

Welcome to #WCETWebcast

May 16, 2019

The webcast will begin shortly.

There is no audio being broadcast
at this time.

An archive of this webcast will be
available on the WCET website
next week.





Student Ready

INCREASING RETENTION FOR UNIVERSITIES
AND CAREER OUTCOMES FOR STUDENTS

MAY 16

Welcome!

Use the question box for questions and information exchange.

Archive, PowerPoint, and Resources available will be next week.

PowerPoint can be downloaded via the link in chat.

Follow the Twitter feed:
[#WCETWebcast](#).



MEGAN RAYMOND

Director, Programs
& Sponsorship
WCET

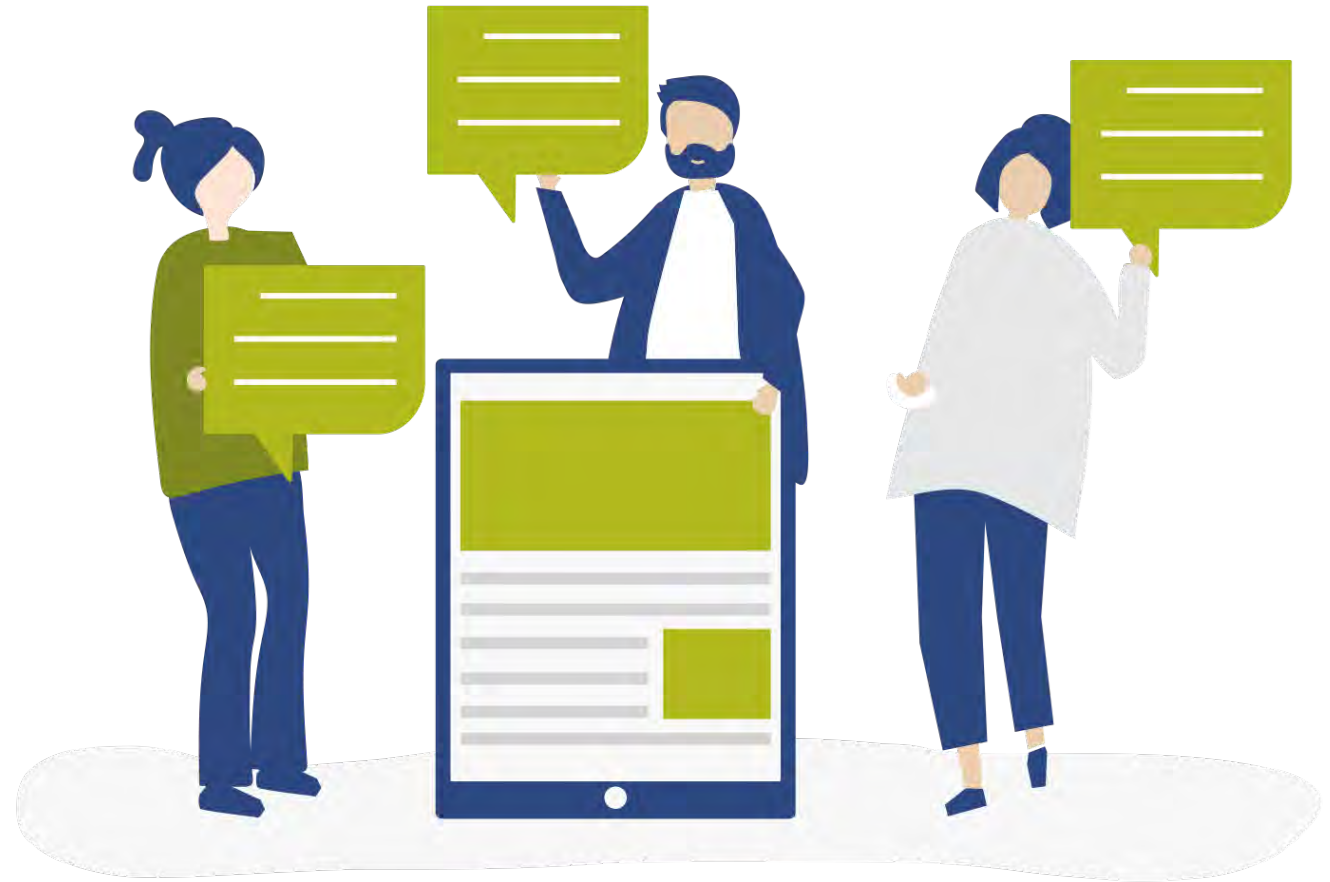
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Questions from the Audience

If you have a question during the presentation, please add your questions to the question box.

