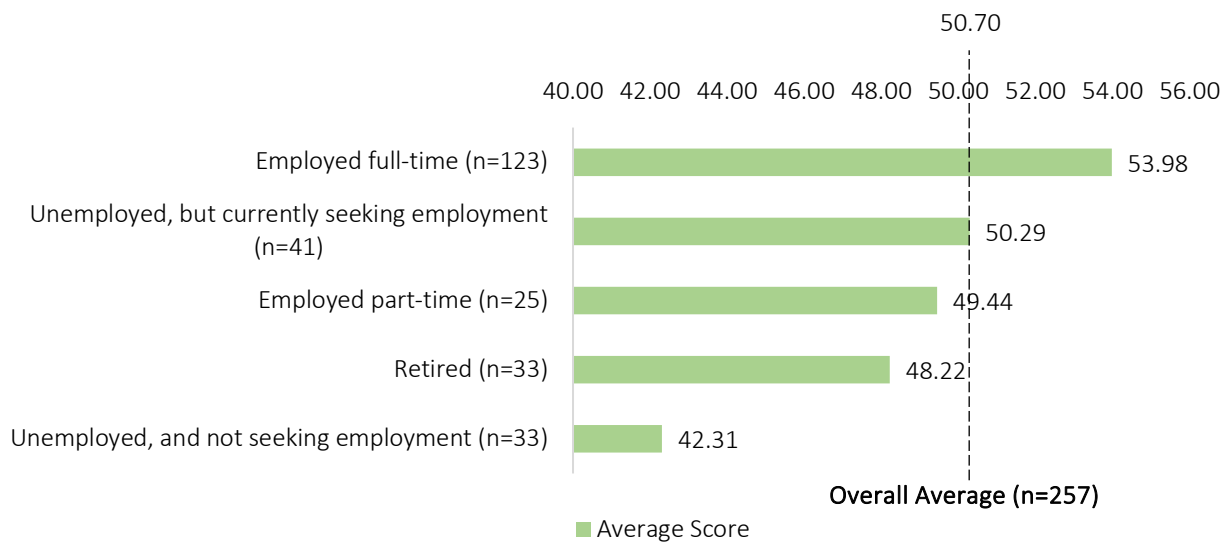
Degree program respondents who are currently unemployed but seeking employment scored highest on the readiness index with an average of 52.33, followed by those employed part-time (50.60), and those employed full-time (50.20). Respondents who are currently unemployed and not seeking employment had the lowest average score (45.24).

Figure X: Readiness to Reenroll in Degree Program by Current Employment Status



Certificate/certification program respondents who are currently employed full-time had the highest score on the readiness index (53.98), followed by those who are unemployed, but currently seeking employment (50.29), and those who are employed part-time (49.44). Those who are currently unemployed, and not seeking employment had the lowest average score (42.31).

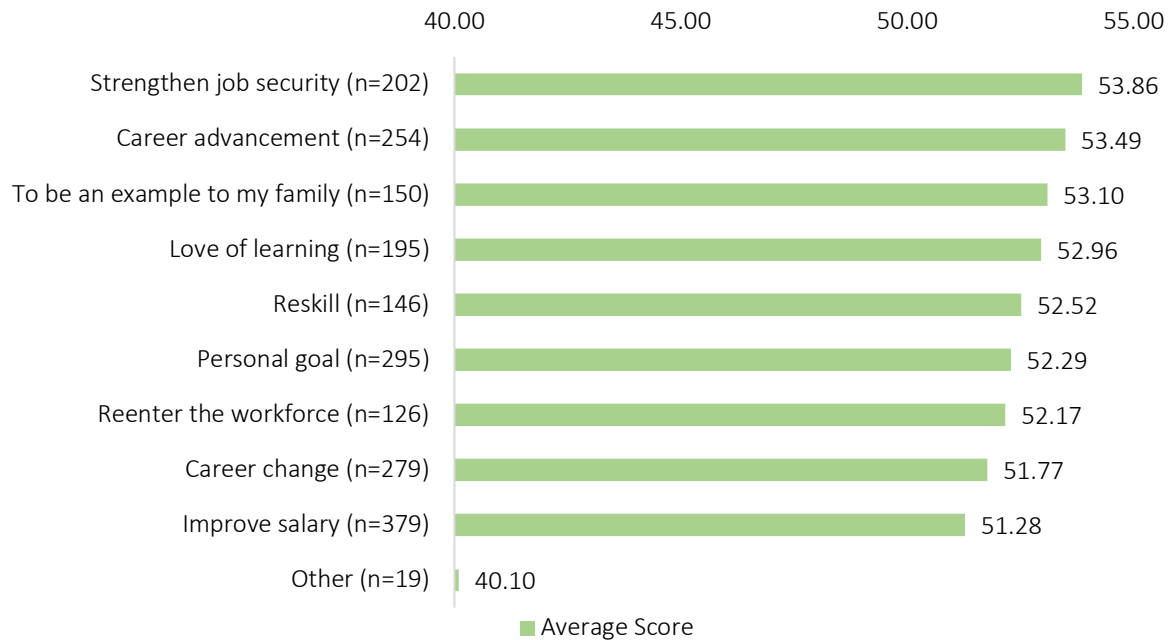
Figure X: Readiness to Reenroll in Certificate/Certification Program by Current Employment Status



Motivating Factors, Timeline, and Likelihood of Enrollment

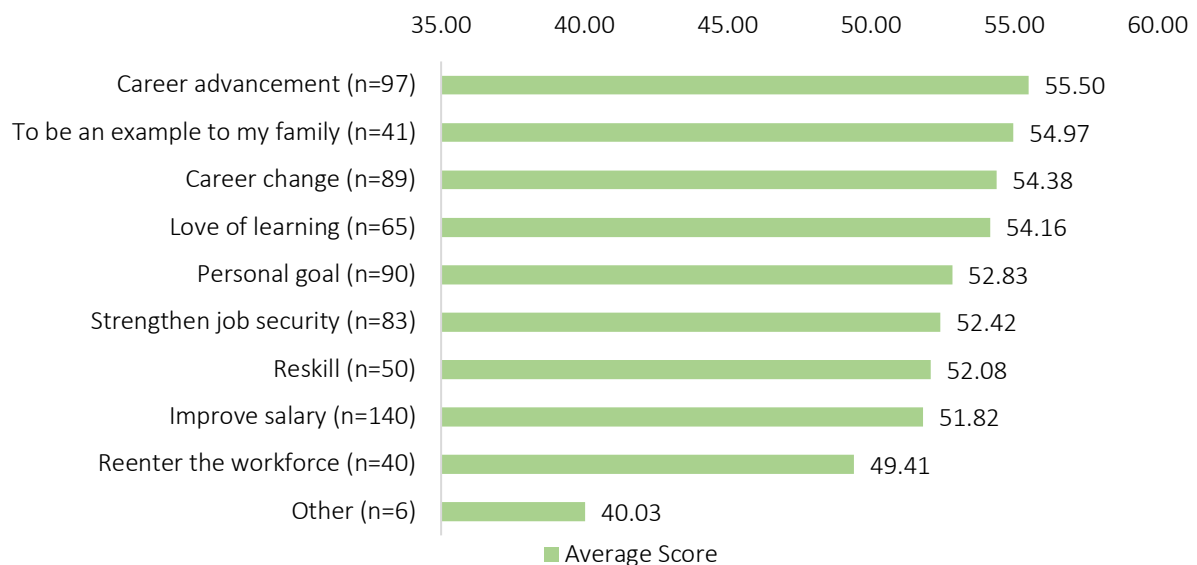
Degree program respondents who are motivated to strengthen job security had the highest average score on the readiness index (53.86), while those who are motivated to improve their salary had the lowest (51.28).

Figure X: Readiness to Reenroll in Degree Program by Motivating Factors



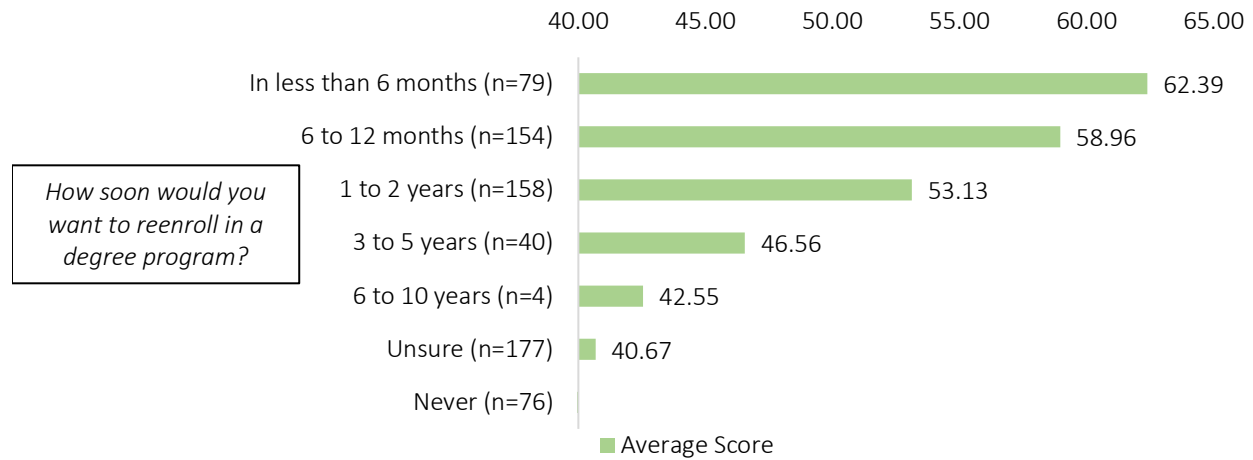
Certificate/certification program respondents who are motivated to advance in their careers had the highest average score on the readiness index (55.50); those who want to reenter the workforce had the lowest (49.41).

Figure X: Readiness to Reenroll in Certificate/Certification Program by Motivating Factors



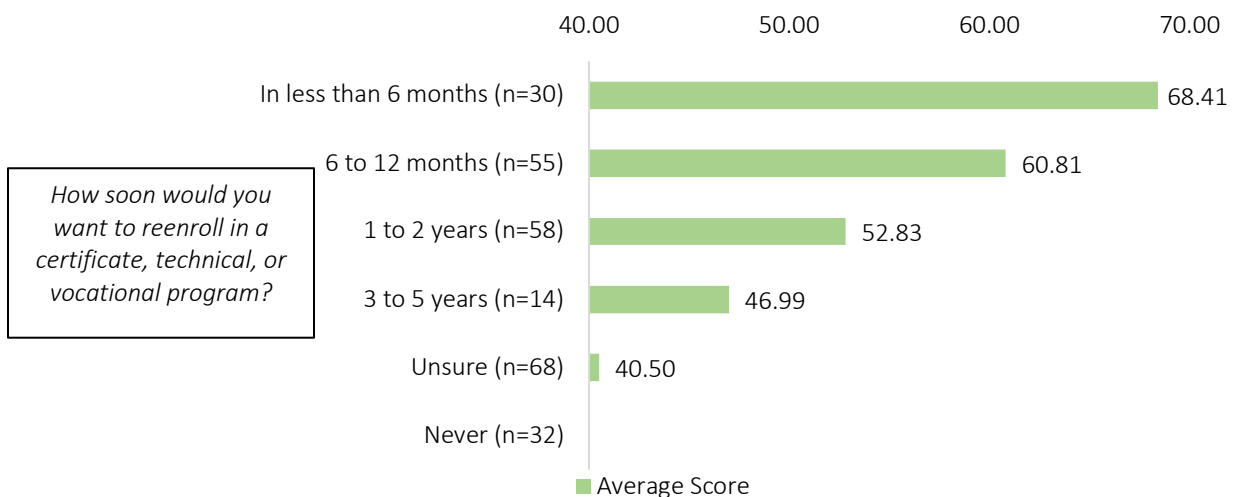
Respondents who would want to reenroll in a degree program in less than six months had the highest average score on the readiness index (62.39), which would be considered “very ready to reenroll.”

Figure X: Readiness to Reenroll in Degree Program by Time to Enroll



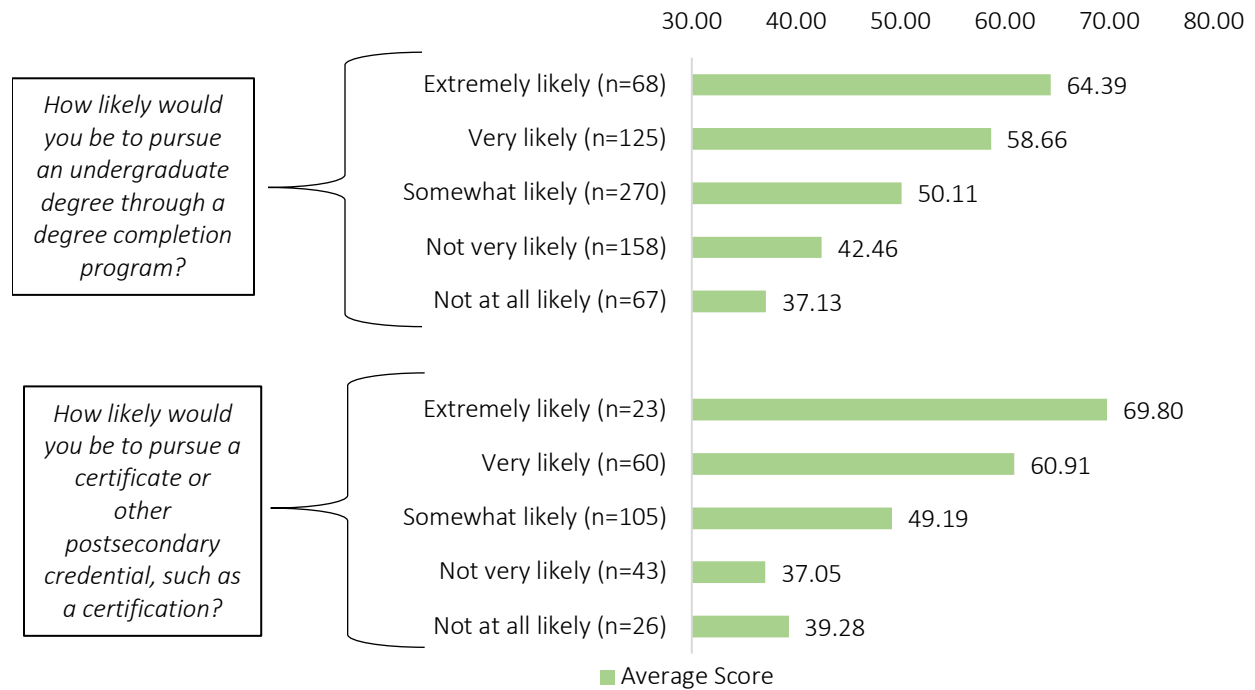
Respondents who would want to reenroll in a certificate, technical, or vocational program in less than six months had the highest average score on the readiness index (68.41), and those who would enroll in six to 12 months had the next highest score (60.81). Both groups would be considered “very ready to reenroll.”

Figure X: Readiness to Reenroll in Certificate/Certification Program by Time to Enroll



Respondents who are extremely likely to pursue a certificate or other postsecondary credential had a higher average score on the readiness index (69.80) compared to those who are extremely likely to pursue an undergraduate degree through a degree completion program (64.39). Both groups would fall within the “very ready to reenroll category.”

