

DOUBLE THE NUMBERS WITH THE



Presentation to Project Graduate Group
Oct. 14, 2009

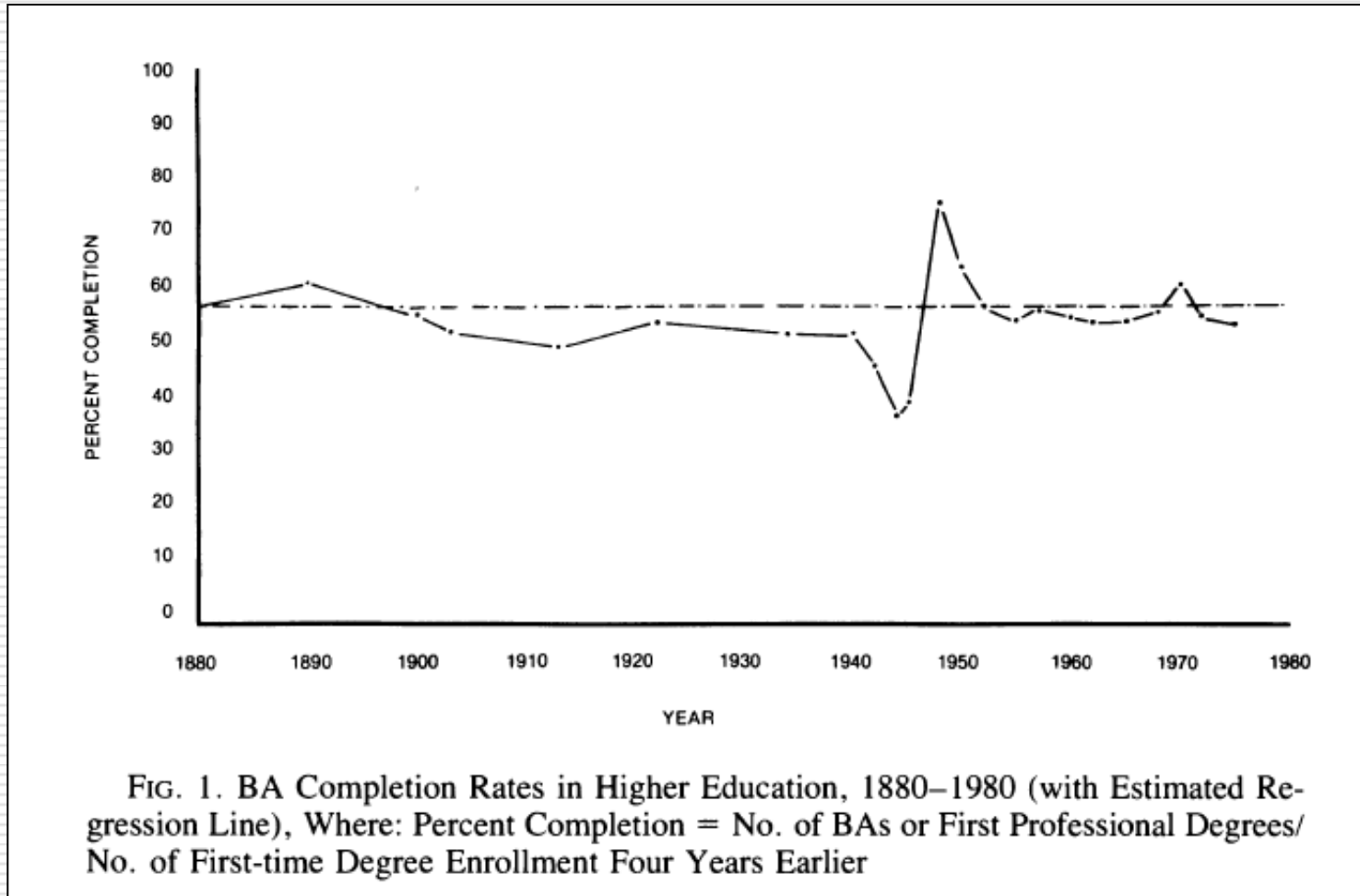
**Analysis of 2007
“Project Graduate”
Survey:
Factors Influencing
Intentions To Complete
a Bachelor’s Degree**

