What happens to "*US*"when "*THEY*"don't finish?

Working together to get *"them" back to and through higher education.*

2015 College Changes Everything Conference
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Objective

- To discuss current trends in the lack of educational persistence and completion and

- To discuss ideas aimed at increasing access to and completion of higher education among adults in the United States.

EDUCATION
"If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career."

—President Barack Obama

The State of College Enrollment

- As of 2012, college enrollment had increased from 26% in1990 to 41%.

- Yet, in 2013, 19% of 20-24 year olds were neither enrolled in school nor employed.

- In 1990 the U.S. ranked first in the world for four year degree attainment among 25-34 year olds. Today we rank 12th.

- More than ½ college students graduate within six years. However, for low-income students, the six year completion rate is about 25%.

Introducing... *"THEY"*
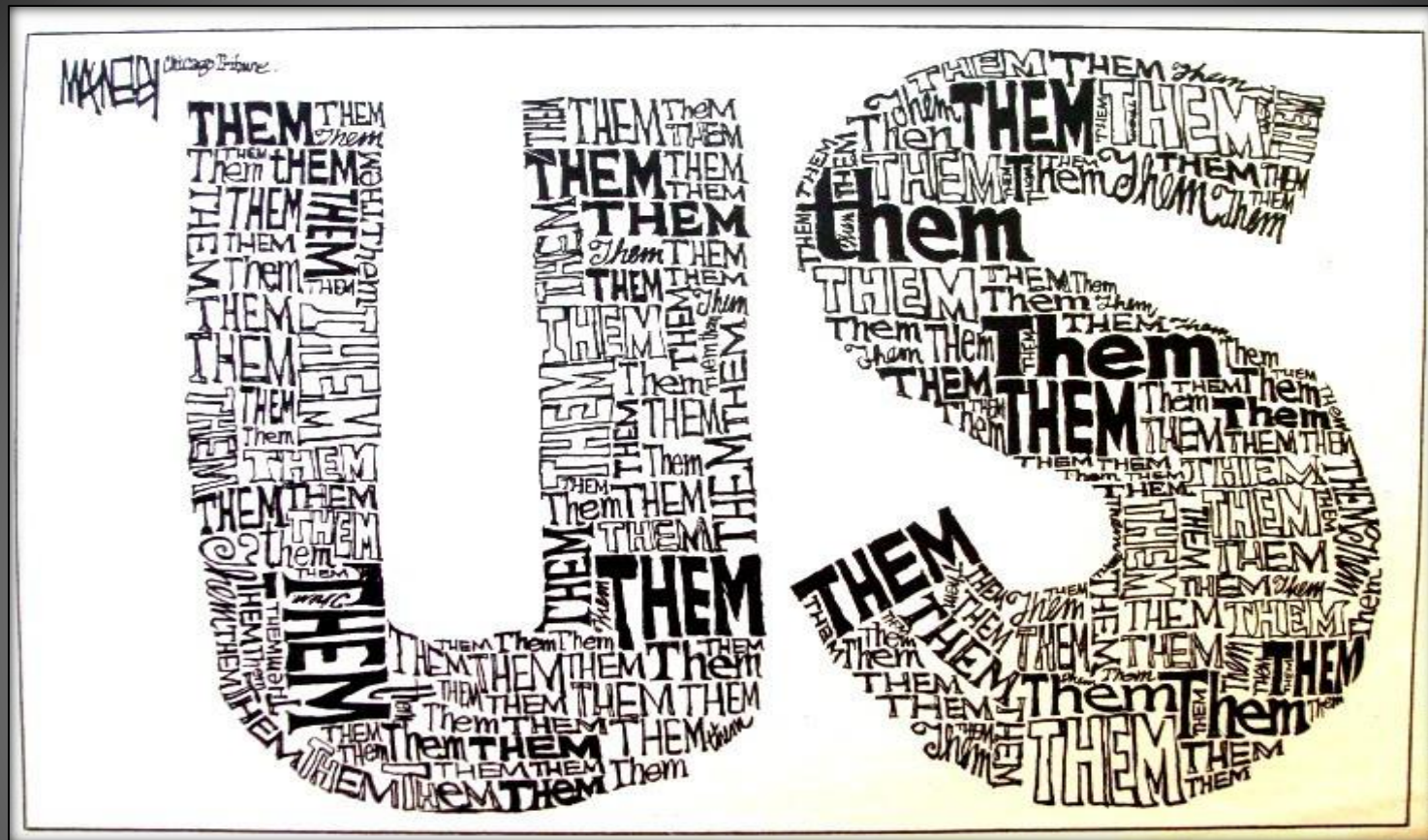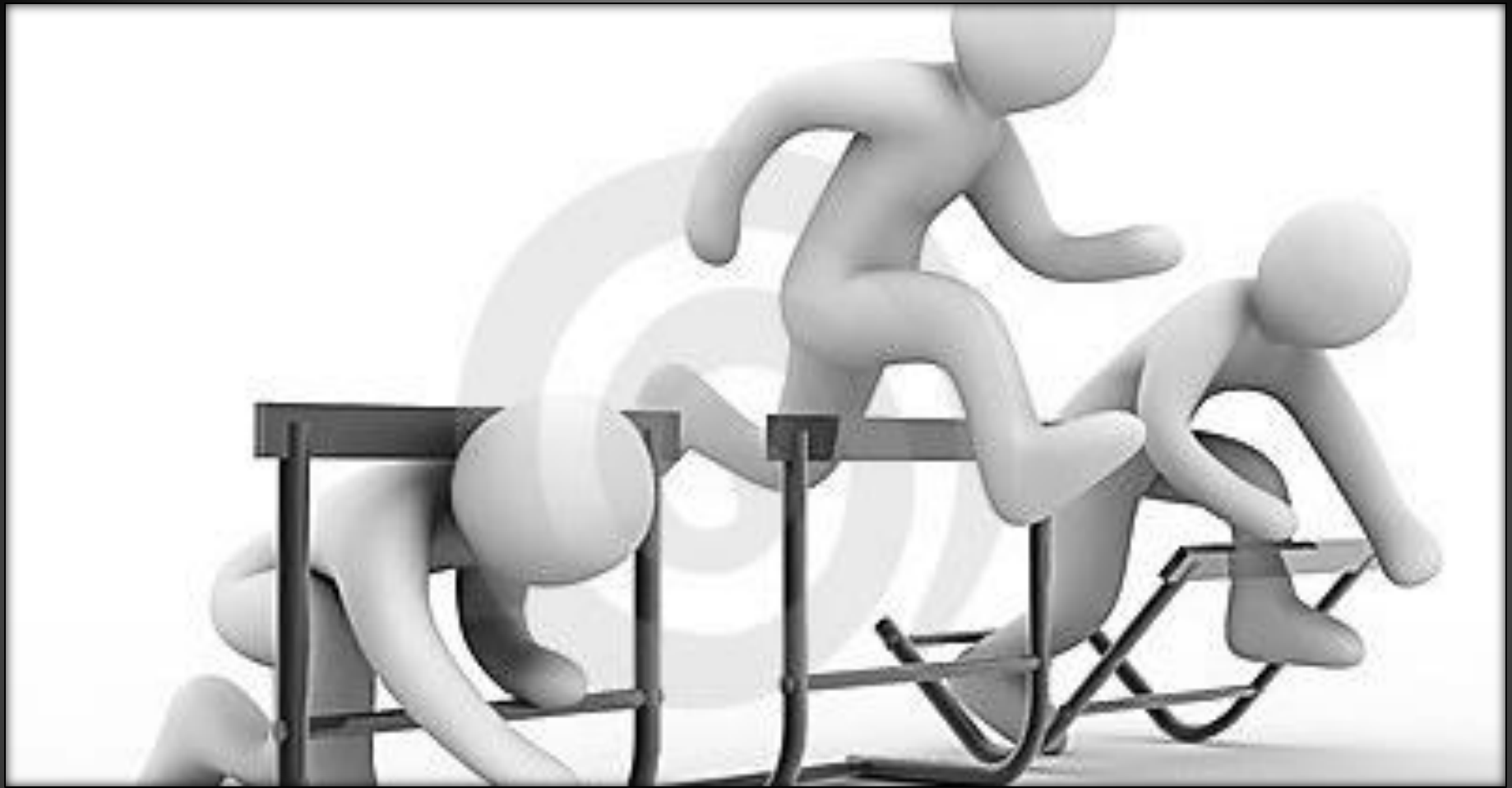
Who makes up "US"? »