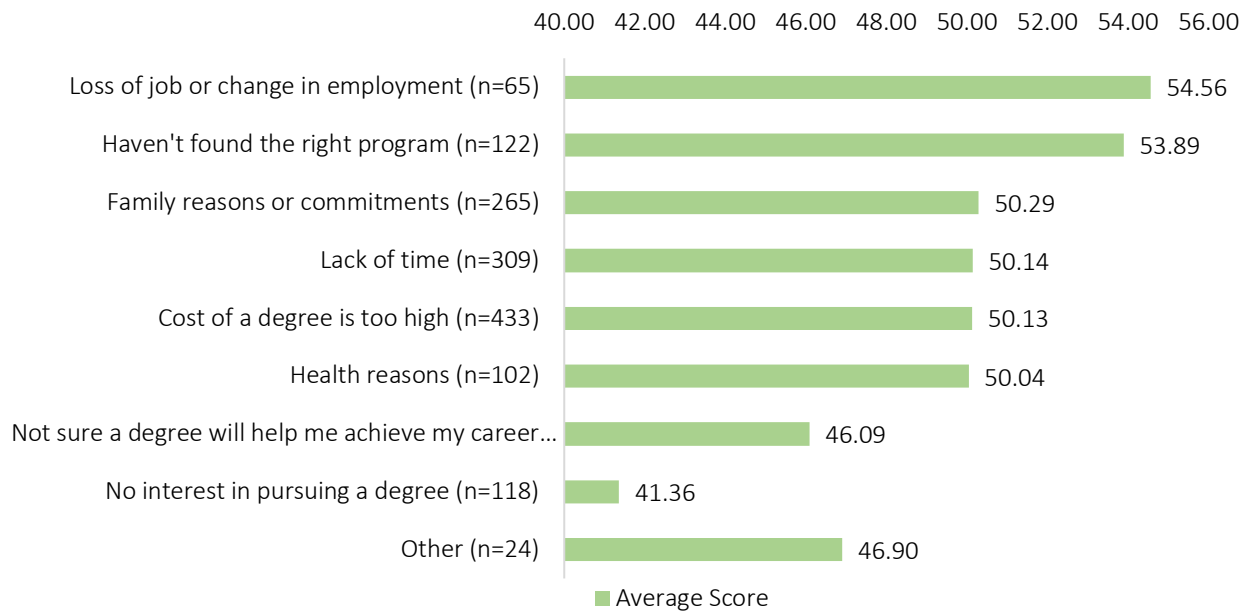
Figure X: Readiness to Reenroll in Degree Completion or Certificate Program



Barriers and Challenges to Reenrollment

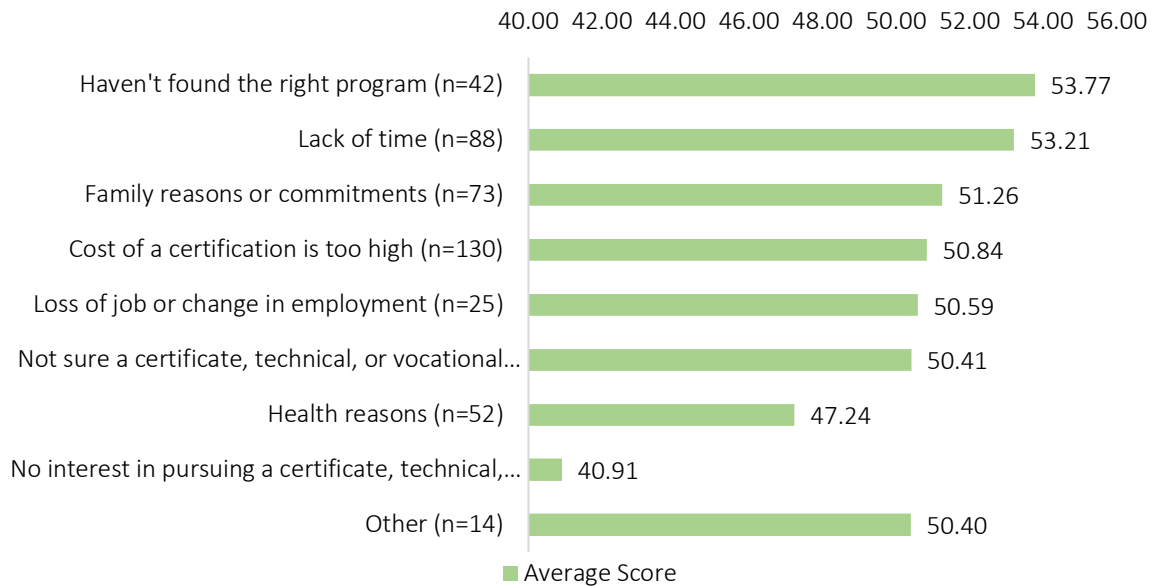
Respondents who cited a loss of job or change in employment as a barrier to reenrollment in a degree program had the highest average score on the readiness index (54.56); those who said they have no interest in pursuing a degree had the lowest (41.36).

Figure X: Readiness to Reenroll in a Degree Program by Barriers to Reenrollment



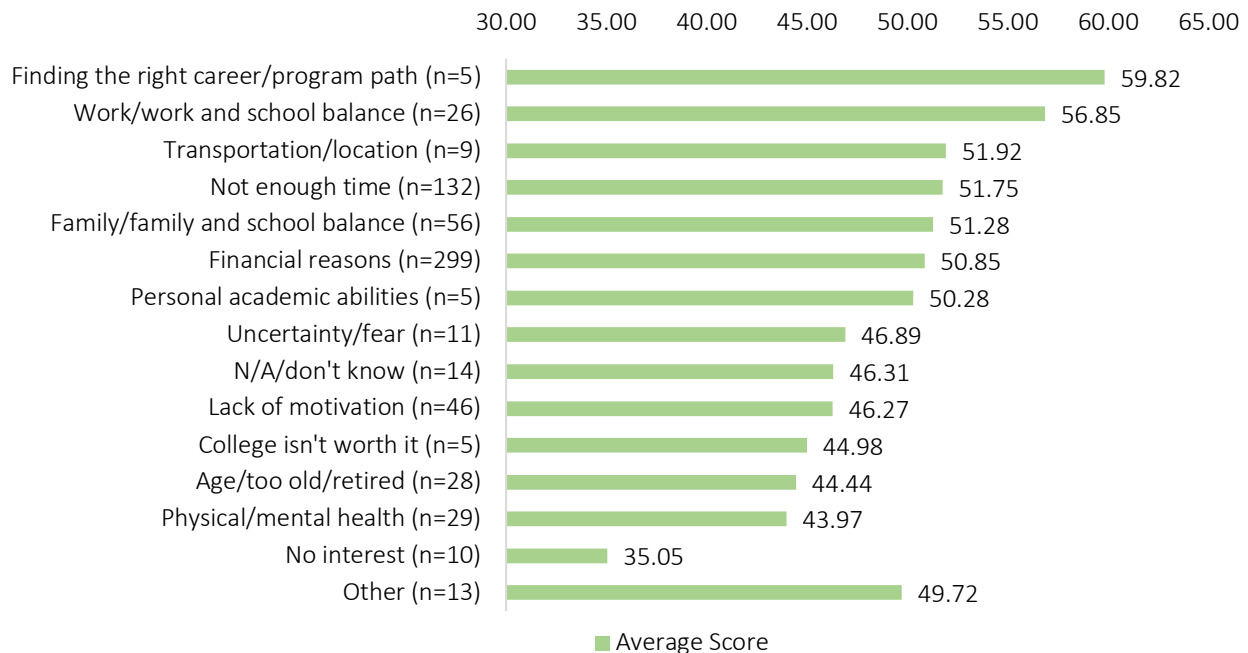
Those who cited not having found the right program as a barrier to reenrolling in a certificate, technical, or vocational program had the highest average readiness index score (53.77). Those who have no interest in pursuing a certificate, technical, or vocational program had the lowest average score (40.91).

Figure X: Readiness to Reenroll in Certificate/Certification Program by Barriers to Reenrollment



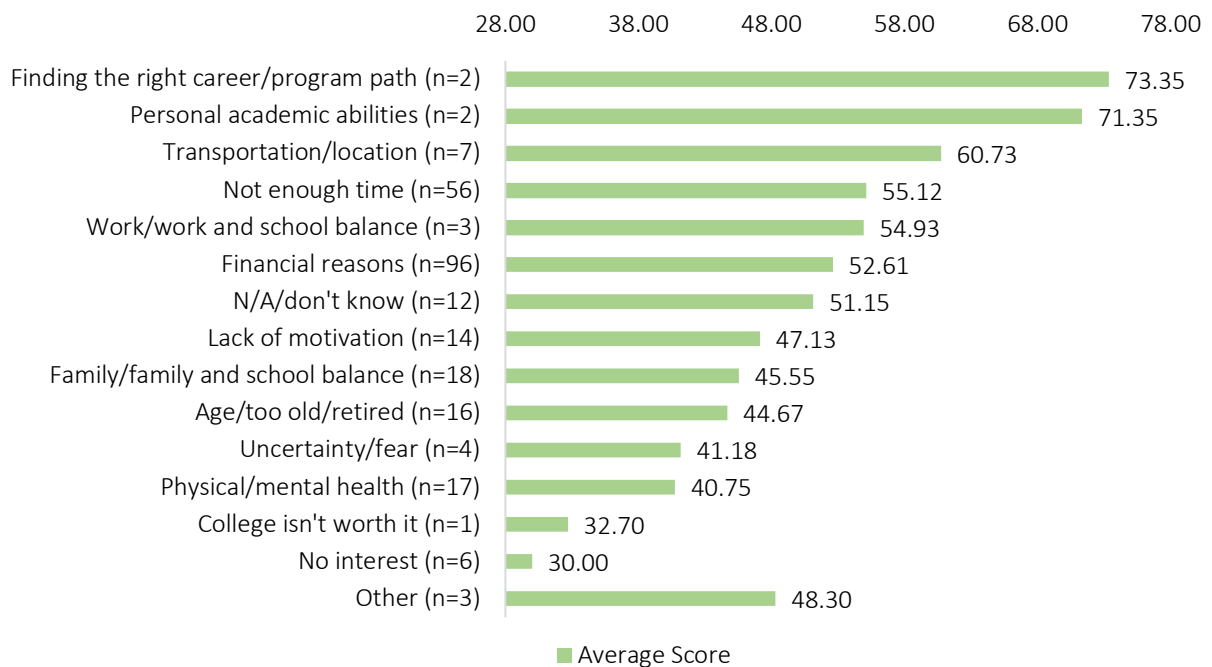
Respondents who cited finding the right career/degree program path as one of the greatest challenges to achieving their educational goals scored highest on the readiness index with an average score of 59.82. The two largest challenges segments, financial reasons (n=299) and not enough time (n=132), had average scores of 50.85 and 51.75 respectively.

Figure X: Readiness to Reenroll in a Degree Program by Greatest Challenges to Achieving Educational Goals



The two certificate/certification program respondents who cited finding the right career/program path as one of the greatest challenges to achieving their educational goals scored highest on the readiness index (73.35). However, the two largest challenges segments, financial reasons (n=96) and not enough time (n=56), had average scores of 52.61 and 55.12 respectively.

Figure X: Readiness to Reenroll in Certificate/Certification Program by Greatest Challenges to Achieving Educational Goals



Cluster Analysis

Figure X: Degree Program Persona Insights – Teresa



Teresa

Factor	Top Category
Age Groups	46 to 54 (23%) 55 to 64 (23%)
Current Motivating Factors	Improve salary (48%) Career Change (37%) Personal Goal (36%)
Necessary Factors for Reenrolling	Affordable tuition (69%) Financial aid (56%)
Likelihood to Pursue Degree Completion Program	Extremely or Very Likely (16%)
Likelihood to Pursue Certificate Program	Extremely or Very Likely (27%)
Preferred Avenue of Contact	Email (81%)

How to Engage Teresa

To effectively engage prospective students like Teresa, institutions should highlight affordable certificate, technical, and vocational programs that offer financial aid opportunities. These programs should focus on equipping students with practical, in-demand skills that enhance their resumes and increase earning potential. Given that email is the preferred communication channel for individuals like Teresa, targeted email campaigns would be the most effective way to reach and motivate them.

Figure X: Degree Program Persona Insights – Scott



Scott

Factor	Top Category
Age Group	46 to 54 (22%)
Current Motivating Factor	Improve salary (60%) Personal goal (47%)
Necessary Factors for Reenrolling	Affordable tuition (75%) Financial aid (66%)
Likelihood to Pursue Degree Completion Program	Extremely or Very Likely (36%)
Likelihood to Pursue Certificate Program	Extremely or Very Likely (50%)
Preferred Avenue of Contact	Email (90%)

How to Engage Scott

While respondents like Scott were previously enrolled in a degree program, they remain committed to furthering their education. However, they now express a strong interest in pursuing certificate, technical, or vocational programs, recognizing these as the best opportunities to increase their salaries. They highly value affordable tuition and financial aid, making certificate programs more appealing than traditional degree programs. To effectively engage individuals like Scott, institutions should utilize targeted email communications.

Figure X: Certificate, Technical, or Vocational Program Persona Insights – Tanya



Tanya

Factor	Top Category
Age Group	30 to 45 (44%)
Current Motivating Factor	Improve salary (46%) Career change (34%)
Necessary Factors for Reenrolling	Affordable tuition (52%) Ability to quickly complete program (38%)
Likelihood to Pursue Certificate Program	Extremely or Very Likely (28%)
Preferred Avenue of Contact	Email (74%)

How to Engage Tanya

Individuals like Tanya are highly focused on the return on investment when considering further education. While she's interested in pursuing a certificate, technical, or vocational programs to boost her salary or facilitate a career change, institutions must offer programs that are both affordable and fast to complete to capture her interest. Marketing should emphasize programs that are cost-effective and designed for quick completion, with email being the primary channel for delivering these messages.

Figure X: Certificate, Technical, or Vocational Program Persona Insights – Alisha



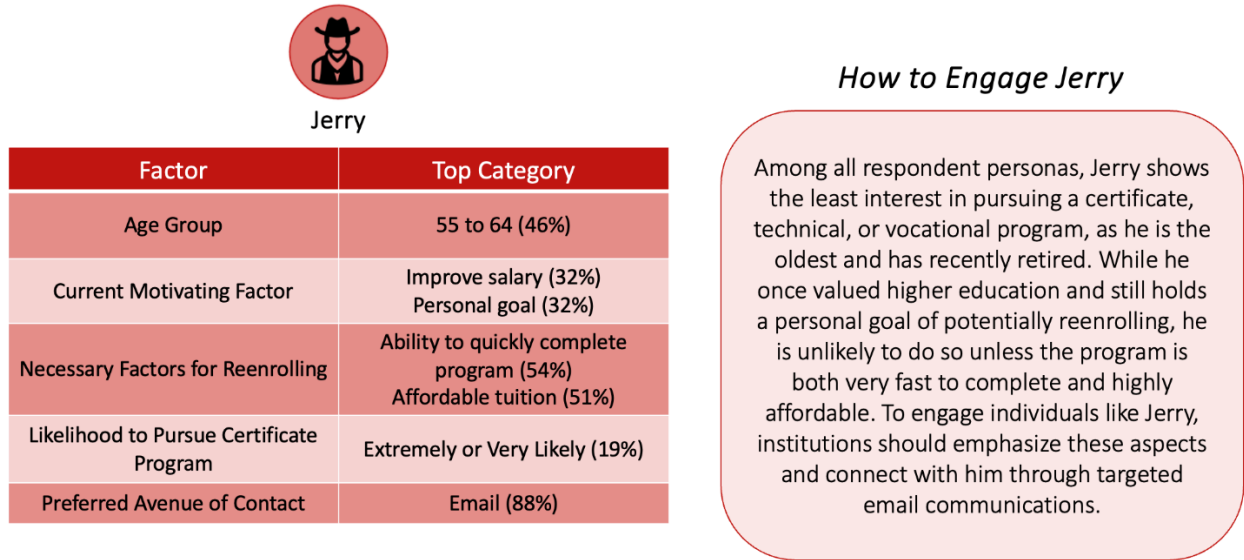
Alisha

Factor	Top Category
Age Group	46 to 54 (29%)
Current Motivating Factor	Improve salary (75%) Career advancement (56%)
Necessary Factors for Reenrolling	Affordable tuition (76%) Financial aid (66%)
Likelihood to Pursue Certificate Program	Extremely or Very Likely (44%)
Preferred Avenue of Contact	Email (93%)

How to Engage Alisha

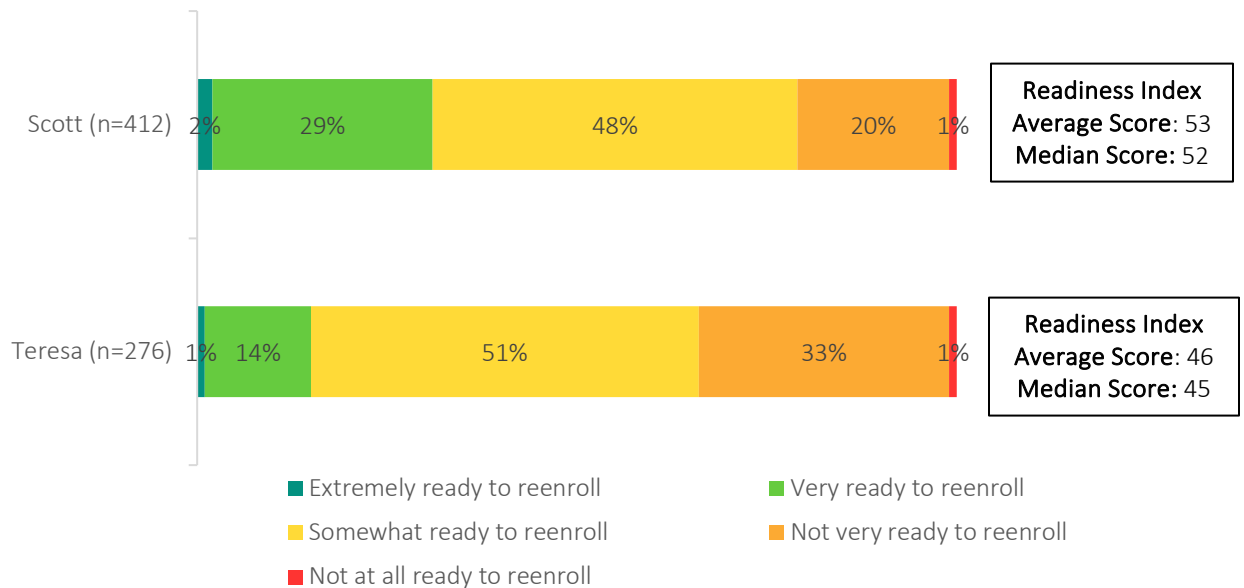
Although Alisha previously disengaged from a technical program, she is now motivated to reenroll in a postsecondary certification, as she believes that further education is essential to reaching her salary and career advancement goals. Given that financial challenges were the primary reason for her earlier disengagement, institutions should emphasize programs that are affordable and offer robust financial aid options. To effectively engagement individuals like Alisha, email remains the most effective communication channel.