We will monitor the question box and have time for Q&A at the end of the presentation.



Moderator



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Presenters



DREW GEANT

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Wyzant



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Disruptive Innovation



Overview

1

What exactly is a “post-traditional” student?

2

Why is it important to focus on them?

3

Why are post-traditional students struggling to finish college?

4

What solutions can institutions offer to increase post-traditional degree completion?

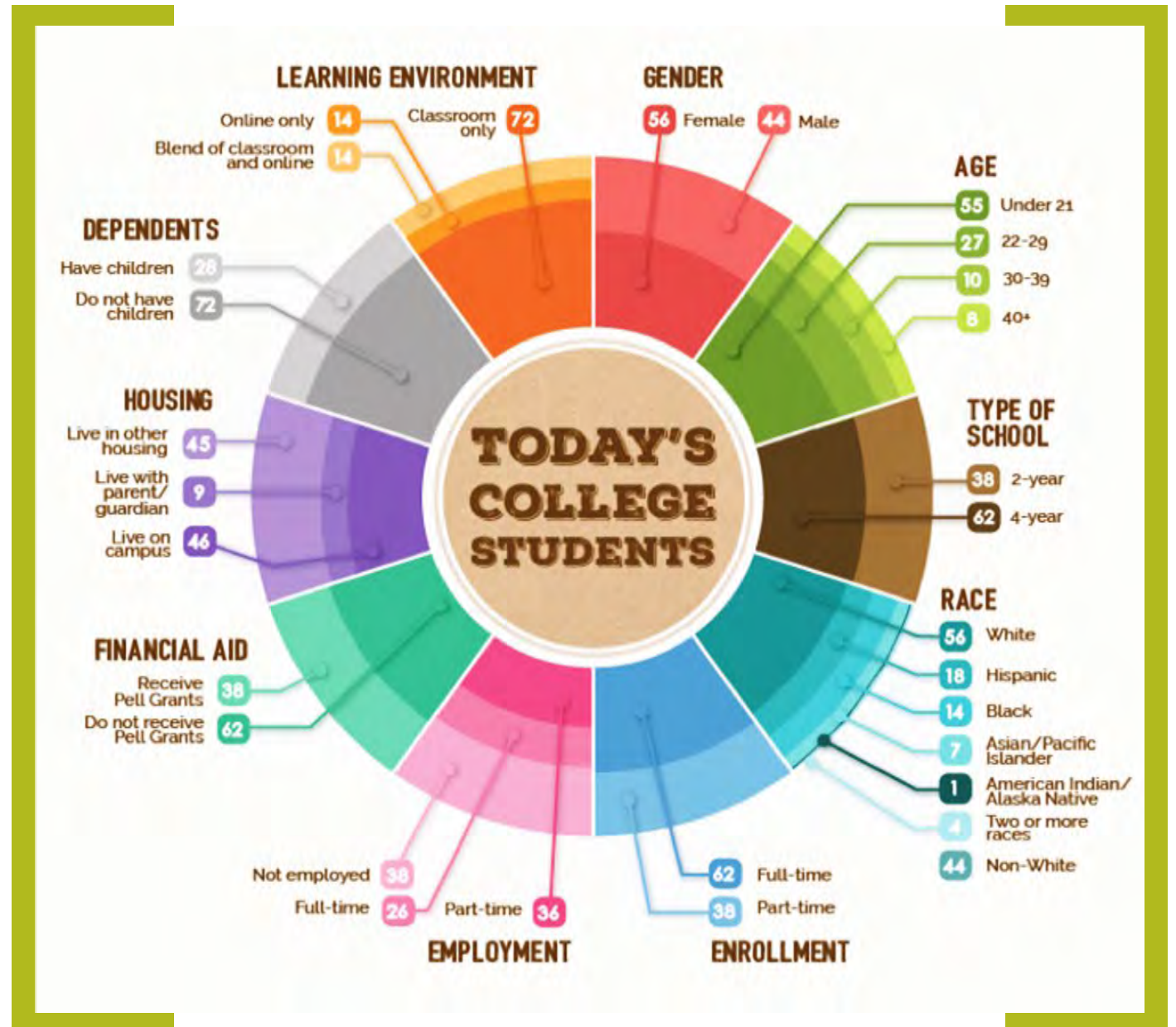


Defining “Post-Traditional”