The rest of individuals in the United States of America...
in school (secondary/postsecondary/graduate), individuals living
more than 150% ABOVE the federal poverty line and others...
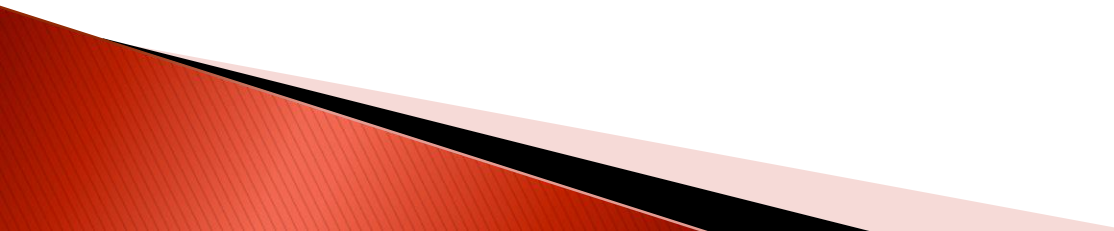
So what separates *THEY* from *US* ? »

Barriers

- Educational Attainment Level
- Income
- Unemployment/Under-employment
- Homelessness
- Changing Employment Trends
- Veterans
- Disabilities
- Returning Citizens- formerly incarcerated

Federal Low-Income Levels

(150% below poverty line)

Size of Family Unit	48 Contiguous States, D.C., & Outlying Jurisidictions
1	$17,655
2	$23,895
3	$30,135
4	$36,375
5	$42,615
6	$48,855
7	$55,095
8	$61,335

Source: United States Department of Education (2015)

Unemployment

The Chicago metropolitan area ranks among the top 10 metropolitan cities with high unemployment rates.

Rank	Metropolitan Statistical Area	Unemployment Rate
1	Las Vegas–Henderson–Paradise, NV	7.1%
2	L.A.–Long Beach–Anaheim, CA	6.4%
3	Riverside–San Bernadino–Ontario, CA	6.2%
4	New Orleans–Metairie, LA	6.0%
5	Memphis, TN–MS–AR	5.9%
6	Hartford–West, East, CT	5.8%
7	Chicago, Naperville, Elgin, IL–IN–WI	5.8%
8	Sacramento–Roseville–Arden–Arcade, CA	5.6%
9	New York–Newark–Jersey City, NY–NJ–CA	5.6%
10	Atlanta City–Sandy Springs–Roswell, GA	5.6%

Changing Employment Trends

- Job seekers are projected to be left behind, with nearly 3 million Illinois residents only having a high school diploma or less.

- The Chicago Jobs Council reports that 67% of jobs in Illinois are projected to require postsecondary training/education by 2020 (2014).

- The U.S. Bureau of Labor Statistics projects an increase in the requirement of postsecondary training for the following fields: **Professional & Business Services, Education, & Health Services.**

- As of 2012, nearly 1/3 of available jobs in the U.S. required education beyond high school, even for entry-level positions (U.S. Bureau Labor Statistics, 2015).

Homelessness

Chicago Coalition for Homeless estimated that there were 138,575 homeless individuals in Chicago in 2014.

- 51% (70,028)– Families

- 35% (48,743)– Children

- 15% (21,285)– Parents/Grandparents

- 46% (64,047)– Single adults

- 13% (18,015)– Employed

- 18% (24,944)– Physically Disabled

- 33% (45,730)– Severely Mentally Ill

Veterans

- 91,958 adult civilians were veterans in Chicago

- Median average income was $31,386 compared to city's average of $47,270

- 12.3% (11,311)– living below federal poverty line

- 13.8% (12,690)– unemployed

- 26.4% (24, 277)– disabled

- 9% (8,276)– homeless

- 75% (68,969)– have less than baccalaureate degree (25 yrs and older)

Individuals with Disabilities

▸ Approximately 60% of Americans with disabilities had only a high school diploma or less as of 2014;

▸ 22% of Americans with disabilities have no high school diploma and only 16.2% have a baccalaureate degree;

▸ An overwhelming 84% have NO degree

Source: U.S. Census Bureau (2014).