Figure X: Certificate, Technical, or Vocational Program Persona Insights – Jerry



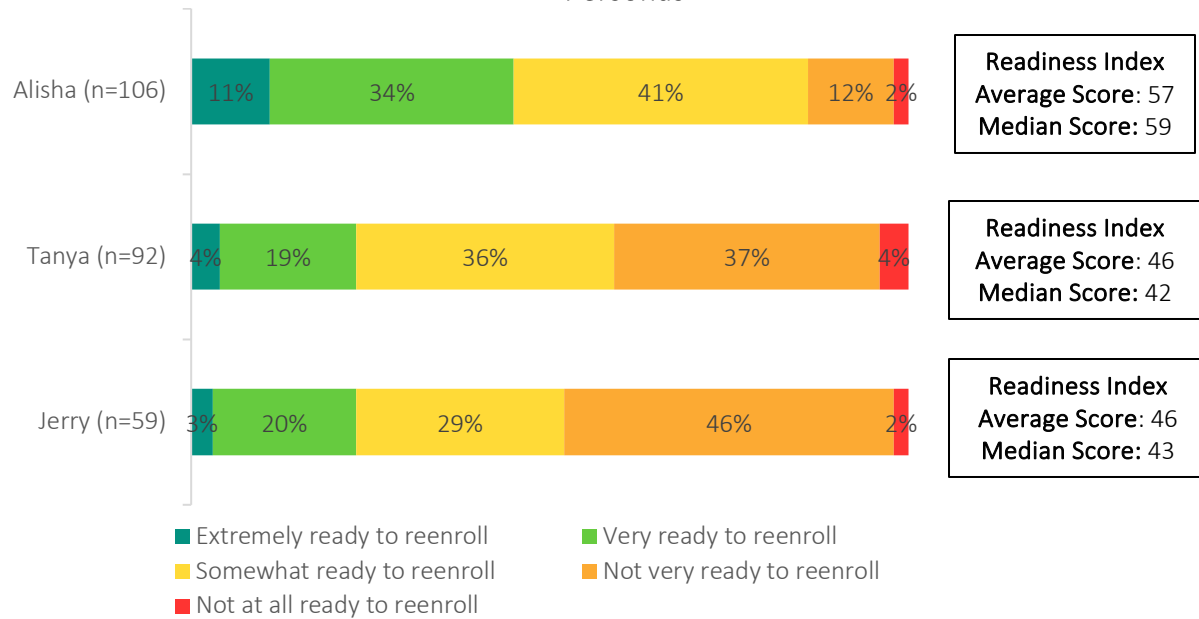
Among the degree program personas, Scott is more likely to be extremely or very ready to reenroll (31%) in a degree program compared to Teresa (15% extremely or very ready). On average, Scott scored 53 points on the 100-point readiness index, indicating he is somewhat ready to reenroll. Teresa's average score of 46 points was lower, but this would still place her in the somewhat ready to reenroll segment.

Figure X: Readiness to Reenroll in Degree Program by Degree Program Personas



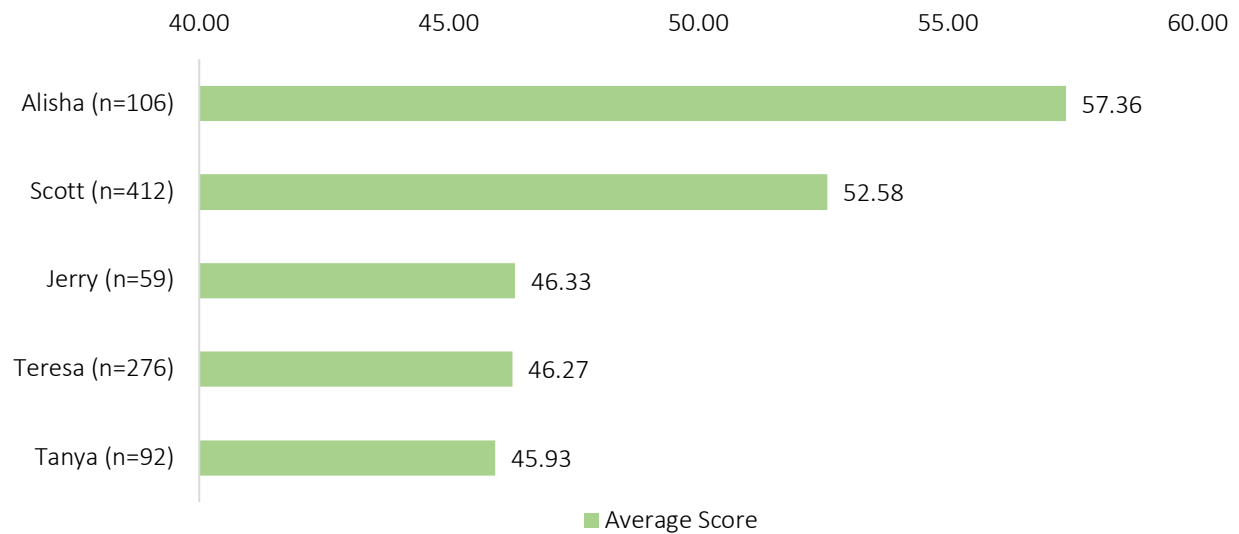
Among the certificate/certification program personas, Alisha is most likely to be extremely or very ready to reenroll (45%), followed by Tanya (23%), and Jerry (23%). Jerry is most likely to be not very or not at all ready to reenroll (48%). On the readiness index, Alisha scored an average of 57 points and Tanya and Jerry each 46 points. All three fall into the somewhat ready to reenroll range.

Figure X: Readiness to Reenroll in Certificate/Certification Program by Certificate Program Personas



Among all personas, Alisha (certificate program) has the highest average readiness index score (57.36), followed by Scott (degree program, 52.58), Jerry (certificate program, 46.33), Teresa (degree program, 46.27), and Tanya (certificate program, 45.93). All fall within the “somewhat ready to reenroll” range of 41.1 to 60 points.

Figure X: Readiness to Reenroll in Degree/Certificate Program by All Personas

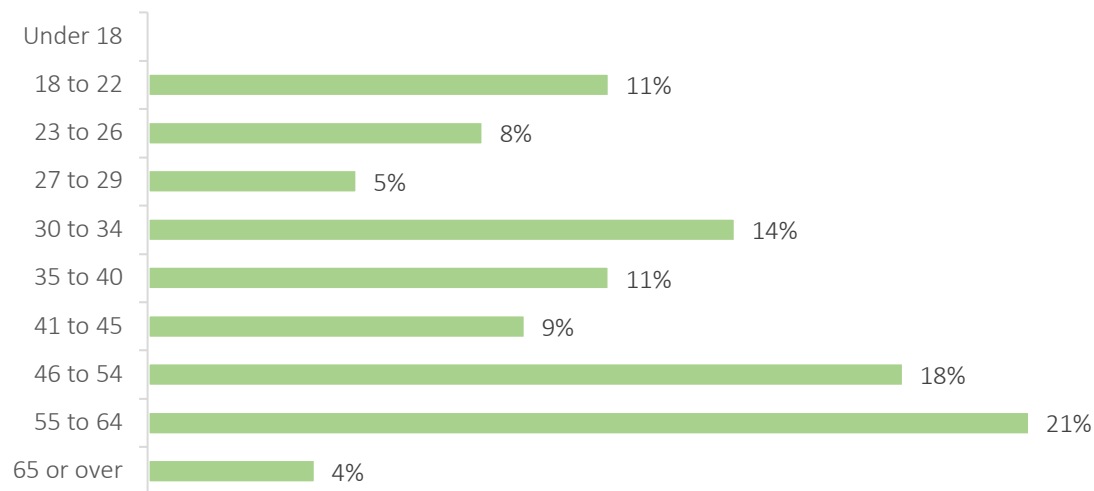


I. Overall Report

Qualifying Questions

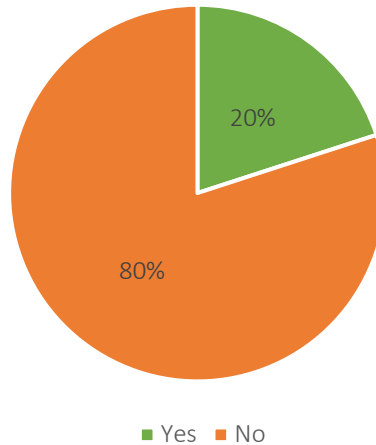
Twenty-one percent of respondents are between the ages of 55 to 64, 18% are 46 to 54, and 14% are 30 to 34. The 4% of respondents 65 or over were terminated from the survey.

Figure 5: Into which of the following age groups do you fall? (n=1,933)



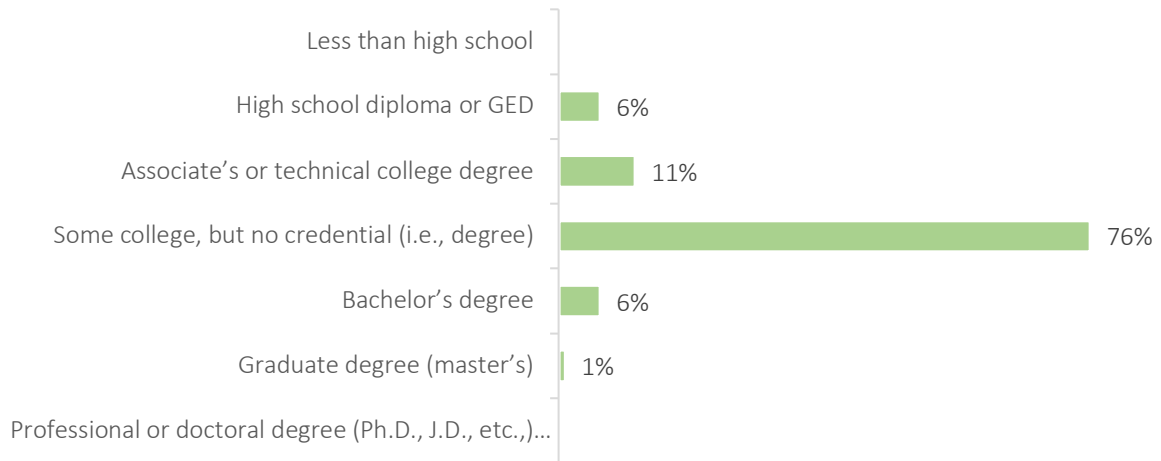
Eighty percent are not currently enrolled in a college or university; the 20% who are currently enrolled were terminated from the survey.

Figure 6: Are you currently a student enrolled in a college or university? (n=1,854)



Over three-quarters (76%) have completed some college but have no credential. Respondents from all other education level categories were terminated from the survey.

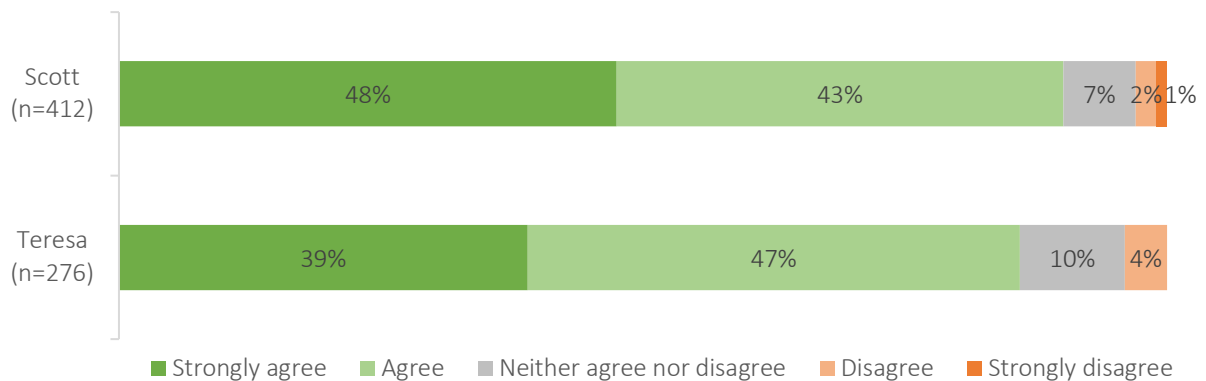
Figure 7: What is the highest level of education that you have completed to date? (n=1,488)



Value and ROI of Higher Education

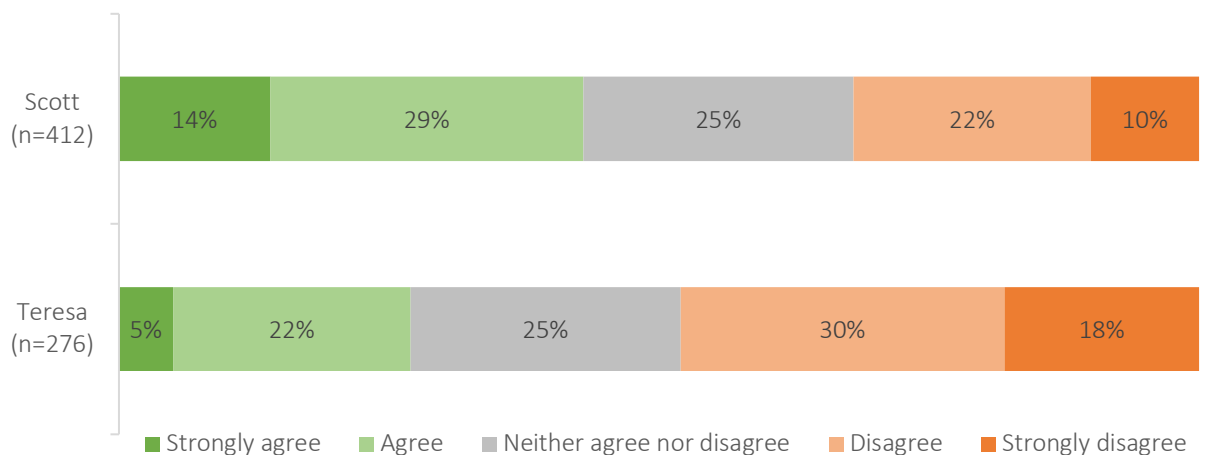
Scott is slightly more likely to strongly agree or agree (91%) that before enrolling in his degree program, he believed he needed a degree to achieve his professional goals, have a successful career, and prove his value to his employers, compared to Teresa (86%).

Figure 10: Please rate how strongly you agree or disagree with the following statements:
Before enrolling in my degree program, I believed I needed a degree to achieve my professional goals, have a successful career, and prove my value to employers – By Persona



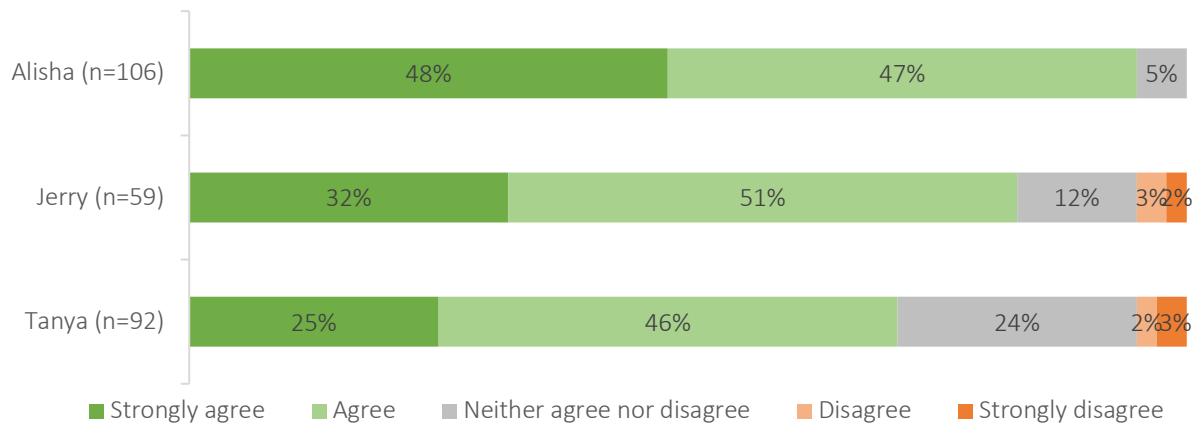
Scott is more likely to strongly agree or agree (43%) that he needs a degree to achieve his professional goals, have a successful career, and prove his value to his employers, while Teresa is more likely to disagree or strongly disagree (48%).