“Post-traditional” as a term was coined by Excelsior College president Jon Ebersole in a 2013 American Council on Education manifesto to refer to the millions of adults already in the workforce who **lack a credential but pursue post-secondary education alongside other responsibilities.**



Today's College Students Infographic



Bill & Melinda Gates Foundation: Post Secondary Success



The Degree Completion Problem



60%

of students who enroll in college full-time complete their degree **within 6 years.**



This number drops to

30-35%

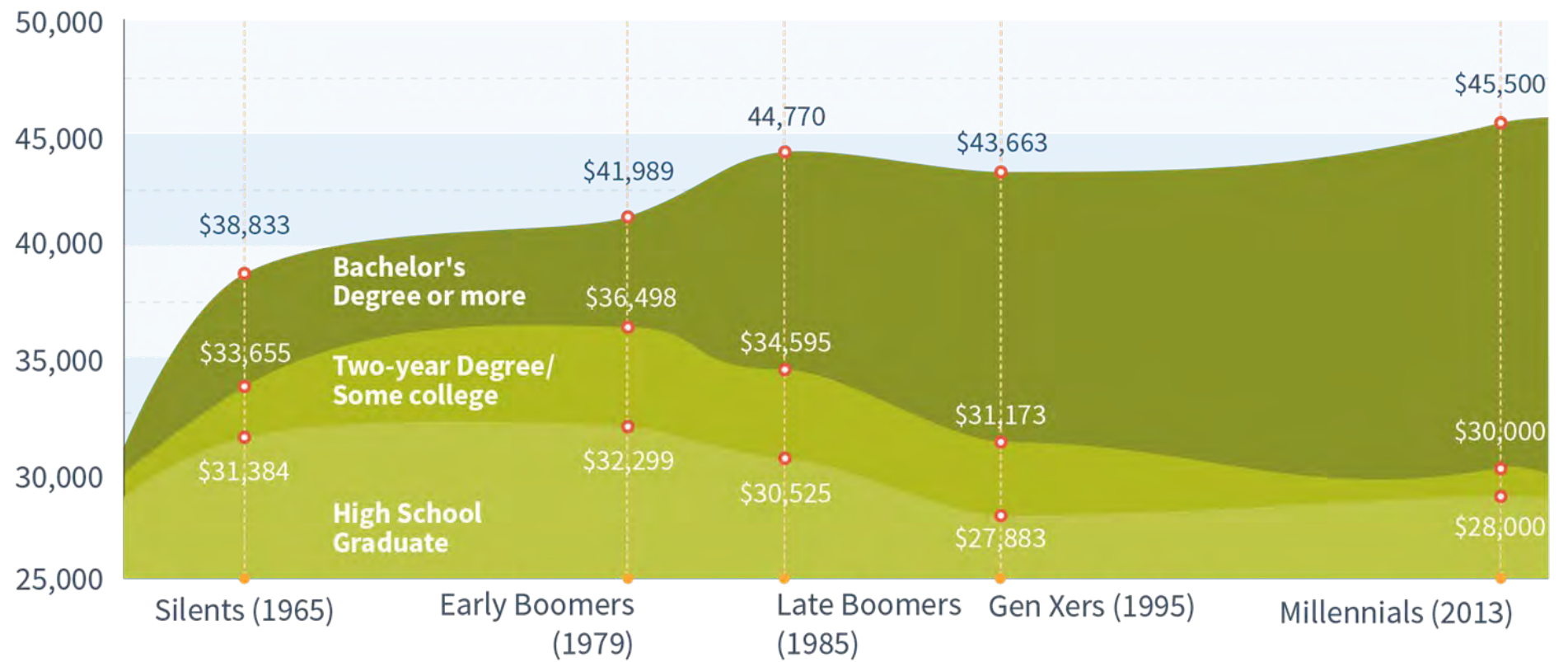
for students with post-traditional characteristics.