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Background of the Problem

- Little research on factors influencing adults to reengage in higher education
- Continued increase in adult learner population in Kentucky
- Kentucky's need to reengage adult learners

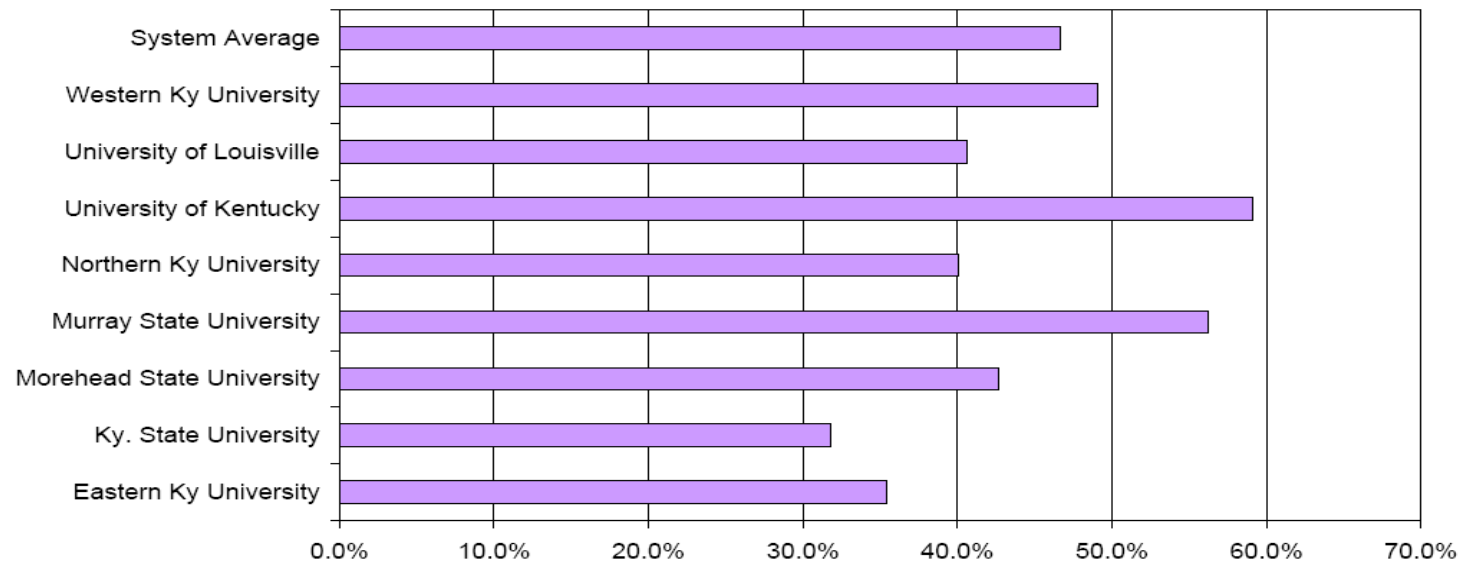
Tinto's Attrition Research



Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Kentucky Six-Year Graduation Rate

Six Year Baccalaureate Graduation Rate 2006
Kentucky Public Institutions
Fall 2000 Degree Seeking Freshman



Source: Kentucky Council on
Postsecondary Education
Comprehensive Database
July 2008 - WDC