Figure 11: Please rate how strongly you agree or disagree with the following statements:
Currently, I believe I need a degree to achieve my professional goals, have a successful career, and prove my value to employers – By Persona



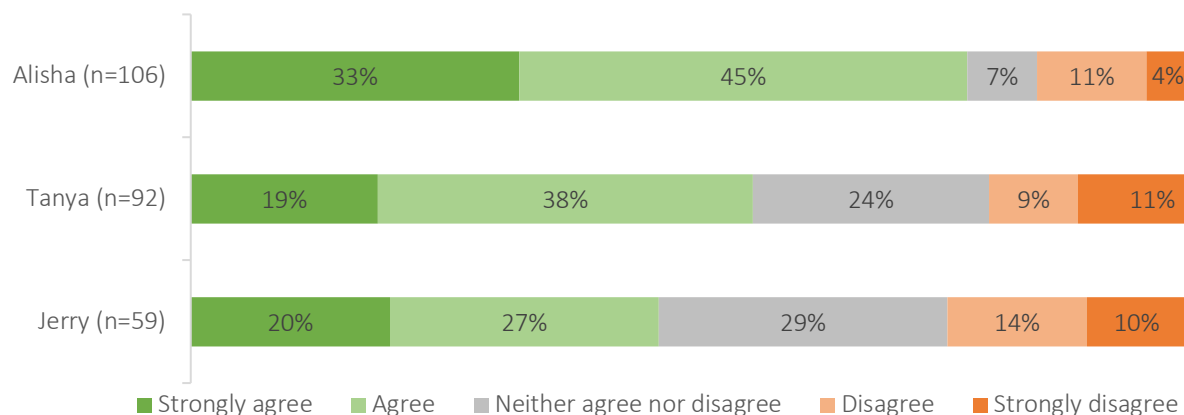
Before enrolling in their certificate, technical, or vocational program, Alisha was the most likely to strongly agree or agree (95%) that she believed she needed a certificate or certification for her professional success, followed by Jerry (83%), and Tanya (71%).

Figure 12: Please rate how strongly you agree or disagree with the following statements: Before enrolling in my certificate, technical, or vocational program, I believed I needed a certificate or certification to achieve my professional goals, have a successful career, and prove my value to employers – By Persona



Currently, Alisha is the most likely to strongly agree or agree (78%) that she needs a certificate or certification to for her professional success, followed by Tanya (57%), and Jerry (47%).

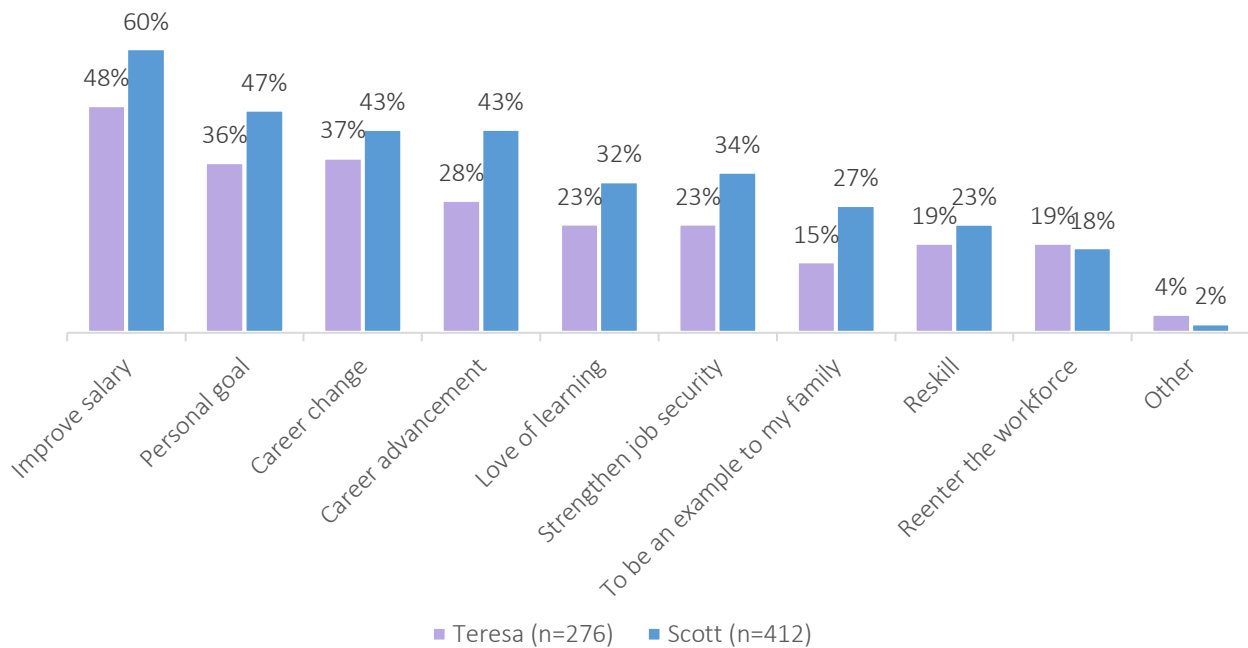
Figure 13: Please rate how strongly you agree or disagree with the following statement: Currently, I believe I need a certificate or certification to achieve my professional goals, have a successful career, and prove my value to my employers – By Persona



Motivation & Readiness

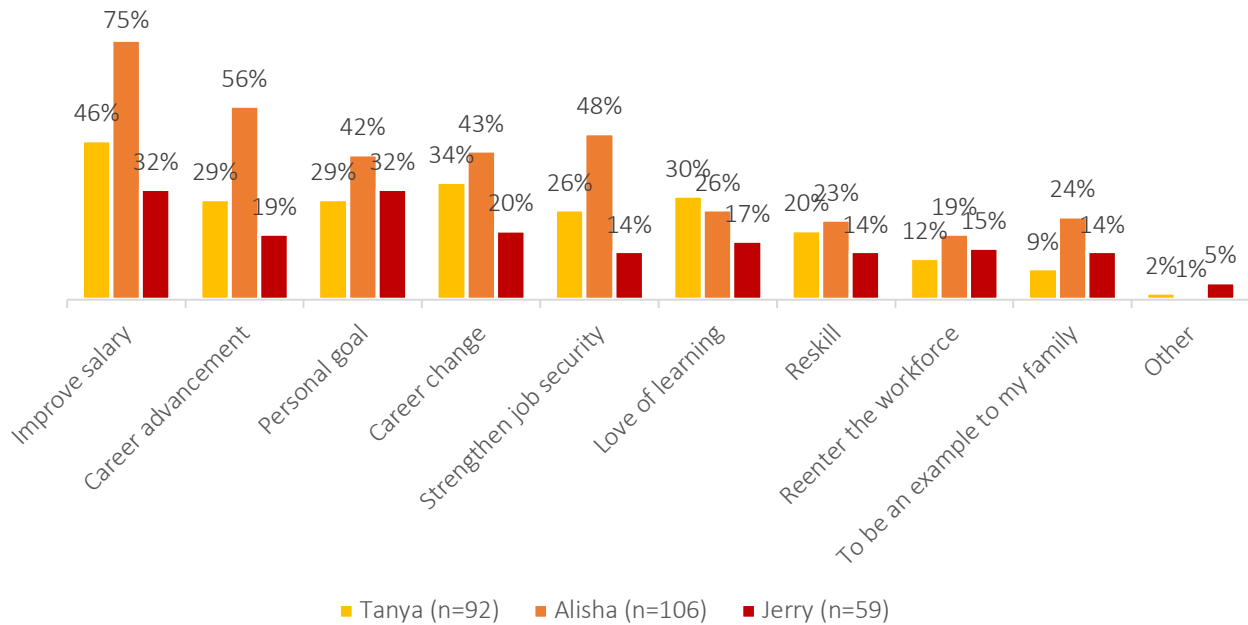
Both Scott and Teresa are most motivated to reenroll in a degree program to improve their salary, attain a personal goal, and have a career change. Scott is more likely to cite each motivating category than Teresa, except that of reentering the workforce.

Figure 16: Which of the following are current motivating factors or goals if you were to reenroll in a degree program? Please select all that apply – By Persona



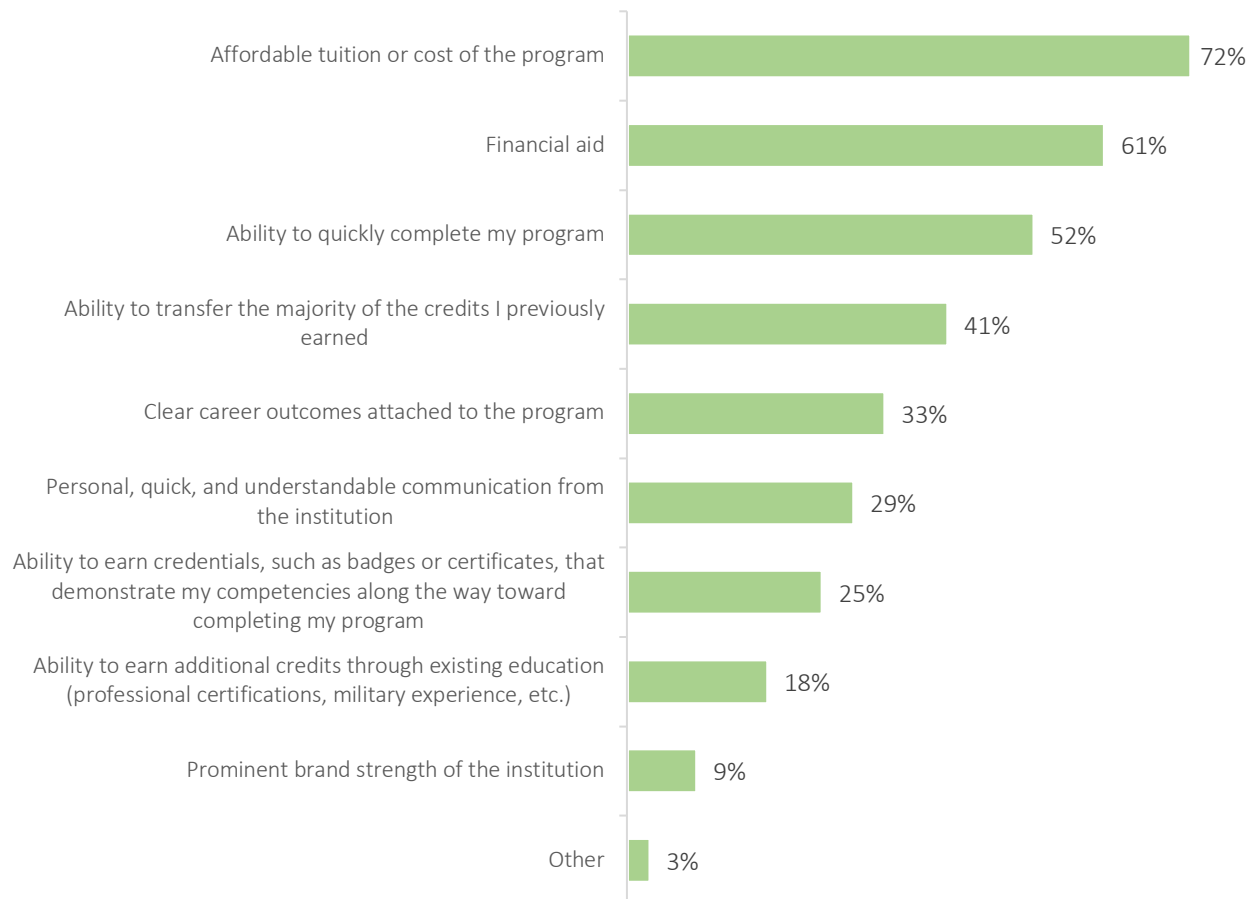
If they were to reenroll in a certificate, technical, or vocational program, Alisha (75%) and Tanya (46%) are most motivated by a goal to improve their salary, while Jerry is most motivated by improving his salary (32%) and a personal goal (32%).

Figure 18: Which of the following are current motivating factors or goals if you were to reenroll in a certificate, technical, or vocational program? By Persona



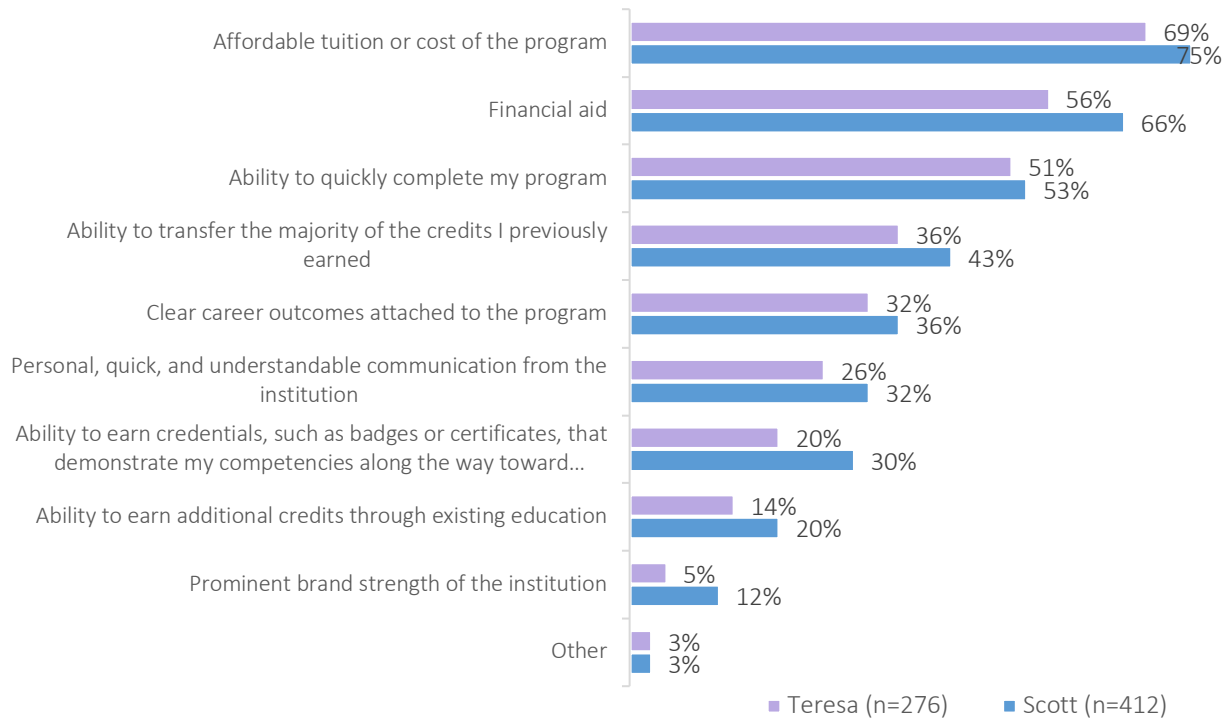
If respondents were to reenroll in a degree program, 72% said affordable tuition or cost of the program would be a necessary factor, 61% cited financial aid, and 52% said the ability to quickly complete their program.