Returning Citizens

- The National Institute of Corrections (NIC) reported that at the end of 2013, there were 377,000 adults incarcerated in Illinois;

- In the same year, 1,253,000 individuals were living in the community on probation (Returning Citizens);

- 2013 there were 299,000 parolees living in the community (Returning Citizens);

- Annual cost per inmate in 2012 was $38,268 (19% higher than other states and more than the national average of $32,142).

Returning Citizens (con't.)

- Just over 30,000 inmates were released in 2013 (Returning Citizens);

- About 12,000 (39%) returned to some of the same impoverished communities in Chicago where they lived prior to incarceration;

- Hardest issue: finding employment;

- 38% of inmates tested at a 6th grade reading and math level;

- Illinois has a 47% recidivism rate.

National Institute of Corrections (NIC), 2014

Returning Citizens (con't.)

- Top 10 Chicago Zip Codes where Returning Citizens were released in 2013:

    1. 60608 (1,570)
    2. 60607 (923)
    3. 60628 (785)
    4. 60624 (779)
    5. 60644 (679)
    6. 60651 (616)
    7. 60619 (544)
    8. 60623 (540)
    9. 60636 (486)
    10. 60621 (428)

National Institute of Corrections (NIC), 2014

Other barriers
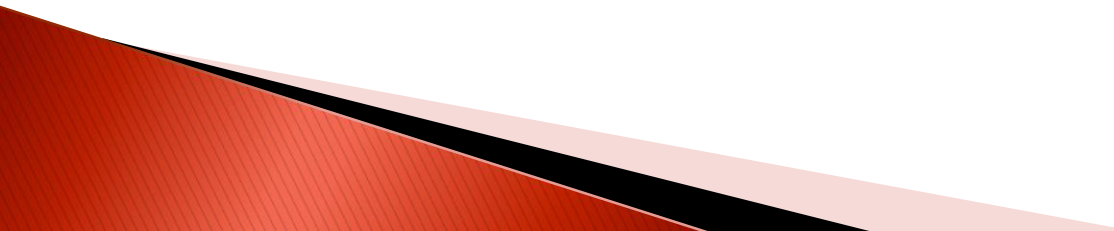
- Financial
  - Defaulted educational loans
  - Lack of personal funds for college
  - Lack of financial aid awareness (processes/resources)
  - Under-employment

- Lack of Education
  - The college-going process
  - Academic preparation (perceived or real)

- Personal
  - Child/Elder care
  - Attitudinal issues (about education)
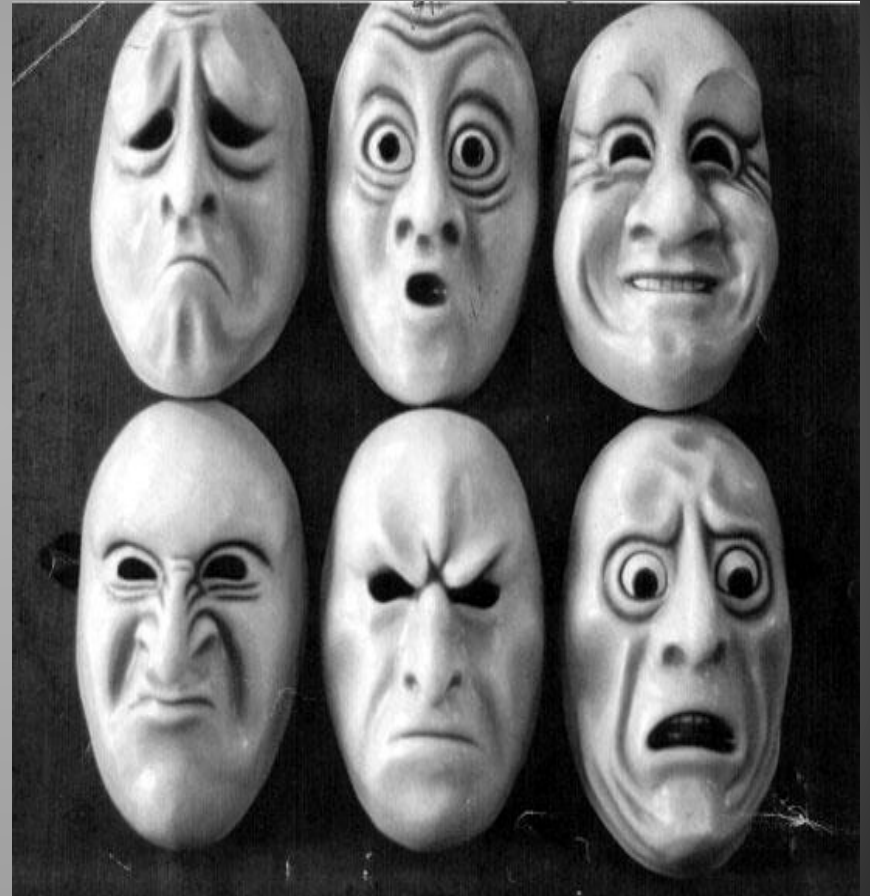 - Substance/Chemical abuse
  - Transportation
  - Incarceration