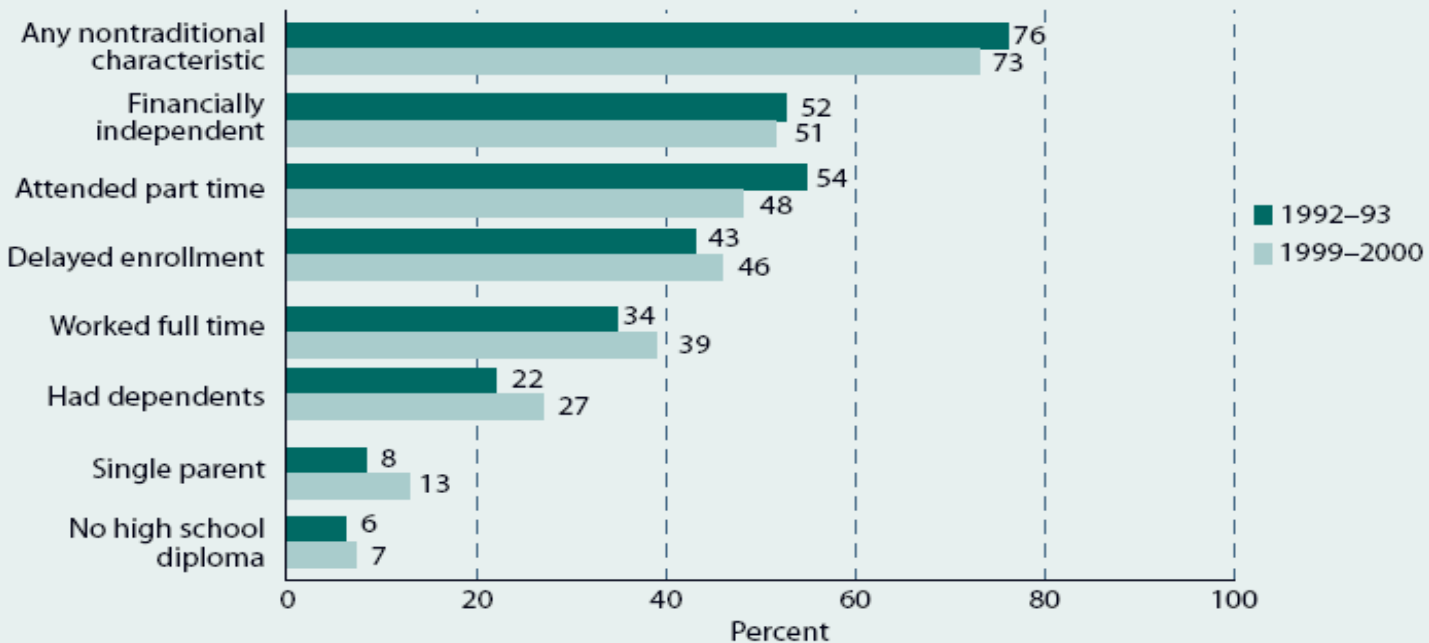
KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Nontraditional Students

Figure 1.—Percentage of undergraduates with nontraditional characteristics: 1992–93 and 1999–2000



SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:2000).

Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Population

- 233K adult learners
- Age 25 to 40
- Not currently enrolled
- 4 geographic regions