Figure 19: Which of the following factors would be necessary for you to reenroll in a degree program? Please select all that apply (n=777)



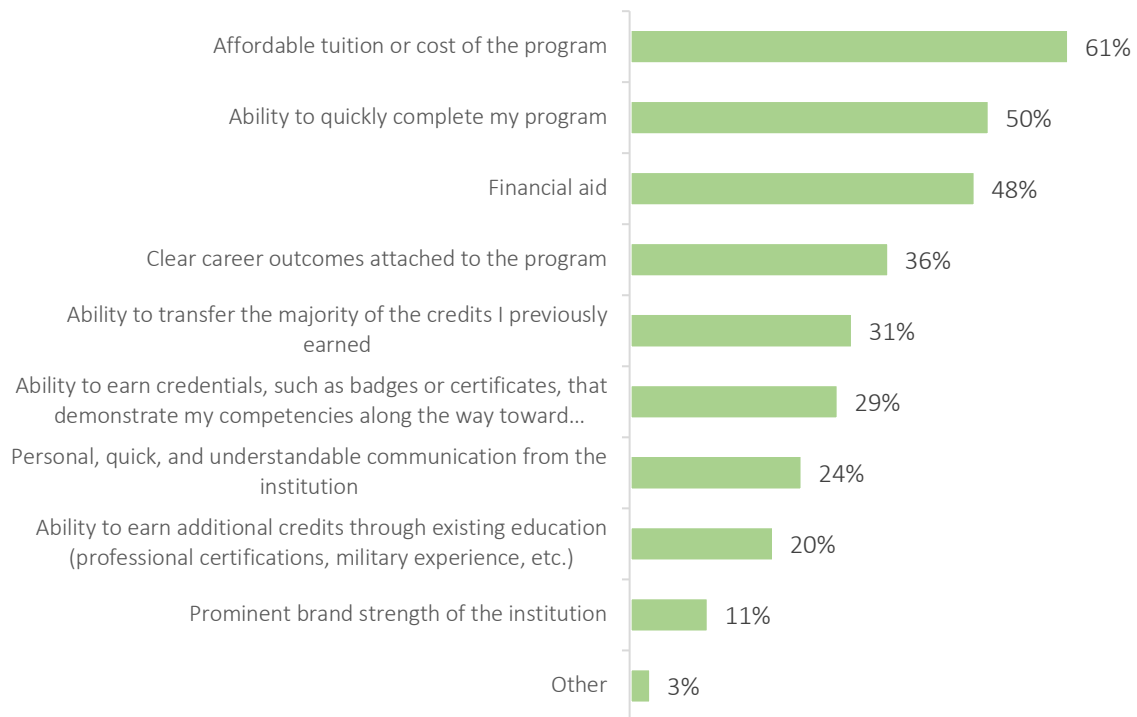
Both Teresa and Scott cited affordable tuition or cost of the program, financial aid, and the ability to quickly complete their program as the top three necessary factors to reenroll in a degree program.

Figure 20: Which of the following factors would be necessary for you to reenroll in a degree program? Please select all that apply. By Persona



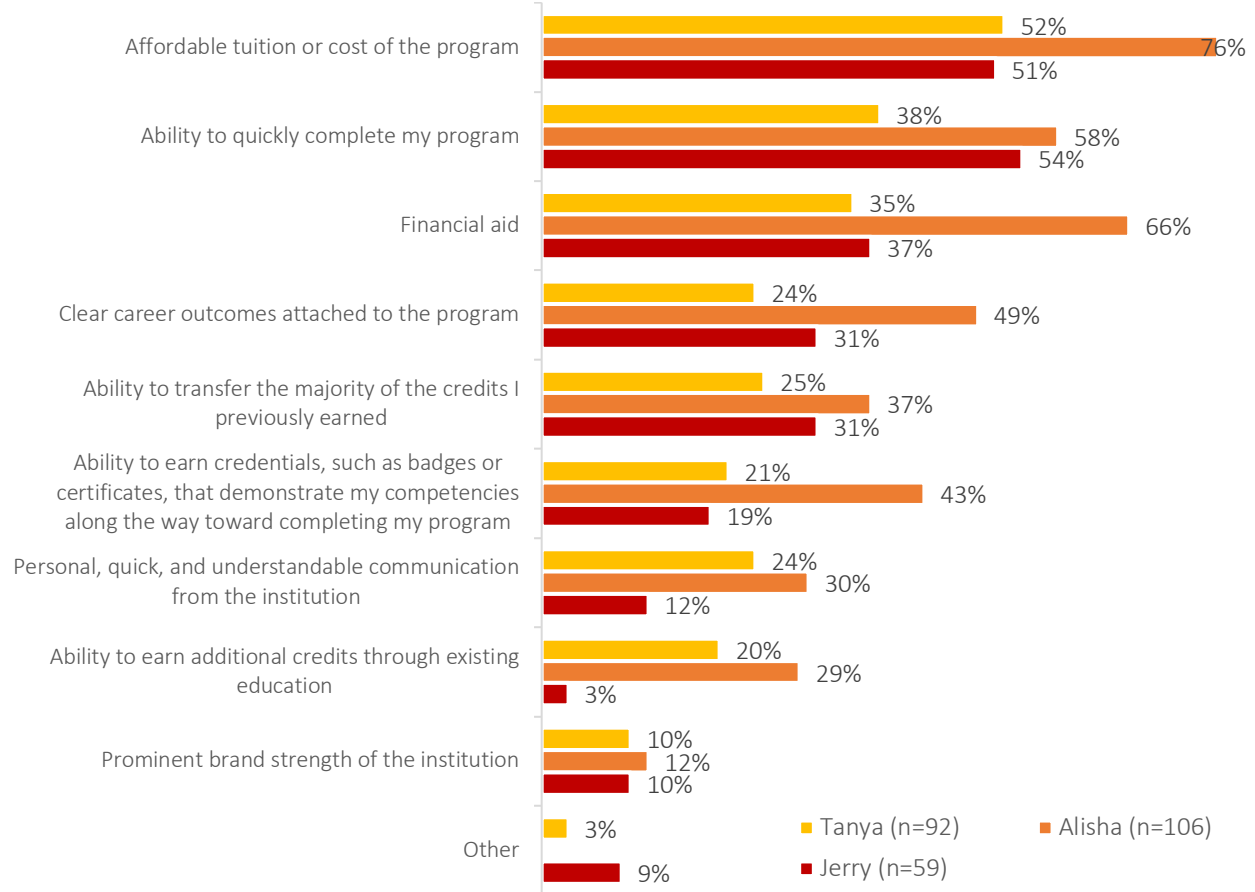
If respondents were to reenroll in a certificate, technical, or vocational program, 61% said affordable tuition or cost of the program would be a necessary factor, 50% said the ability to quickly complete their program, and 48% cited financial aid.

Figure 21: Which of the following factors would be necessary for you to reenroll in a certificate, technical, or vocational program? (n=263)



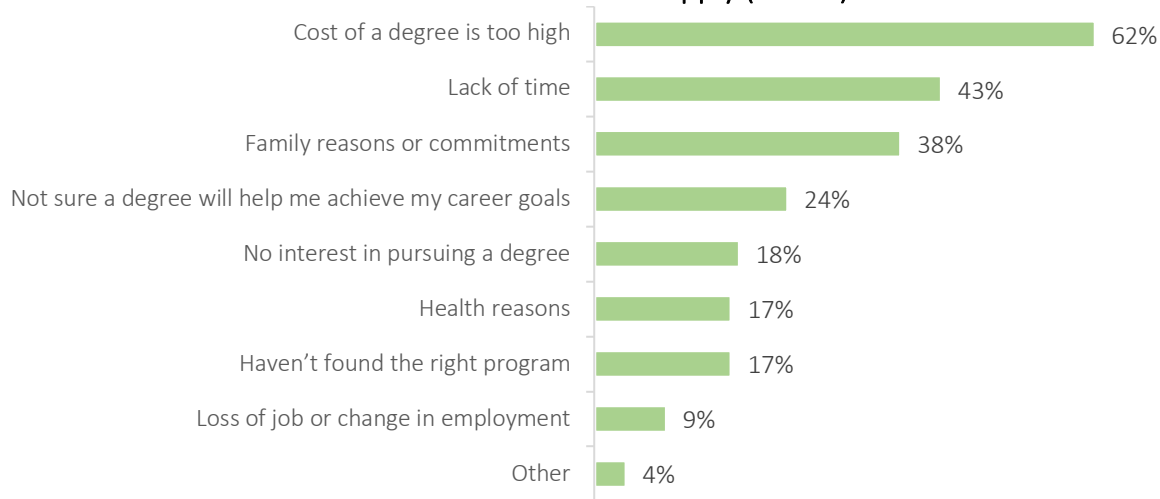
When asked which factors would be *necessary* for them to reenroll in a certificate, technical, or vocational program, the top factor for Alisha (76%) and Tanya's (52%) is affordable tuition or cost of the program, while for Jerry, it is the ability to quickly complete the program (54%).

Figure 22: Which of the following factors would be necessary for you to reenroll in a certificate, technical, or vocational program? Please select all that apply. By Persona



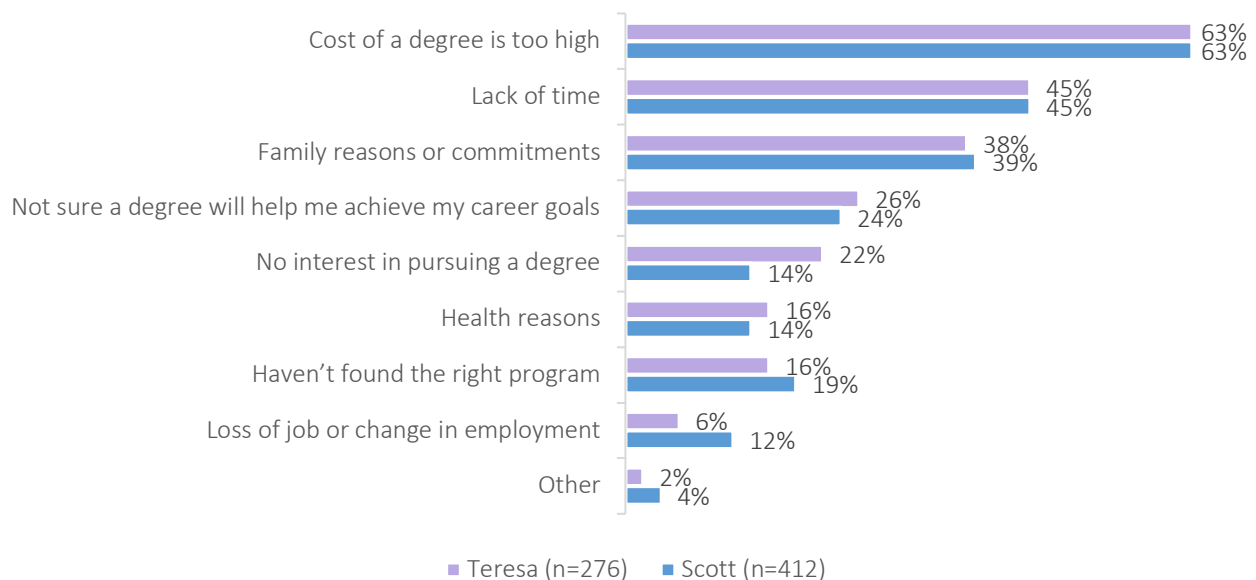
When participants were asked what has kept them from reenrolling in a degree program, 62% said the cost of a degree is too high, 43% said a lack of time, 38% cited family reasons or commitments, and 24% are not sure a degree will help them achieve their career goals.

**Figure 23: Which of the following have kept you from reenrolling in a degree program?
Please select all that apply (n=777)**



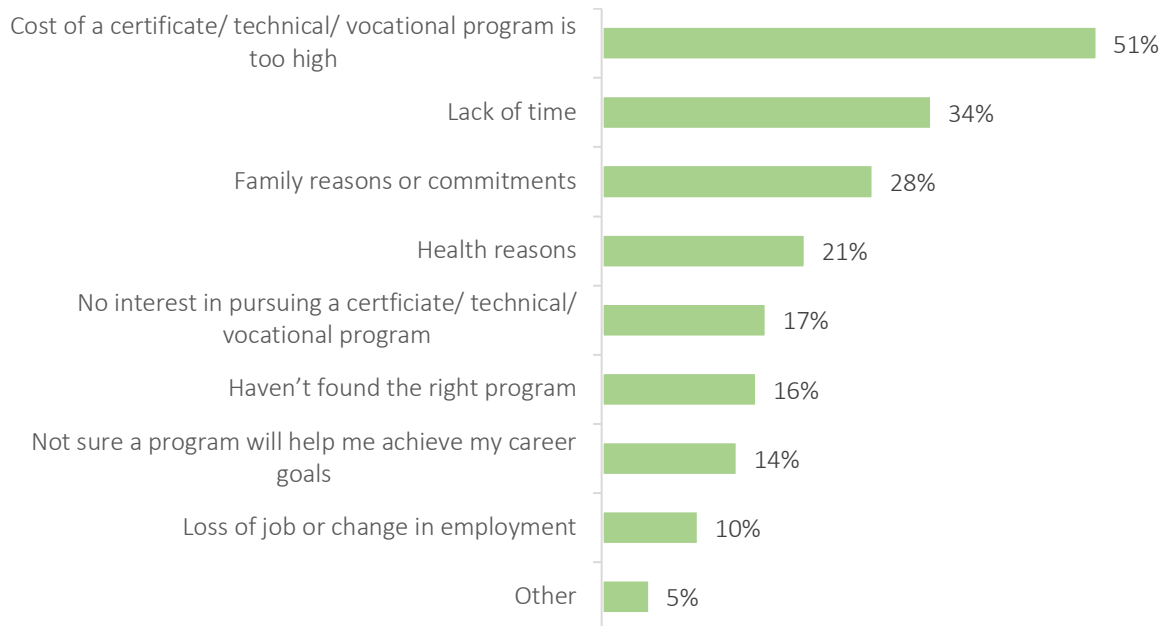
Both Teresa and Scott cited the cost of a degree, a lack of time, and family reasons or commitments as the top three factors that have kept them from reenrolling in a degree program. Teresa (22%) is more likely than Scott (14%) to cite a lack of interest in pursuing a degree.

**Figure 24: Which of the following have kept you from reenrolling in a degree program?
Please select all that apply. By Persona**



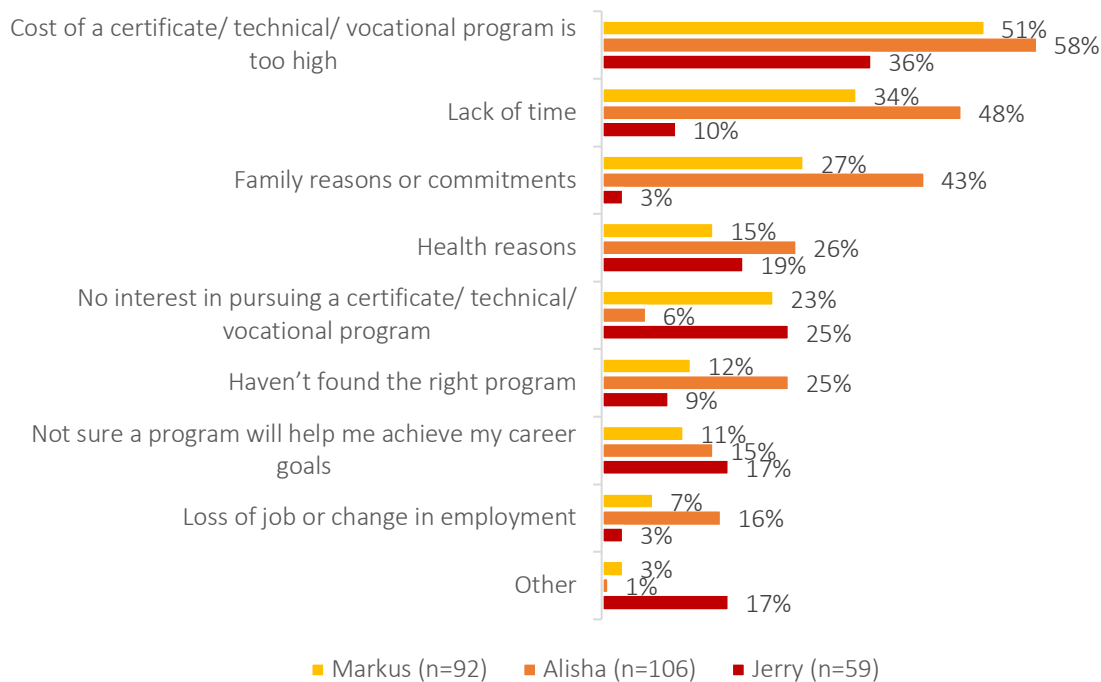
When participants were asked what has kept them from reenrolling in a certificate, technical, or vocational program, over half (51%) said the cost of a certificate/technical/vocational program is too high, 34% said a lack of time, 28% cited family reasons or commitments, and 21% mentioned health reasons.