So how do we make Goal 2025?

>> Developing practical ideas and strategies for recognizing and targeting the "Non-traditional" student.

Changing Faces:
The Non-Traditional Student

- What does the face of today's college student look like?

- Who are some of today's Non-Traditional Students?

Today's College Student

- Unprepared
- Does not complete college
- Financially independent
- Has a spouse or dependents
- Single parent
- Has a GED
- 25 and over
- Part-time attendance
- Full Time Jobs

- Preparation levels vary
- Degree within 4-5 years
- Financially dependent
- Single, unmarried, no dependents
- High school diploma
- Right out of high school (18)
- Full-time attendance
- May work part time

Non-Traditional

Traditional

Support for the Non-Traditional Student

- Independently, the NT student and the traditional student have different needs but there does exist some overlap.

- As such, approaches to recruitment, retention, persistence and graduation merit additional analysis to meet the needs of the students.

Challenges & Implications

» Regarding Non-Traditional Students

For Higher Education institutions and professionals

Non-Traditional Student

- Uncertainty
- Feeling out of place
- Inability to utilize support services (hours)
- Technical challenges
- Group projects: requiring more time outside of classroom/away from families/job
- School/Work/Home life balance
- Learning Curve

- Will take longer to complete their degree
- Degree attainment between minimally NT and highly NT to have earned a degree was significant
- NT students twice as likely to leave school in their first year
- Those persisting to second year showed attrition rates closer to traditional students

Challenges

Implications

Post-Secondary Institutions & Professionals

- Communication
- Timely feedback
- Lack of support services for NT students
- Orientations cater to younger adult populations
- Lack of support by faculty for students

- Without appropriate resources and services for this student population, institutions may continually be challenged by changes in the following:

  ◦ Retention
  ◦ Attrition
  ◦ Persistence
  ◦ Graduation

Challenges

Implications

Strategies & Approaches for working with Non Traditional Students

>> Outreach, Recruitment, Retention, & Graduation

Resources & Instructional Methods

Outreach & Recruitment

- Develop and strengthen partnerships with high schools and alternative education programs (including adult high school programs).

- Colleges and university representatives need to be intentional about linking prospective students with appropriate student services.

Retention: Group-Specific retention policies and programs

How well does an institution retain its students? What areas & services should be targeted for policies and programs?

- Financial Aid
- At-risk populations
- Campus Activities
- Online activities
- Academic skills
- Social support

Persistence & Graduation

▸ Establish communication and compassion

▸ Create a semblance of community

▸ Provide constant feedback

▸ Support inter-departmental efforts

Strategies

- Require orientation or first-year seminars (specific to NT students);

- Encourage faculty to extend additional assistance; use incentives;

- Faculty: be visible and approachable;

- Establish mentor/mentee programs;

- Ensure counselor/advisor relationships;

- Promote adult development workshops and trainings;

- Use early warning programs

Resources

- Early Alert System
- TRiO Programs
- Campus Child Care Centers
- Adult Student Centers
- www.antshe.org (Association for Non-Traditional Students in Higher Education)
- Online Tutoring
- Online Advising
- Online Information Centers
- Clearinghouse

Instructional Methods

▸ Be explicit about course objectives;

▸ Identify and respond to the various learning styles;

▸ Course design should be highly inclusive;

▸ Include a variety of assessments and measurements;

▸ Encourage "socialization" events.

Questions & Answers

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