Source: [Lumina Foundation](#)



Degree Non-Completion Widens Economic Gaps

Median annual earnings among full-time workers ages 25 to 32, in 2012, in dollars

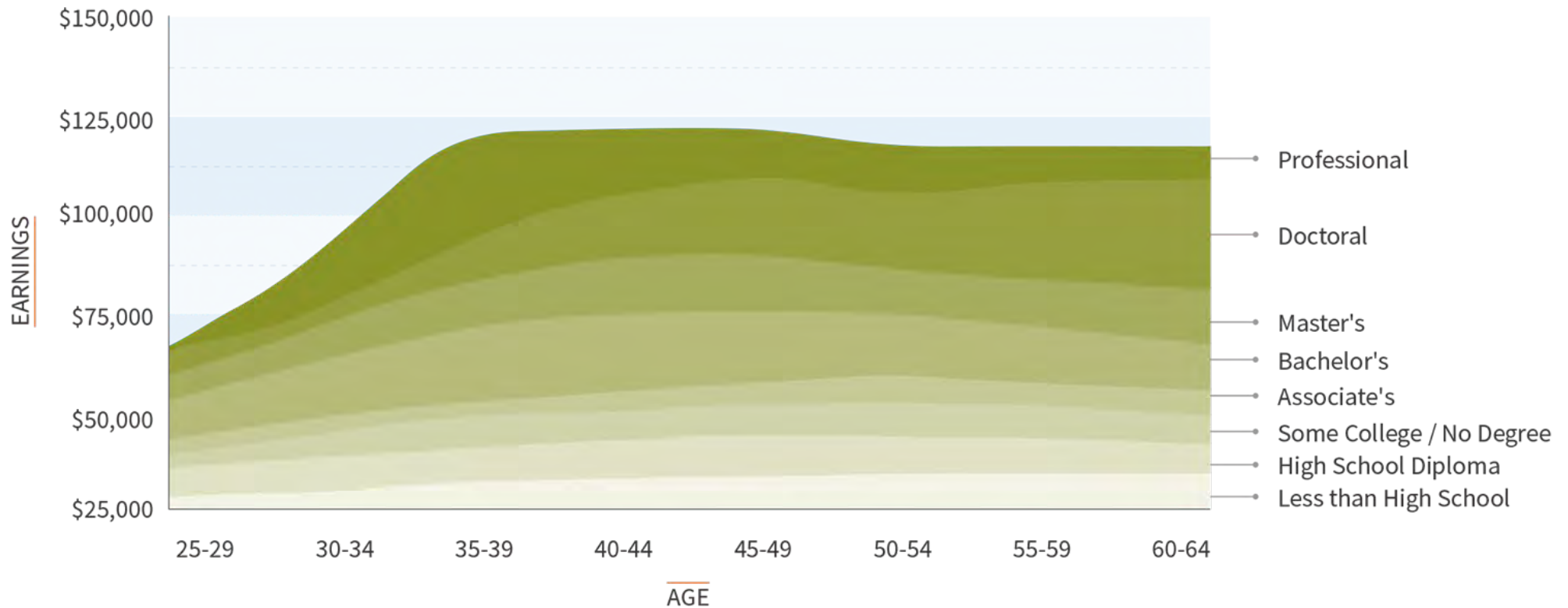


Source:
[Pew Research Center](#)