Figure 25: Which of the following have kept you from reenrolling in a certificate, technical, or vocational program? Please select all that apply (n=263)



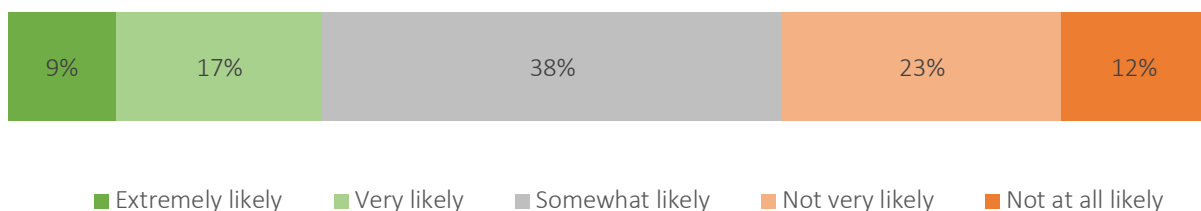
All three personas who were previously enrolled in a certificate, technical, or vocational program said the cost of the degree being too high is the top factor that has kept them from reenrolling in a certificate or certification program.

Figure 26: Which of the following have kept you from reenrolling in a certificate, technical, or vocational program? Please select all that apply. By Persona



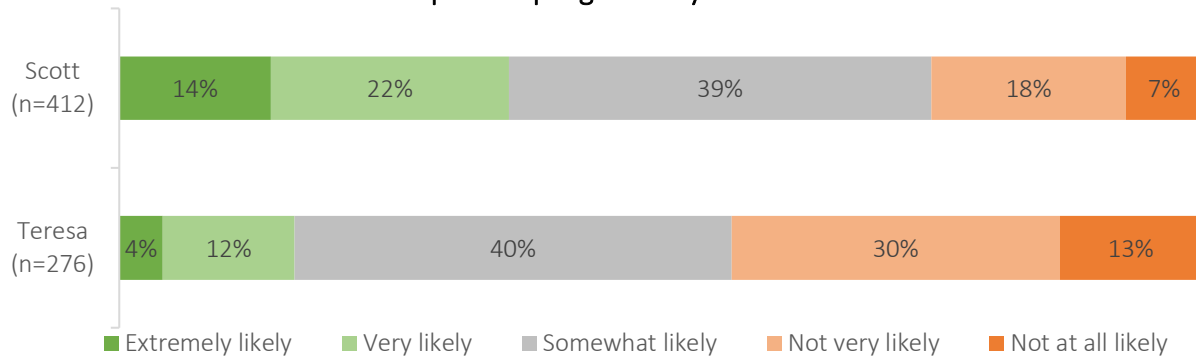
Among those who were last enrolled in a degree program, over a quarter (26%) would be extremely or very likely to pursue an undergraduate degree through a degree completion program, 38% somewhat likely, and 35% would be not very or not at all likely.

Figure 27: How likely would you be to pursue an undergraduate degree through a degree completion program? (n=773)



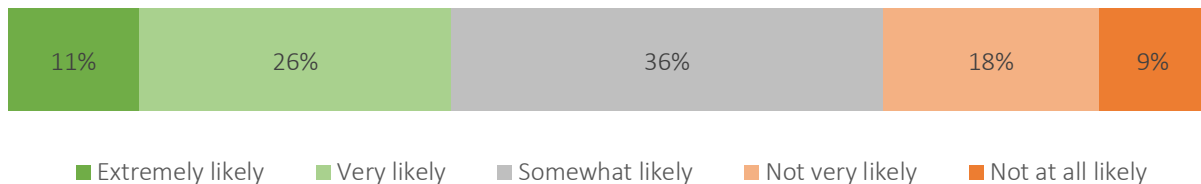
Scott would be more likely (36% extremely or very likely) to pursue an undergraduate degree through a degree completion program than Teresa (16% extremely or very likely).

Figure 28: How likely would you be to pursue an undergraduate degree through a degree completion program? By Persona



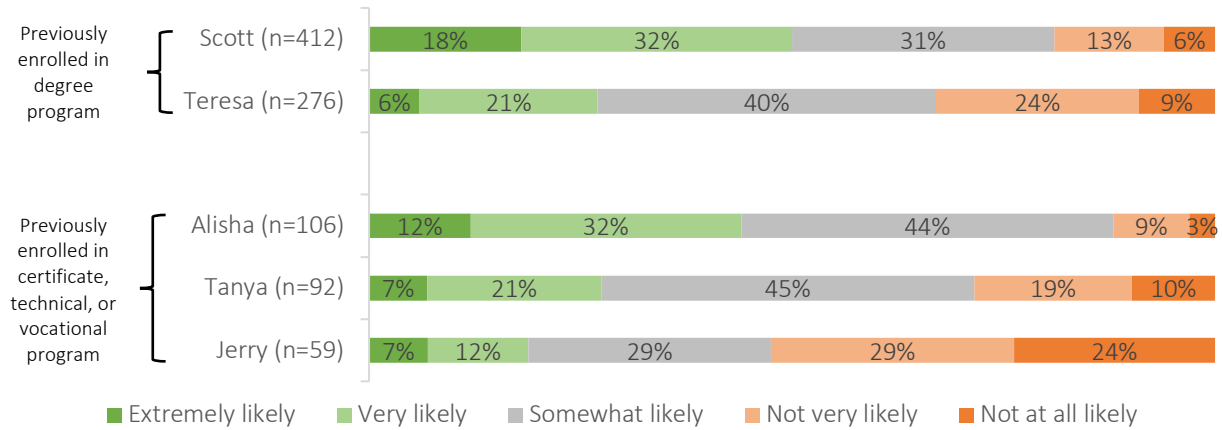
Among all respondents, 37% would be extremely or very likely to pursue a certificate or other postsecondary credential, 36% somewhat likely, and 27% would be not very or not at all likely.

Figure 29: How likely would you be to pursue a certificate or other postsecondary credential, such as a certification? (1,034)



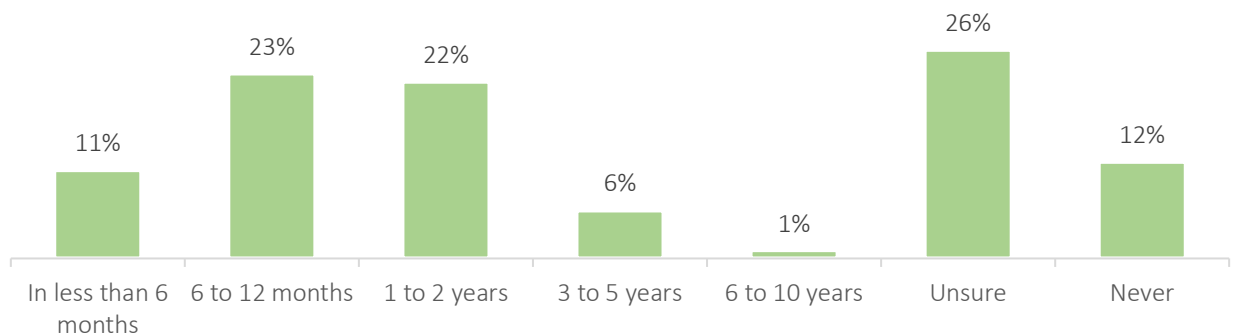
Among the personas who were previously enrolled in a degree program, Scott would be more likely (50% extremely or very likely) to pursue a certificate or other postsecondary credential than Teresa (27% extremely or very likely). Both personas are more likely to pursue a certificate or postsecondary credential than an undergraduate degree through a degree completion program. Among the personas previously enrolled in a certificate, technical or vocational program, Alisha would be the most likely to pursue a certificate or other postsecondary credential (44% extremely or very likely), followed by Tanya (28% extremely or very likely). Jerry is the least likely to pursue a certificate or other postsecondary credential (53% not very or not at all likely).

Figure 30: How likely would you be to pursue a certificate or other postsecondary credential, such as a certification? By Persona



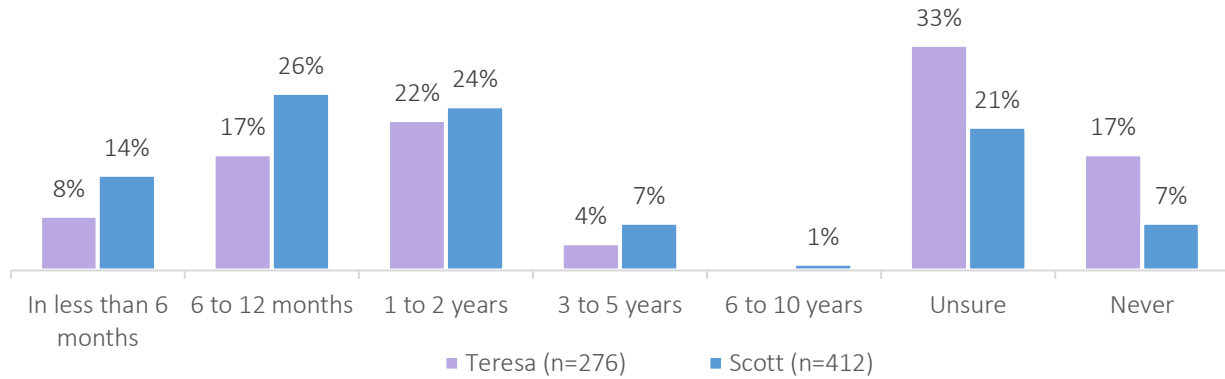
Among those who were previously enrolled in a degree program, 23% said they would want to reenroll in 6 to 12 months, 22% said in 1 to 2 years, and 26% were unsure.

Figure 34: How soon would you want to reenroll in degree program? (n=770)



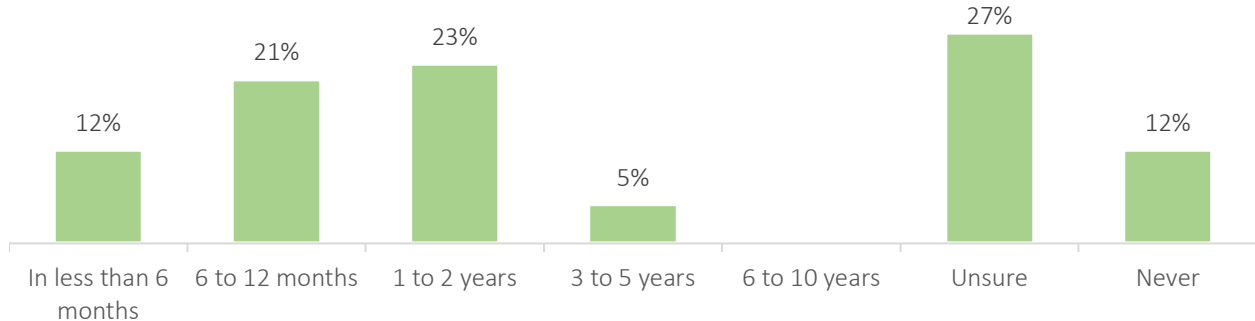
Scott is most likely to reenroll in a degree program in 6 to 12 months (26%), while Teresa is most likely to be unsure (33%).

Figure 35: How soon would you want to reenroll in a degree program? By Persona



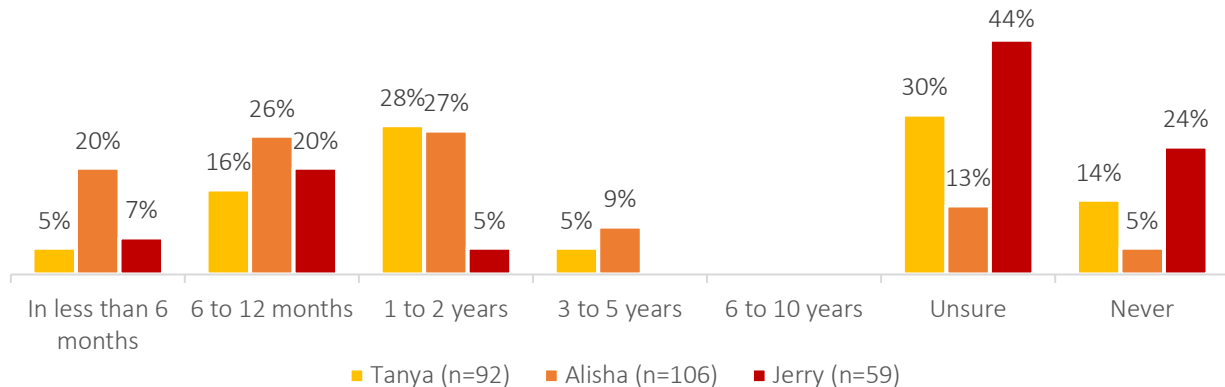
Among those who were previously enrolled in a certificate, technical, or vocational program, 23% said they would want to reenroll in 1 to 2 years, 21% said in 6 to 12 months, and 27% were unsure.

Figure 37: How soon would you want to reenroll in a certificate, technical, or vocational program? (n=258)



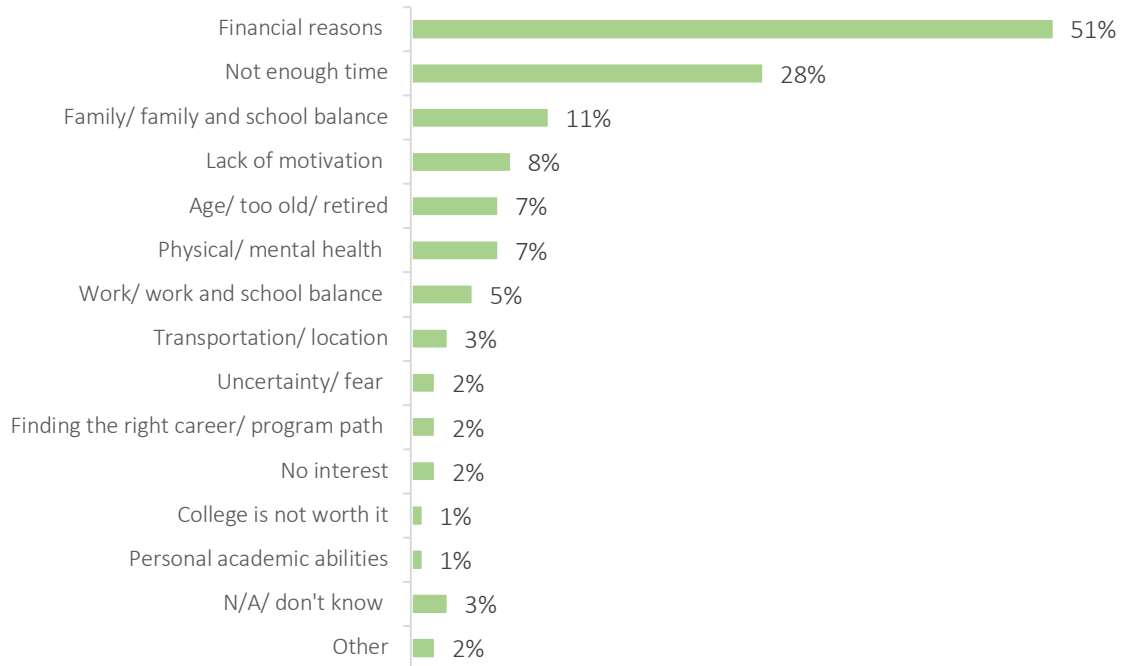
Alisha is most likely to reenroll in a certificate, technical, or vocational program in 1 to 2 years (27%) or 6 to 12 months (26%). Although Tanya would likely reenroll in 1 to 2 years (28%), she is also unsure (30%). Jerry (44%) is most likely to be unsure.