Sample

- +23K phone calls
- 1610 respondents

Survey

- 31 Questions

Kentucky Council on Postsecondary Education

August 2007

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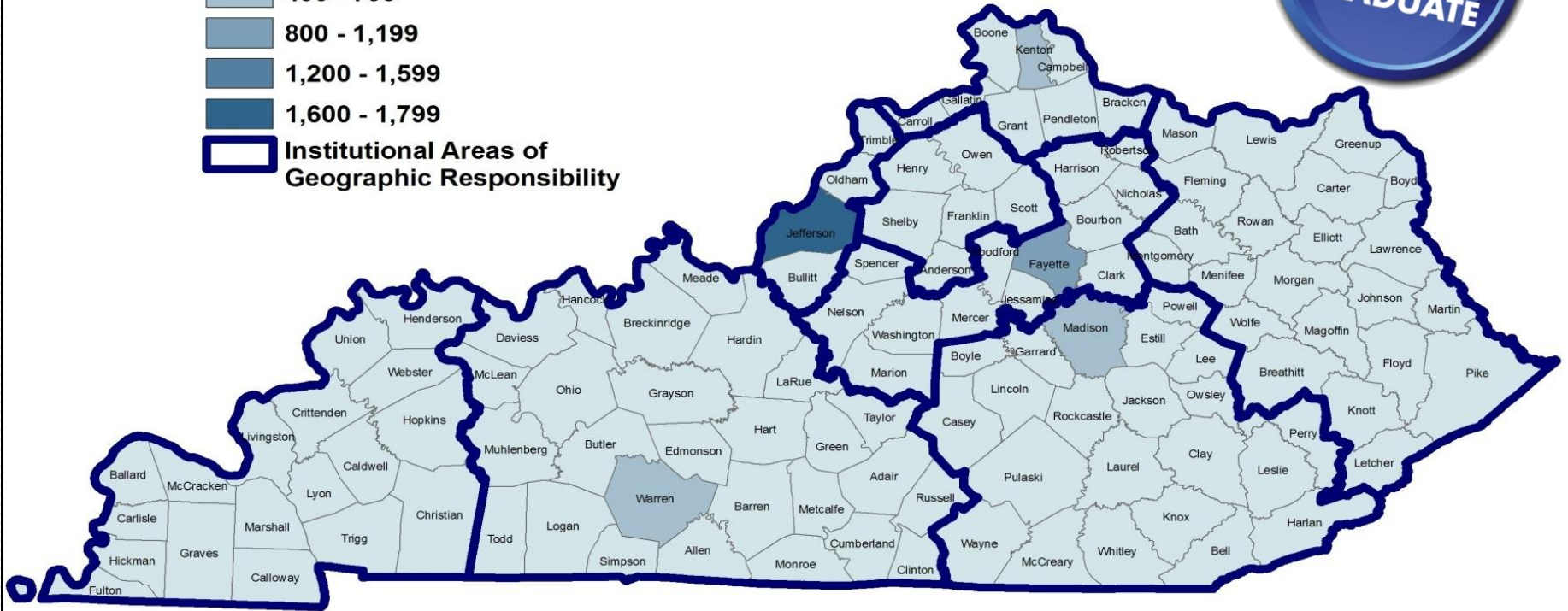
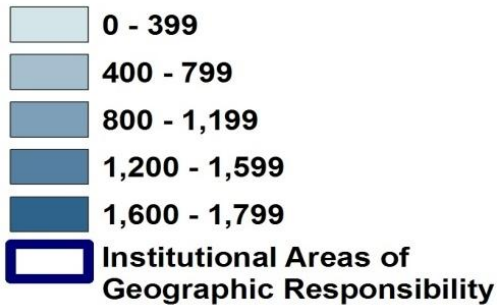
Denton DeSotel

Research Director



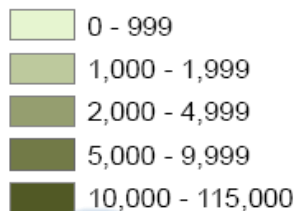
Residence of Potential Re-Entry Adult Students with 90 or More Credit Hours Earned at One Institution but No Bachelor's Degree, 2007

Kentucky Residents Ages 25-50 in March 2007 Who Were Enrolled in Public Two- or Four-Year Institutions Prior to the 2005-06 Academic Year