Degree Non-Completion Widens Economic Gaps

Lifetime earnings trajectories

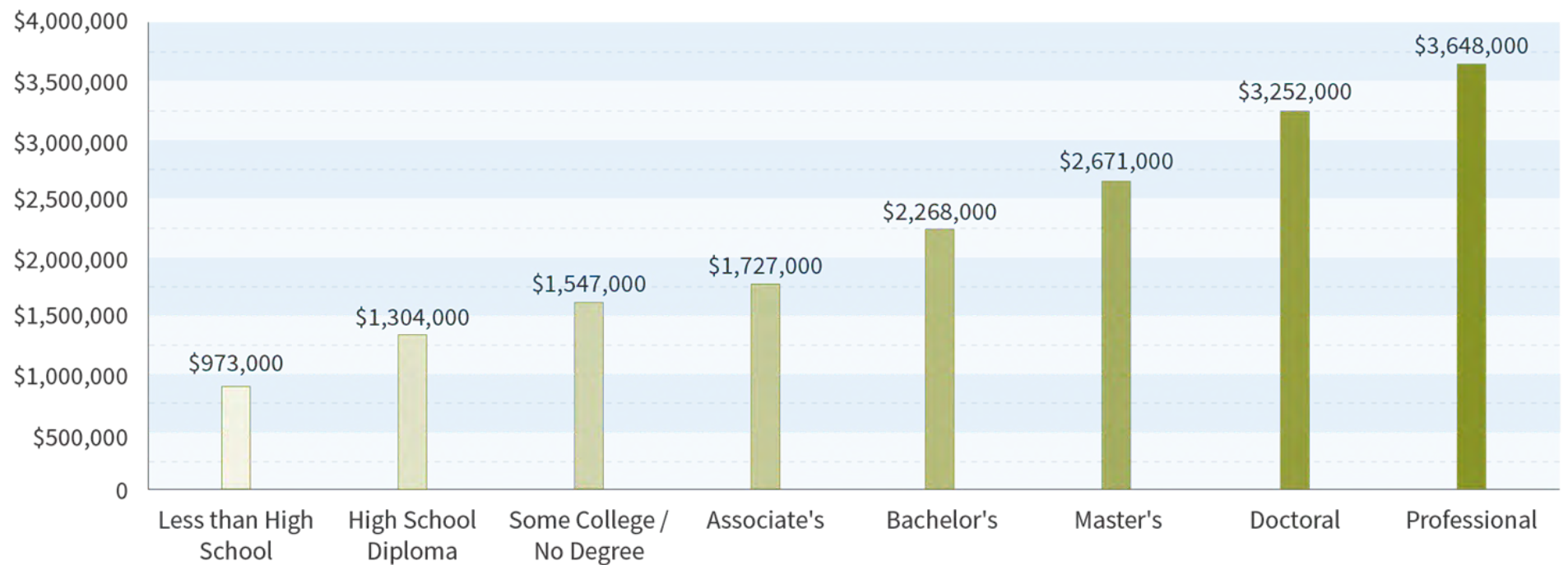


Source: [Georgetown University, Center on Education and the Workforce](#)



Degree Non-Completion Widens Economic Gaps

Median lifetime earnings by highest education attainment



Source: [*Georgetown University, Center on Education and the Workforce*](#)

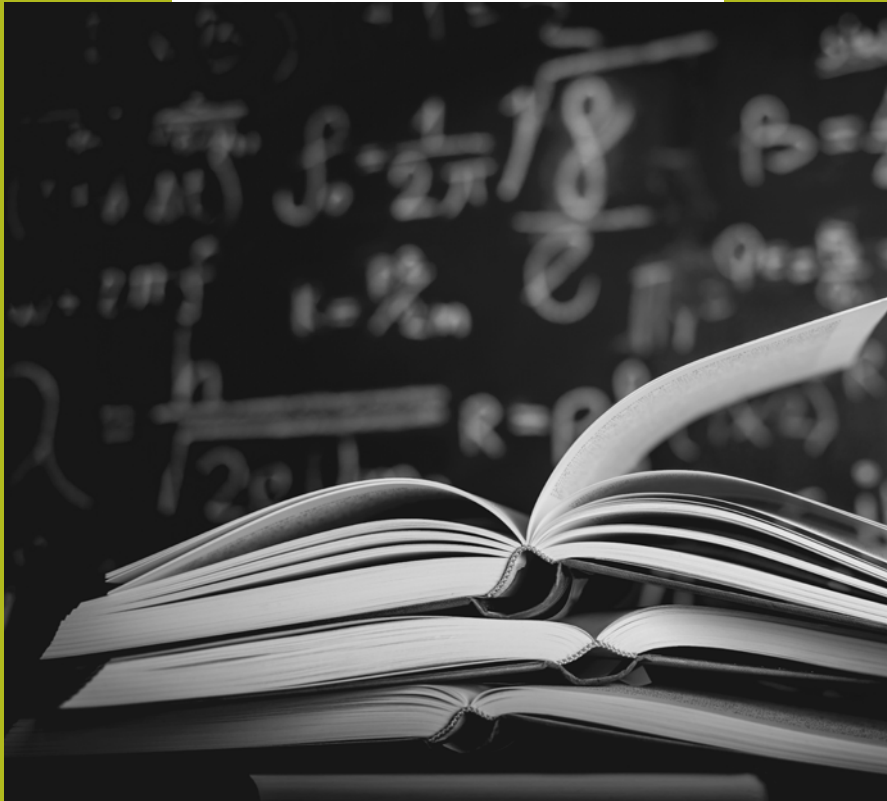




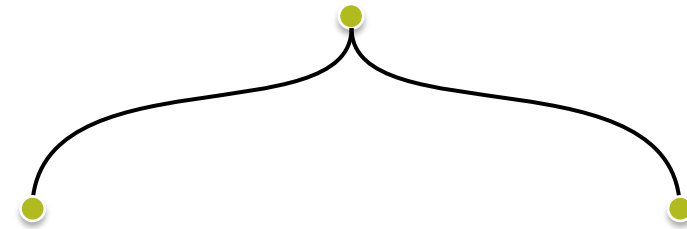
Why Aren't Post-Traditional Students Graduating?