Figure 38: How soon would you want to reenroll in a certificate, technical, or vocational program? By Persona



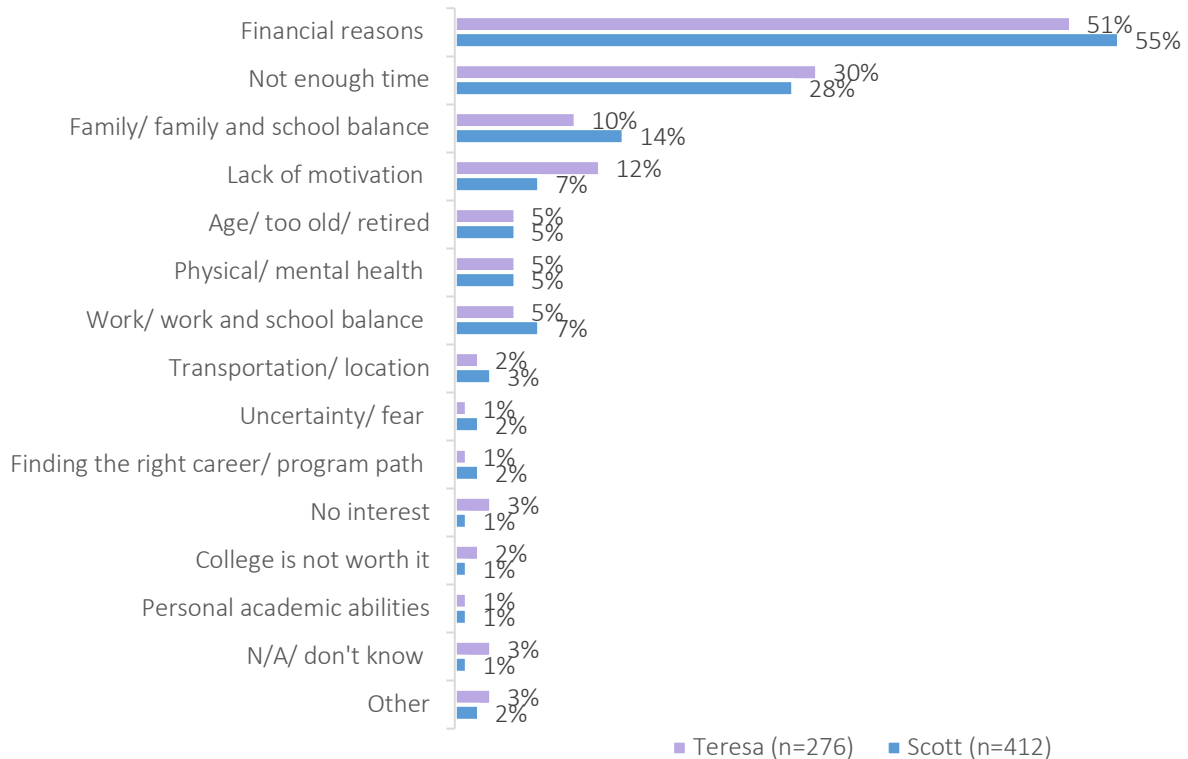
When asked about the greatest hurdles or challenges to achieving their educational motivations or goals, 51% of respondents cited financial reasons, 28% said they don't have enough time, and 11% cited family reasons. Responses mentioned fewer than six times were placed in the "Other" category which included issues with credit transfers, personal issues, and having access to spaces conducive to learning, among others.

Figure 40: What are the greatest hurdles or challenges to achieving your educational motivations or goals? (n=1,028)



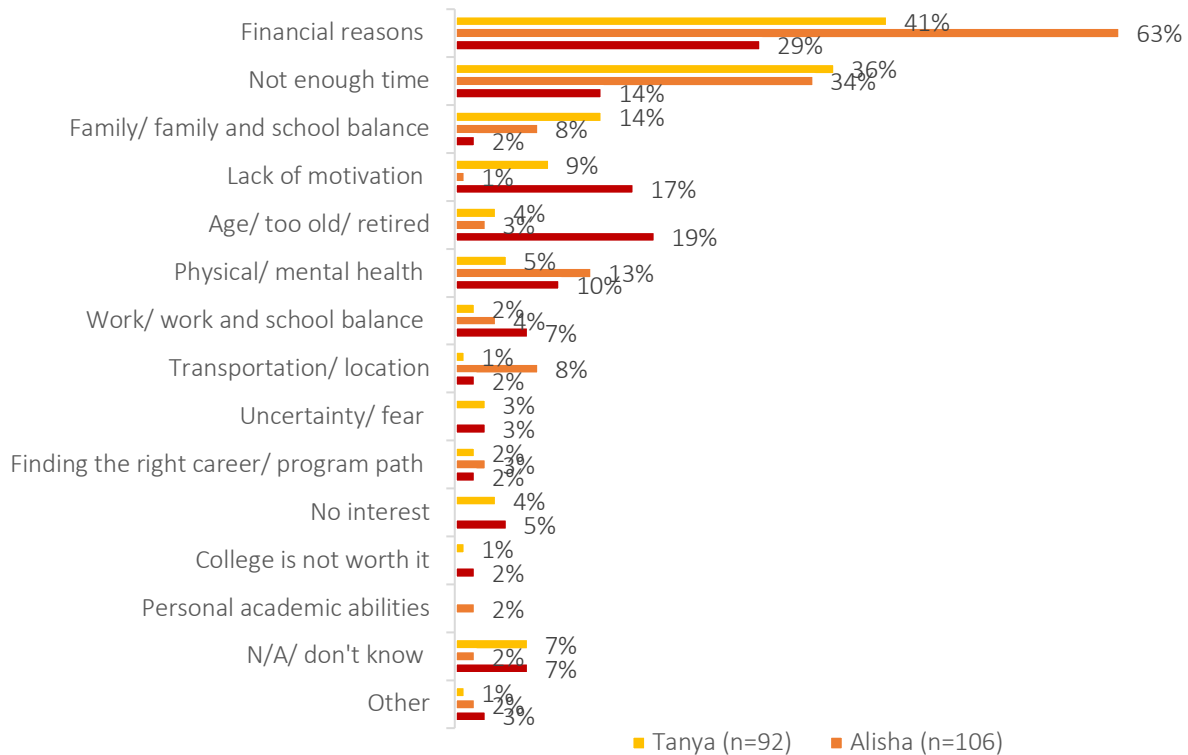
When asked to select the greatest hurdles or challenges to achieving their educational motivations or goals, Teresa cited financial reasons (51%), not enough time (30%), and a lack of motivation (12%) as her top three, while Scott cited financial reasons (55%), not enough time (28%), and family/family and school balance (14%).

Figure X: What are the greatest hurdles or challenges to achieving your educational motivations or goals? By Degree Persona



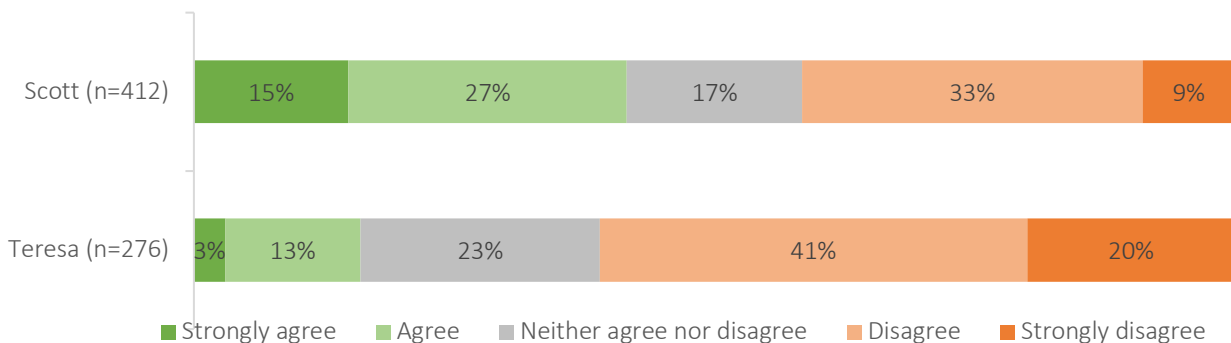
When asked to select the greatest hurdles or challenges to achieving their educational motivations or goals, all three personas were most likely to cite financial reasons as the top challenge. Jerry was significantly more likely to cite age/too old/retired (19%) and a lack of motivation (17%) than the other personas.

Figure X: What are the greatest hurdles or challenges to achieving your educational motivations or goals? By Certificate, Technical, or Vocational Persona



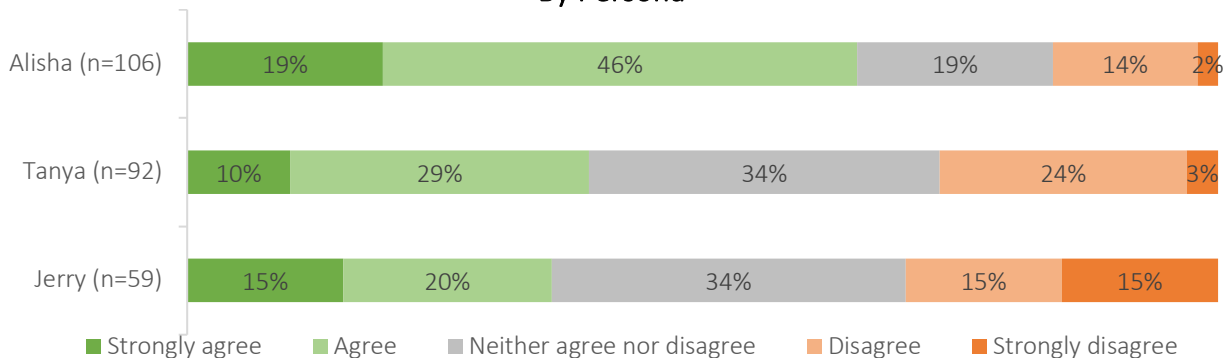
Scott is more likely to strongly agree or agree (42%) that his motivations and goals to earn a degree are the same now as when he initially enrolled in a degree program compared to Teresa who is more likely to disagree or strongly disagree (61%).

Figure X: Please rate how strongly you agree or disagree with the following statement: my motivations and goals to earn a degree are the same now as when I initially enrolled in a degree program. By Persona



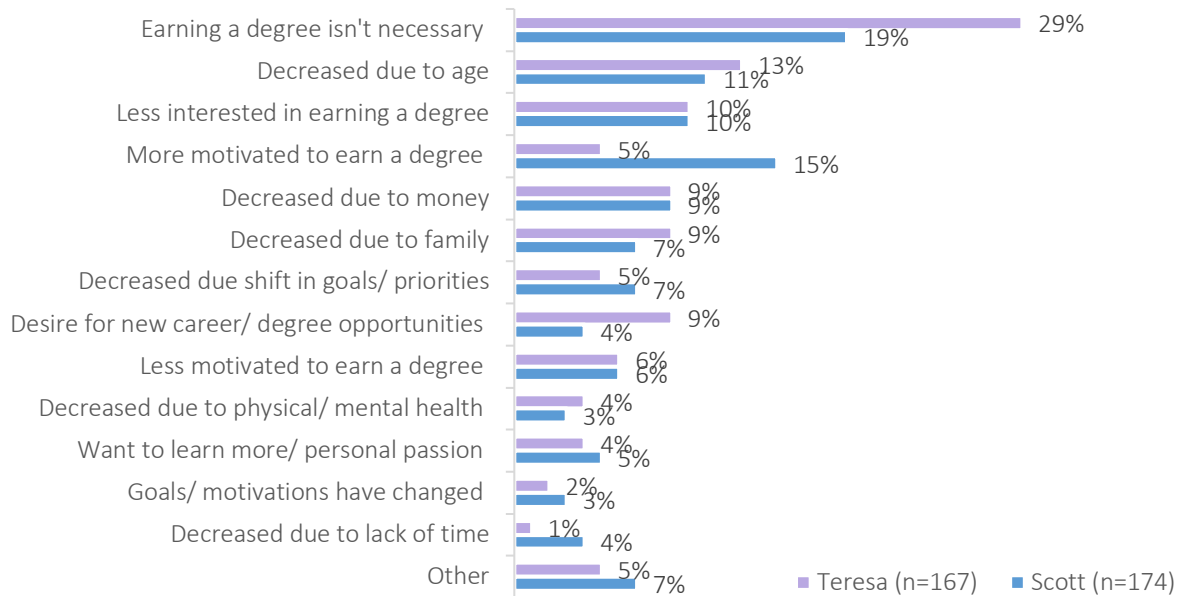
Alisha is the most likely to strongly agree or agree (65%) that her motivations and goals to earn a certificate, technical, or vocational certificate/diploma are the same now as when she initially enrolled in a program, followed by Tanya (39%), and Jerry (35%).

Figure X: Please rate how strongly you agree or disagree with the following statement: my motivations and goals to earn a certificate, technical, or vocational certificate/diploma are the same now as when I initially enrolled in a certificate, technical, or vocational program – By Persona



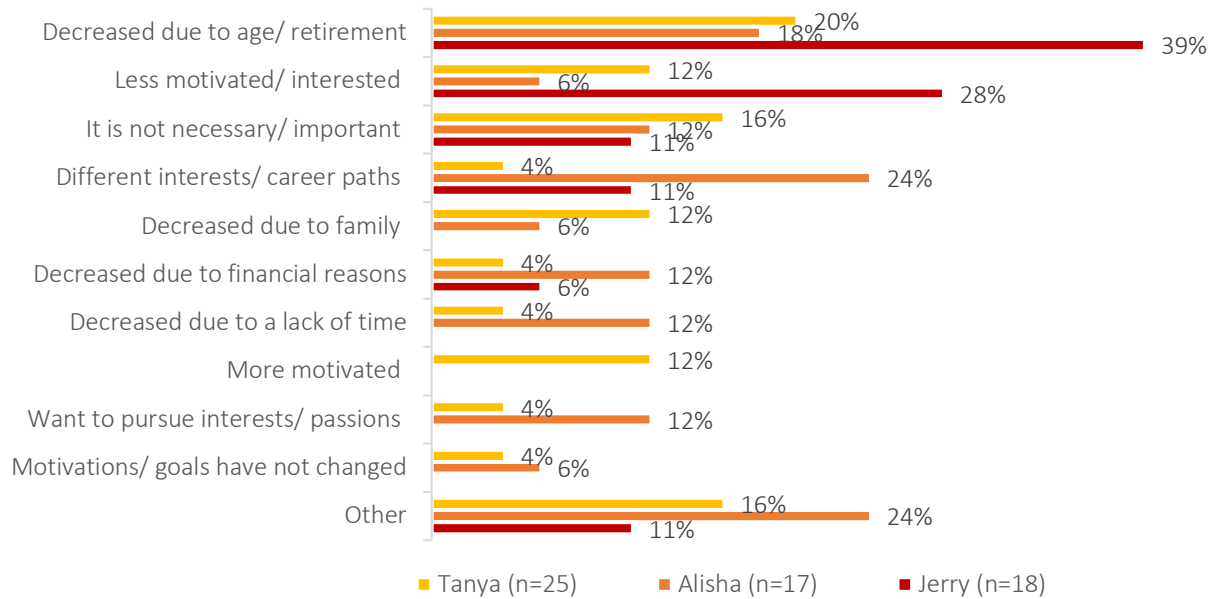
When asked how their motivations or goals to earn a degree have changed over time, Teresa is most likely to say that earning a degree isn't necessary (29%) and that her goal to earn a degree has decreased due to age (13%). Although Scott is most likely to say that earning a degree isn't necessary (19%), he is also more motivated to earn a degree (15%).

Figure X: How have your motivations or goals to earn a degree changed over time? By Persona



When asked how their motivations or goals to earn a certificate, technical, or vocational certificate/diploma have changed over time, Jerry (39%) and Tanya (20%) were most likely to say they have decreased due to age/retirement, while Alisha (24%) was most likely to say she now has different interests/career paths.

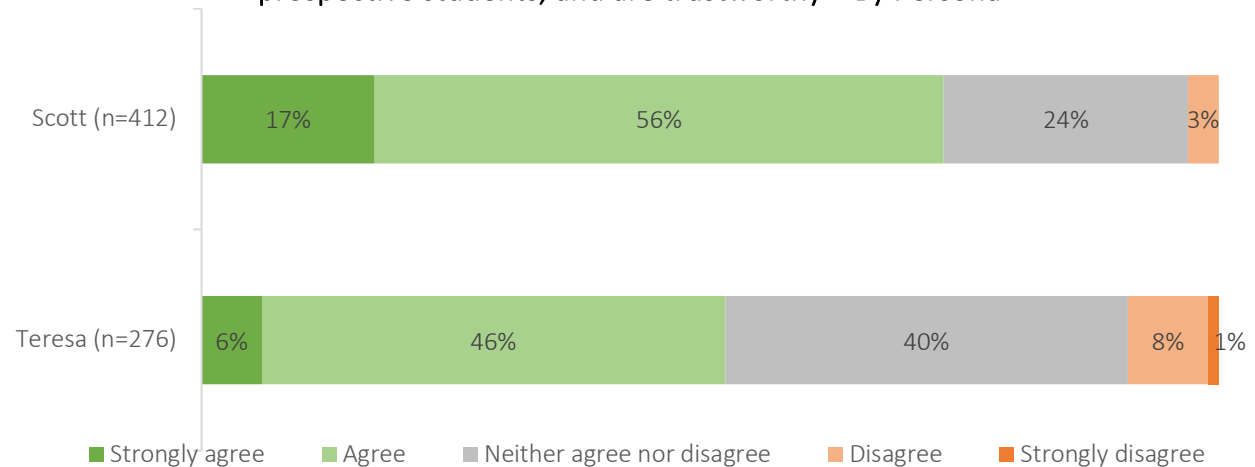
Figure X: How have your motivations or goals to earn a certificate, technical, or vocational certificate/diploma changed over time? By Persona



Enrollment Funnel, Trust, and Communication

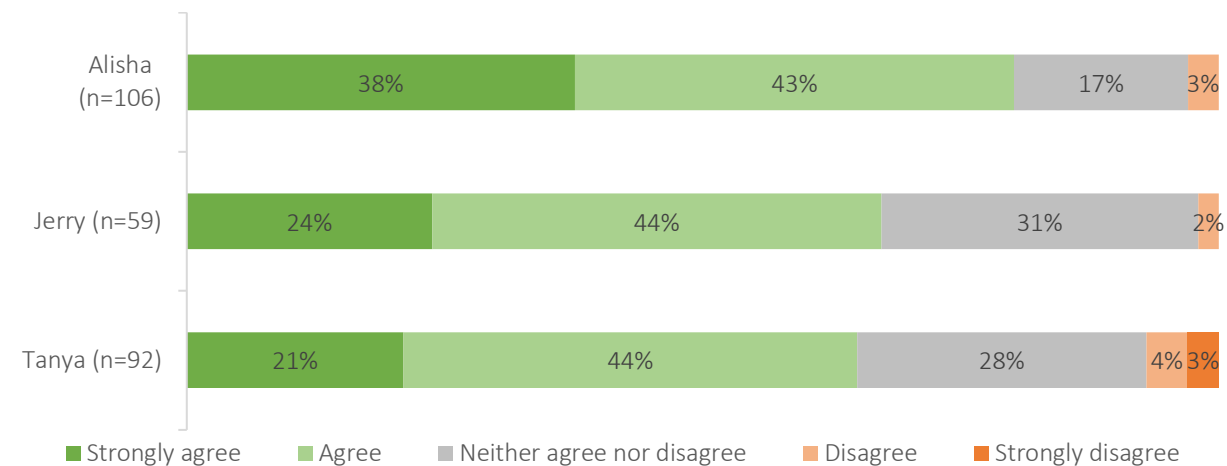
Scott is more likely to strongly agree or agree (73%) compared to Teresa (52%) that colleges and universities clearly communicate degree requirements, communicate well with prospective students, and are trustworthy.