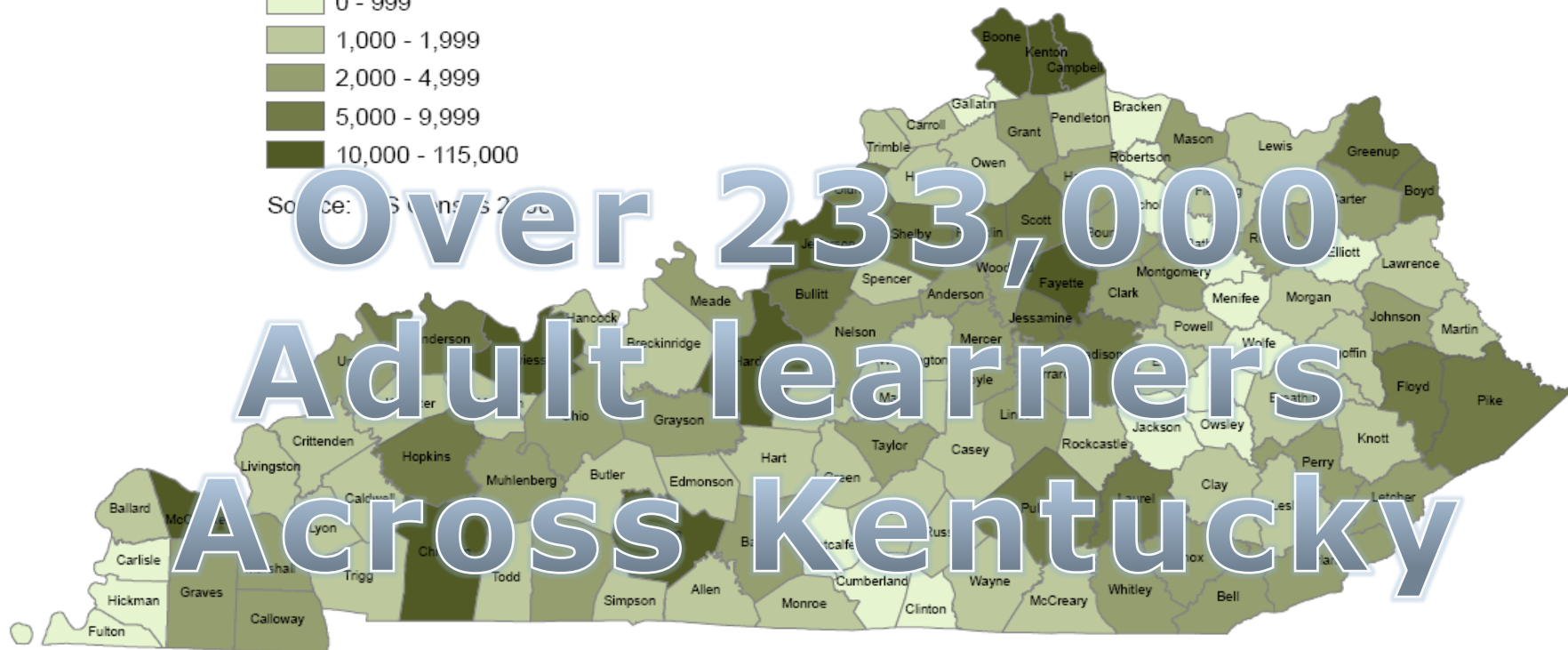


Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Number of persons, aged 25-64, with some college but not a bachelor's degree



Source: Census 2000



Visit the Kentucky Postsecondary Education Data Portal, <http://cpe.ky.gov/info>



Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Purpose of Study

To examine the factors that influence adult learner intentions to complete a bachelor's degree program

Respondent Characteristics

What are demographic characteristics of disengaged adult learners in Kentucky?

<i>Demographic Statistics: Household/Family</i>			
Variable	Demographic Groups	N	%
Gender	Female	1032	64.1
	Male	574	35.9
Marital Status	Single	424	26.5
	Married	1175	73.3
Children in Household	None	375	23.5
	1	381	23.8
	2	522	32.6
	3 or more	90	20.1
Household Income	Less than \$25,000	203	14.6
	\$25,000 to < \$50,000	426	30.7
	\$50,000 to < \$75,000	392	28.2
	\$75,000 to < \$100,000	257	18.5
	\$100,000 to \$150,000	85	6.1
	More than \$150,000	26	1.9

Demographics: Gender & Marital Status

□ Predominately female respondents – 64%

□ 73% were married

■ 62% of single females most intent on returning
($n = 132$)

■ 55% of married males most intent on not returning
($n = 201$)

Demographic Statistics: Gender and Marital Status by Intent to Return to College

Marital Status	Females		Males	
	N	%	N	%
Single	213	20.8	210	36.7
- Likely to Return	132	62.0	119	56.7
- Not Likely to Return	81	38.0	91	43.3
Married	810	79.2	362	63.3
- Likely to Return	388	47.9	161	44.5
- Not Likely to Return	422	52.1	201	55.5
Totals	1023	64.1	572	35.9

Demographics: Households

- ❑ Over 76% had at least one child in household
- ❑ Approximately 55% had a household income greater than the state average
 - 26% over \$75K

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Demographics: Employment

- ❑ 65% employed full-time
 - 57% of females fulltime
 - 80% of males fulltime
- ❑ Only 23% unemployed
- ❑ 88.3% satisfied with current job

Variable	Demographic Groups	N	%
Employment Status	Full-time employee	1049	65.2
	Part-time employee	189	11.7
	Unemployed	372	23.1
Job Category	White collar	457	38.5
	Blue collar	378	31.9
	Service industry	333	28.1
	Other	18	1.5
Job Satisfaction	Not at all satisfied	80	6.5
	Not very satisfied	65	5.3
	Somewhat satisfied	490	39.6
	Very satisfied	603	48.7