“Readiness” Gaps



Post-traditional students are often underprepared in two areas:



Academic

Non-cognitive



Academic Gaps

Academic knowledge gaps:



Students being unprepared academically for the rigor of university work



Often the result of overlooked foundational skills (writing, algebra)

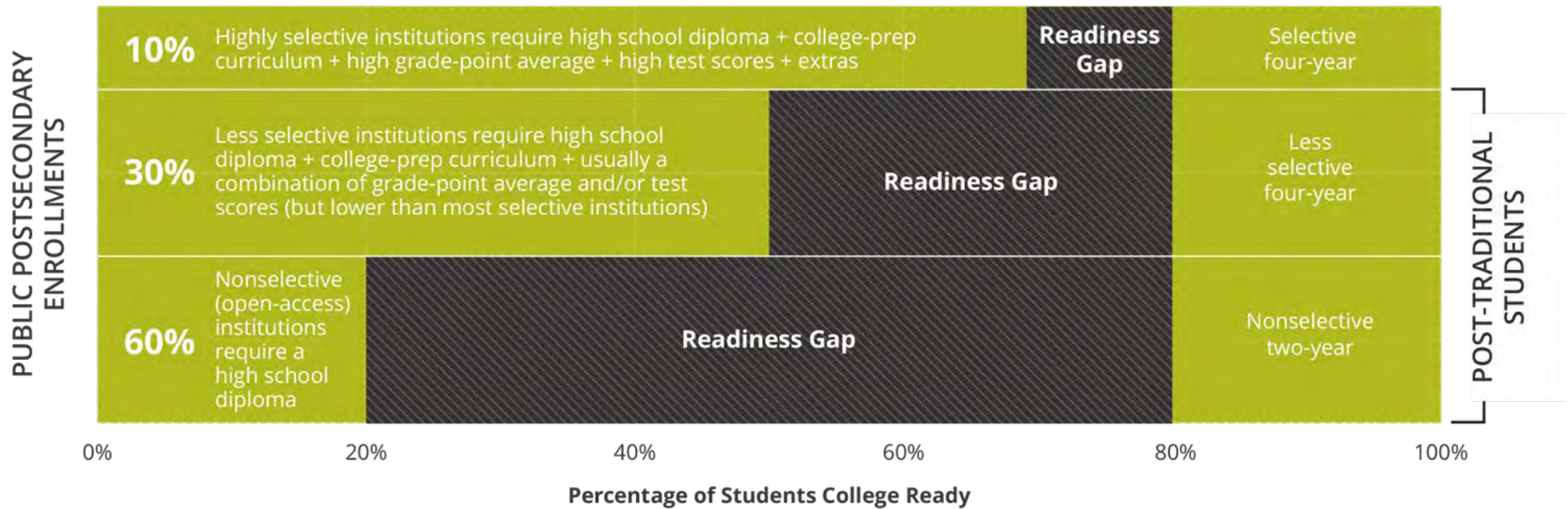


One-third of post-traditional students are **unsure of their academic abilities**

Source: [Education Dynamics](#)



Academic Readiness Gaps Disproportionately Affect Post-Traditional Students



Source: [National Center for Public Policy and Higher Education](#)



Non-Cognitive Gaps

Non-cognitive knowledge gaps:



Students are unprepared in their development of social and emotional skills.



Non-cognitive skills cut across subjects and disciplines.