**Figure X: Please rate how strongly you agree or disagree with the following statement:
Colleges and universities clearly communicate degree requirements, communicate well with prospective students, and are trustworthy – By Persona**



Alisha is the most likely to strongly agree or agree (81%) that technical and vocational schools clearly communicate program requirements, communicate well with prospective students, and are trustworthy, followed by Jerry (68%), and Tanya (65%).

**Figure X: Please rate how strongly you agree or disagree with the following statement:
Technical and vocational schools clearly communicate program requirements, communicate well with prospective students, and are trustworthy – By Persona**



Inquiry Phase

Among those who inquired about a degree completion program after disengaging but ultimately decided not to apply, 47% said they did not apply because of some life changes/personal circumstances, 38% didn't want to pay for the program, and 26% didn't have the time to apply. Respondents were directed to the demographics portion of the survey after completing this question.

Figure X: Why did you decide not to apply to a degree completion program? Please select all that apply (n=157)



Among those who inquired about a certificate, technical, or vocational program after disengaging but ultimately decided not to apply, 47% said they did not apply because of some life changes/personal circumstances, 22% didn't want to pay for the program, and 19% didn't have the time to apply. Respondents were directed to the demographics portion of the survey after completing this question.

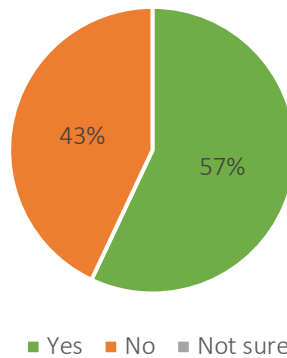
Figure X: Why did you decide not to apply to a certificate, technical, or vocational program?
Please select all that apply (n=32)



Admittance Phase

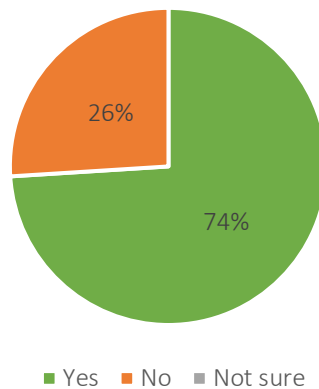
Among those who applied to a degree completion program, over half (57%) ultimately enrolled in the program. The 43% who did not enroll were directed to the demographics section of the survey.

Figure X: Did you ultimately enroll in a degree completion program? (n=42)



Among those who applied to a certificate, technical, or vocational program, nearly three-quarters (74%) ultimately enrolled in the program. The 26% who did not enroll were directed to the demographics section of the survey.

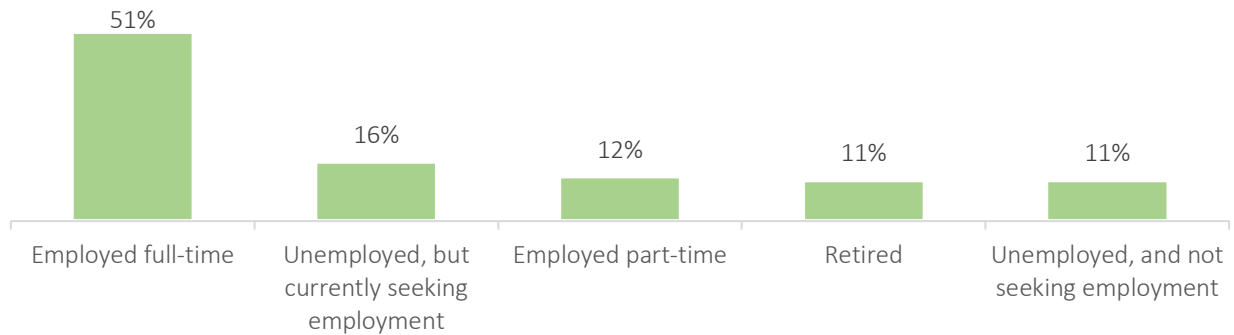
Figure X: Did you ultimately enroll in a certificate, technical, or vocational program? (n=27)



Demographics

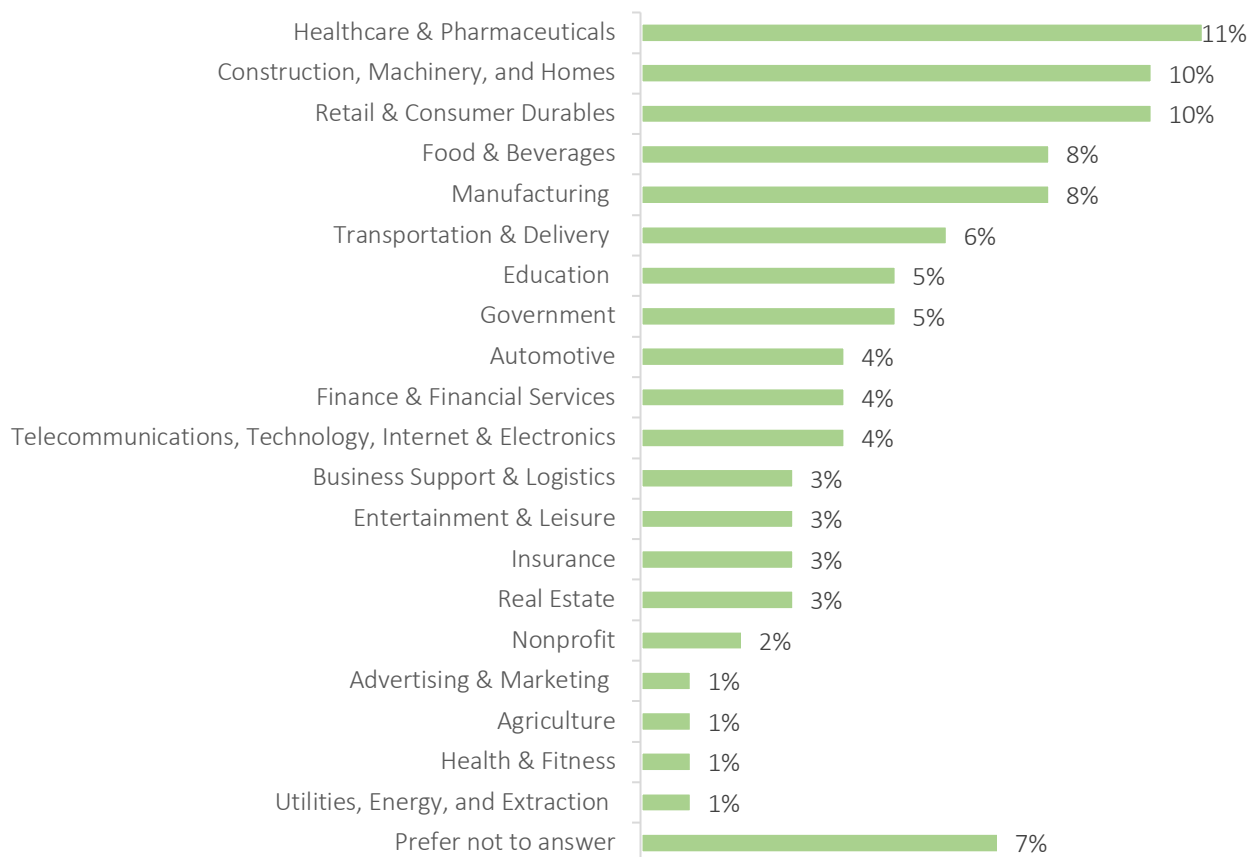
Approximately half (51%) of respondents are currently employed full-time, 16% are unemployed, but currently seeking employment, 12% are employed part-time, 11% retired, and 11% unemployed and not seeking employment.

Figure X: What is your current employment status? (n=1,020)



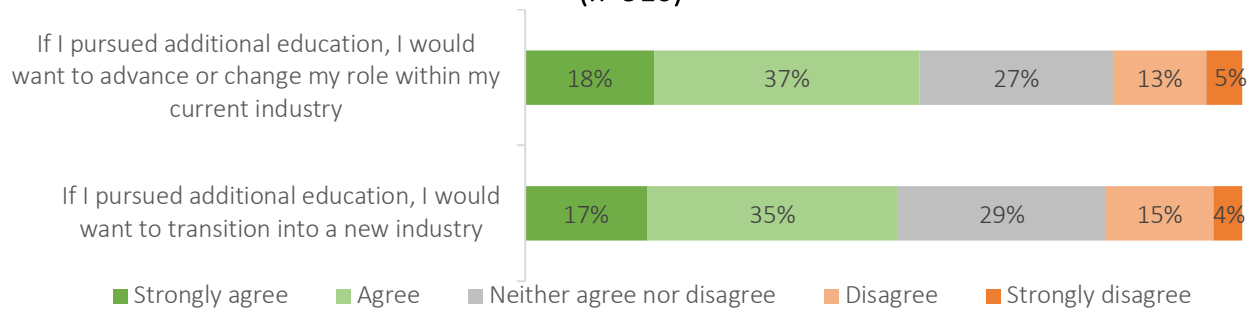
Among currently employed respondents, 11% are in the healthcare & pharmaceuticals industry, 10% in construction, machinery, and homes, and 10% in retail & consumer durables.

Figure X: In which industry are you currently employed? (n=631)



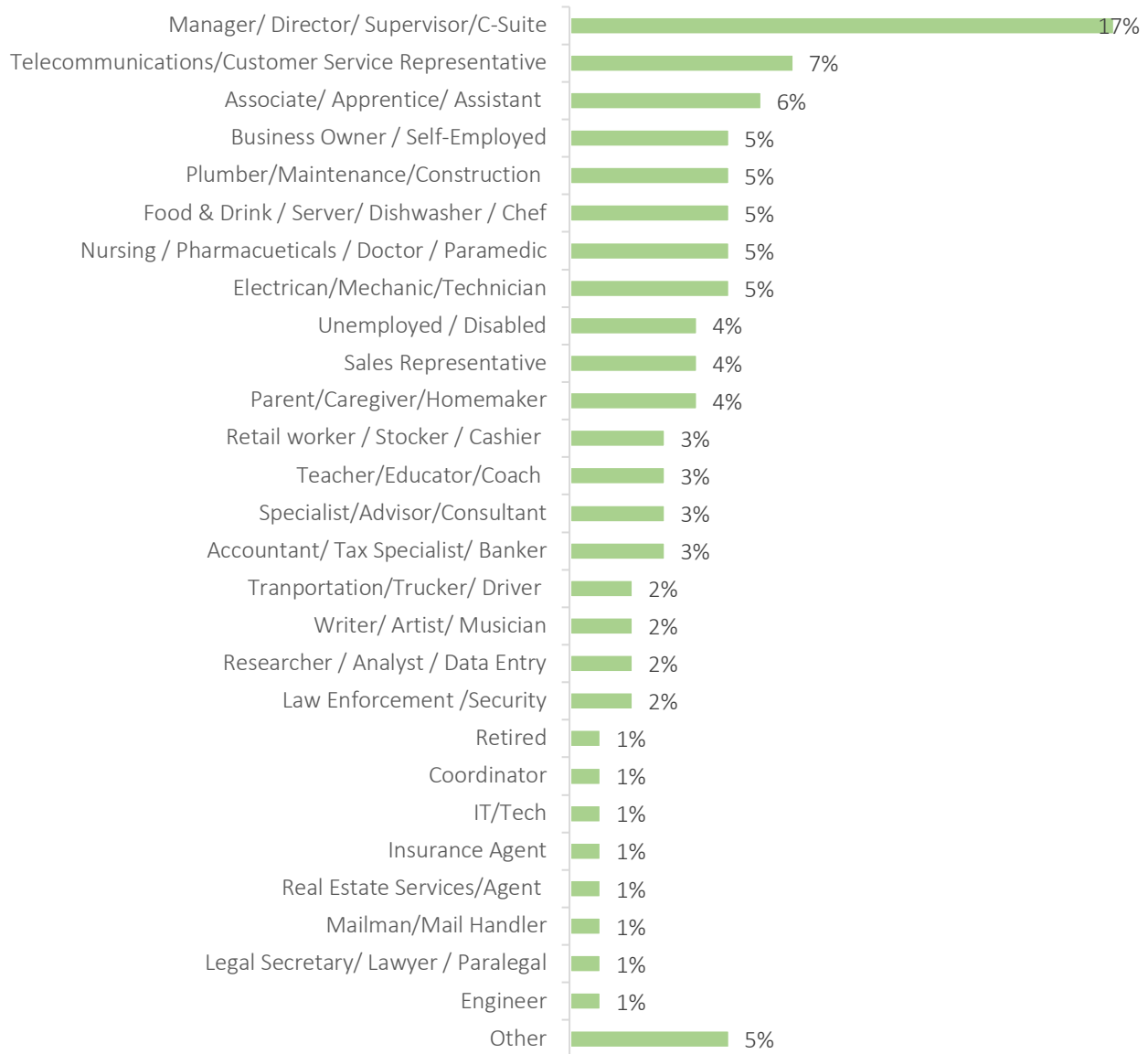
Over half (55%) agreed or strongly agreed that if they pursued additional education, they would want to advance or change their role within their current industry, while 52% would want to transition into a new industry.

Figure X: Please rate how strongly you agree or disagree with the following statements (n=910)



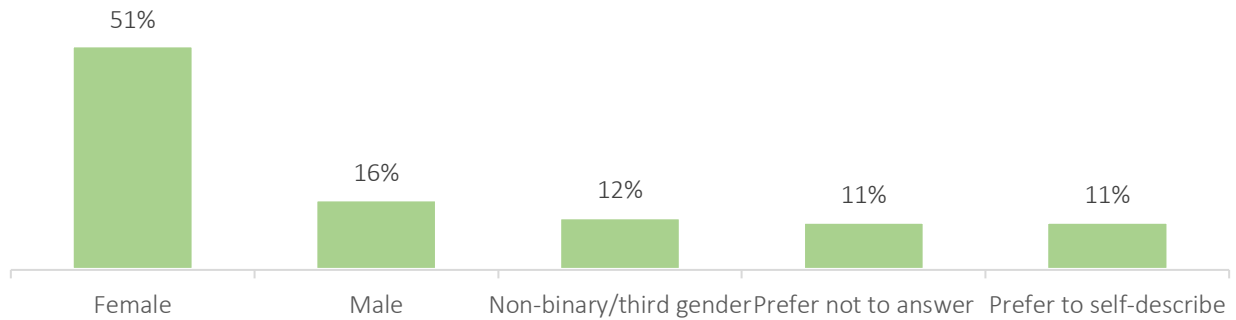
Seventeen percent of respondents are currently or were most recently employed as Managers/Directors/Supervisors/C-Suite Executives, 7% are Telecommunications/Customer Service Representatives, and 6% are Associates/Apprentices/Assistants.

Figure X: Please briefly list your current or most recent job title (n=1,018)



Over half (51%) of respondents are female, 16% are male, 12% non-binary/third gender, 11% preferred not to answer, and 11% preferred to self-describe.

Figure X: What is your gender? (n=1,018)



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