Demographics: Academics

- GPA: Approx 73% reported > 3.0
 - $< 12\%$ had GPA at or below 2.5

- Credit Hours: 66% with more than 30 hrs
 - Over 41% had 61 or more hours

Demographic Statistics: Educational History

Variable	Demographic	N	%
GPA	Less than 2.0	34	2.6
	2.0 to 2.5	114	8.6
	2.6 to 2.9	212	16.0
	3.0 to 3.5	564	42.6
	Higher than 3.5	401	30.3
Credit Hours Completed	Under 30 hrs	537	34.0
	30 to 60 hrs	388	24.6
	61 to 90 hrs	320	20.3
	91 or more hrs	333	21.1

Demographics: Correlation

- Positive correlation with Intent to Return
 - GPA: 72% of those intending > 3.0

- Negative correlation with Intent to Return
 - Age
 - Marital status
 - Job satisfaction
 - Household income

Barriers to Returning

What are the barriers that prevent disengaged adult learners in Kentucky from completing their bachelor's degree?

13. I'm going to list some reasons why people have a hard time finishing a bachelor's degree. For each reason, please tell me if it is a major concern of yours, a lesser concern, or not a concern at all.

(ROTATE STATEMENTS)

A major concern (1)

A lesser concern (2)

Not a concern at all (3)

Statement	1	2	3
Managing time between work and classes			
Managing time between family and classes			
Financing college courses			
Don't feel what I would learn in college will be useful in my career goals			
The cost of college will not be justified by gains in my job			
The location of available educational opportunities is too far for commuting			
I don't think I will do well			
I wouldn't know where to start if I wanted to re-enroll			
I wouldn't know where to start to find financial aid for college			
Job travel or odd work schedule			

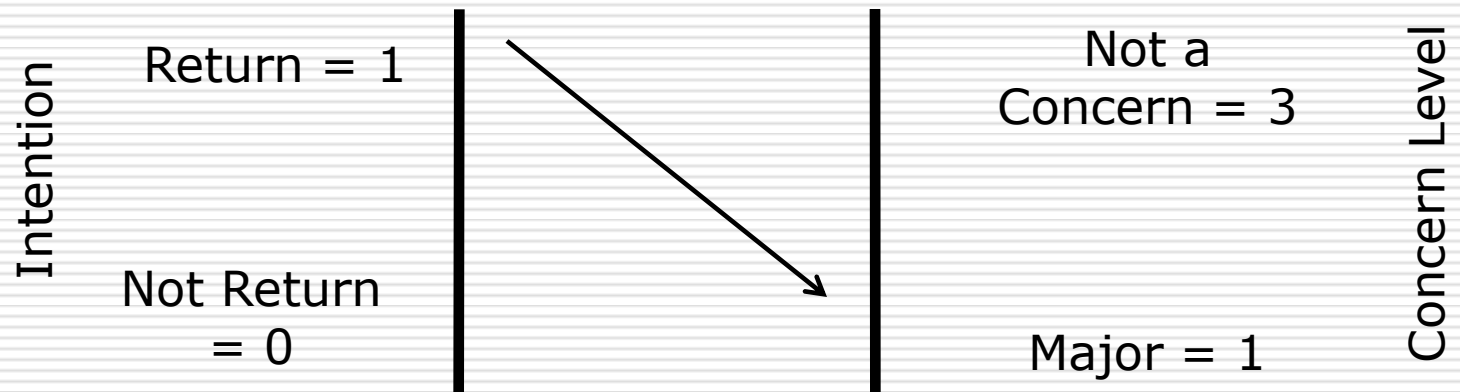
Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Barriers to Returning

- Work versus class conflict
- Family versus class conflict
 - Not significant
- Financial cost of college
- Value to career goals
- Benefit to job