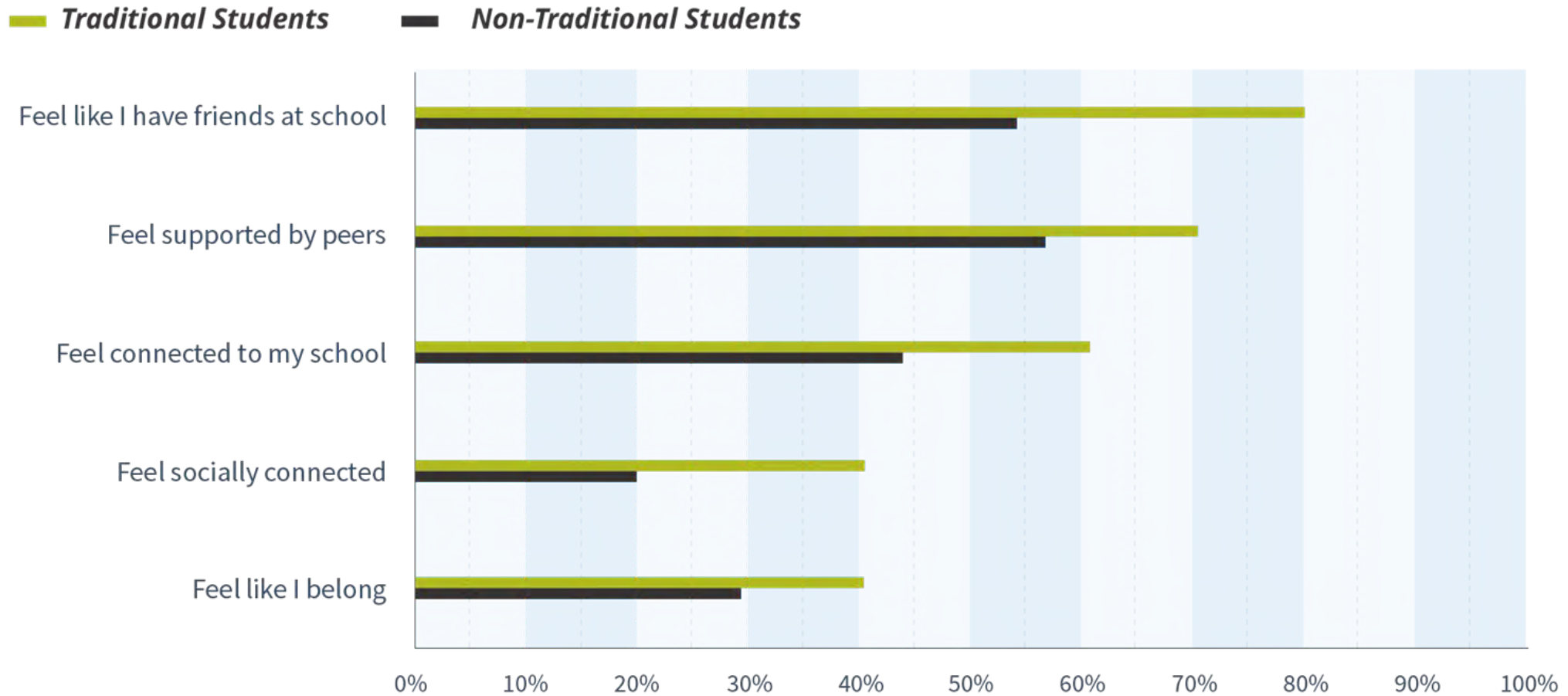


Non-traditional students are much less likely to feel they are socially connected, supported by their peers, or have friends at school.

Source: [Barnes & Noble College: College Insights](#)