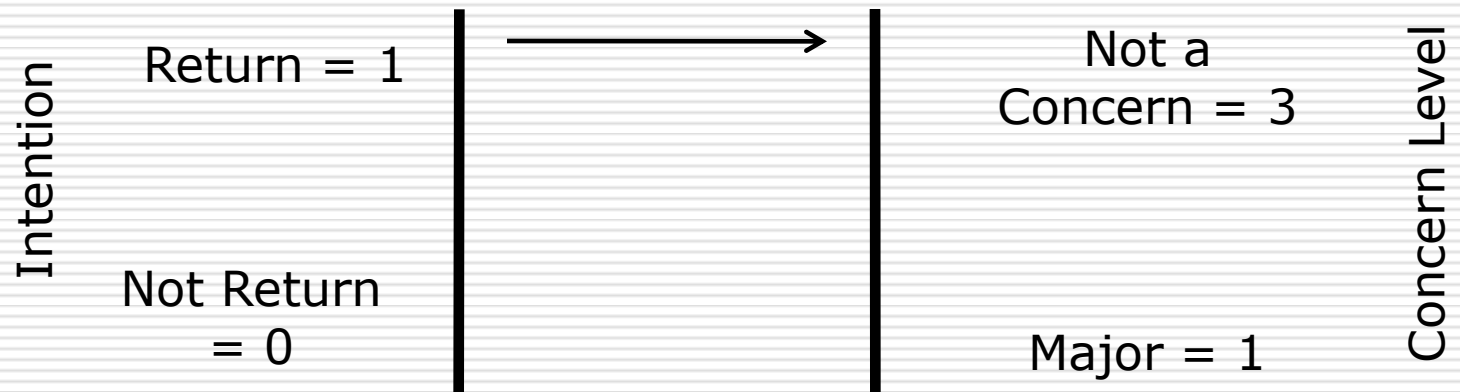
Barriers to Returning

- Inverse Relationship
 - Work versus class conflict
 - Financial cost of college



Barriers to Returning

- Positive Relationship
 - Value to career goals
 - Benefit to Job



Motivators for Returning

What factors motivate disengaged adult learners in Kentucky to complete their bachelor's degree?

15. I'm going to list some services that colleges have for adult students. For each service, please tell me if having this service would make you:

Much more interested in going back to college (3)
Somewhat more interested in going back to college (2)
Would not change my interest level (1)

Item	1	2	3
A college or extension site located closer to your home			
Financial aid packages specifically for adult part-time students			
Programs that can be completed on a faster-than-normal schedule			
Online learning programs			
College credits given for prior work or life experience			
A personal advisor to help you through the application and financial aid process			
On-site child care at the college			

Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree

Motivators for Returning

- ❑ Location close to home
- ❑ Adult learner oriented financial aid

- ❑ Accelerated programs
- ❑ Online learning opportunities
- ❑ Credit for work experience

Not Significant

Disengaged
Versus
Engaged

Motivators for Returning

- Positive Relationship
 - Close to home
 - Adult learner oriented financial aid



Summary

- ❑ Adult learners in Kentucky have the means, aptitude, and desire to finish a bachelor's degree
- ❑ Job satisfaction and income may be barriers to returning
- ❑ College location and financial aid are important to adult learners
- ❑ Adult learners may not be aware of the long term ramifications of not having a degree

Recommendations

1. Relationship between life satisfaction (employment and income) to educational attainment objectives
2. Attitudes of Kentucky employers toward education – is it valued?
3. Increase opportunity and awareness of adult learner focused financial assistance

Recommendations

4. Relationship between *value to career* (intrinsic) and *benefit to employment* (extrinsic)
5. Conduct research on the impact of geographic location on adult learner's interest in bachelor's level education

Recommendations

6. Explore the parent-child interaction in educational attainment in Kentucky
7. Conduct a follow-up study on this sample – validating the intention to return.

Conclusion – So What?

This study is important because it:

- focuses on facts regarding adult learner educational attainment challenges in Kentucky
- highlights ramifications of continued neglect of one of the most valuable resources in Kentucky – adult learners
- provides a “way ahead” for continued research on Kentucky adult learners

Conclusion – So What?

The consequences of ignoring the findings of this study:

- continued decline in Commonwealth's economic and educational standing
- further erosion of knowledge-based workers in the Commonwealth – brain drain
- failure to give the youth of Kentucky the very best opportunity to be successful in the future

Questions?



Factors Influencing Adult Learner Intentions to Complete a Bachelor's Degree