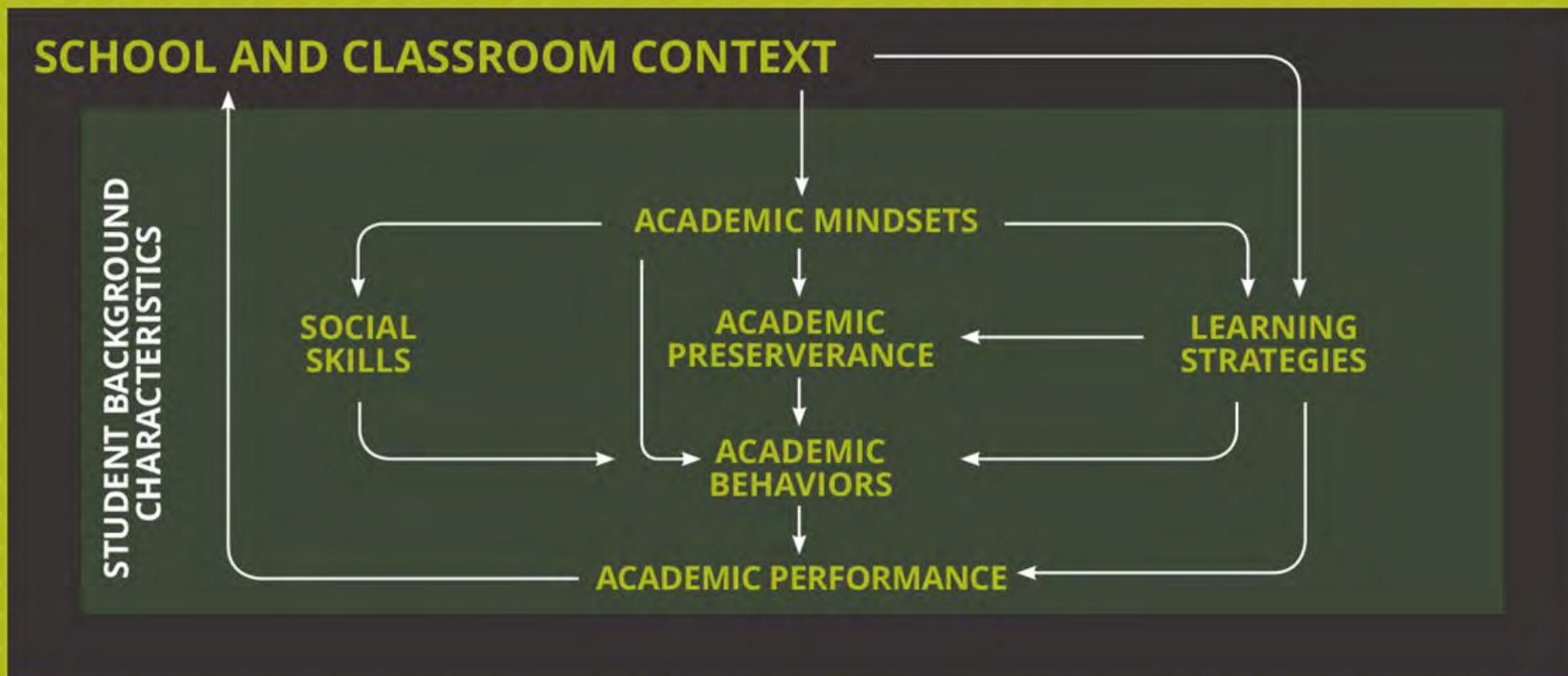


Non-Cognitive Gaps Disproportionately Affect Post-Traditional Students



Academic & Non-Cognitive Skills are Intertwined

SOCIO-CULTURAL CONTEXT





Becoming Student Ready: Solutions



What Does it Mean to Become Student-Ready?



Shifting mindsets from expecting students to “fill their own gaps” or “come prepared” when seeking post-secondary education to universities need to considering the **entirety** of student needs and implementing solutions to help them succeed.



SOLUTION 1

Corequisite Courses

As opposed to having students enroll remedial courses, corequisite courses are more rigorous and credit-bearing

Corequisite courses can easily be paired with additional reinforcement - such as small-group seminars or one-on-one tutoring - to fill academic gaps and simultaneously develop non-cognitive learning strategies



SOLUTION 2

Competency-Based Education Models

- CBE awards credit for skill, competency, and knowledge mastery.

- Competencies are often tied to demands of the workforce, making this model more suitable for the working student.

- Greater flexibility for self-paced learning.

- Professors and tutors in CBE models often possess industry expertise and provide proactive support designed to address the unique needs of self-paced learners.

- Greater flexibility for including credits from other institutions.



SOLUTION 3

Proactive, Tech-Enabled Advising Systems

Technology enables advisory services to be available to students outside the hours of 9am - 5pm, which is much more suitable for working students.

Smart platforms can nudge students who need help, rather than waiting for them to reach out.

Advisors freed from manual enrollment tasks can focus more closely on providing personalized advice.



SOLUTION 4

Flexible, Deep and Ongoing Expert Resources

External expert resources can address needs surfaced in early warning systems with precision and depth.

Bloom's Two Sigma: there is no form of teaching more effective than one-on-one tutoring, particularly from well-trained tutors who understand their subject well.

Ongoing one-on-one tutoring relationships provide students with a continuous support system, accelerating progress and boosting confidence.



Questions from the Audience



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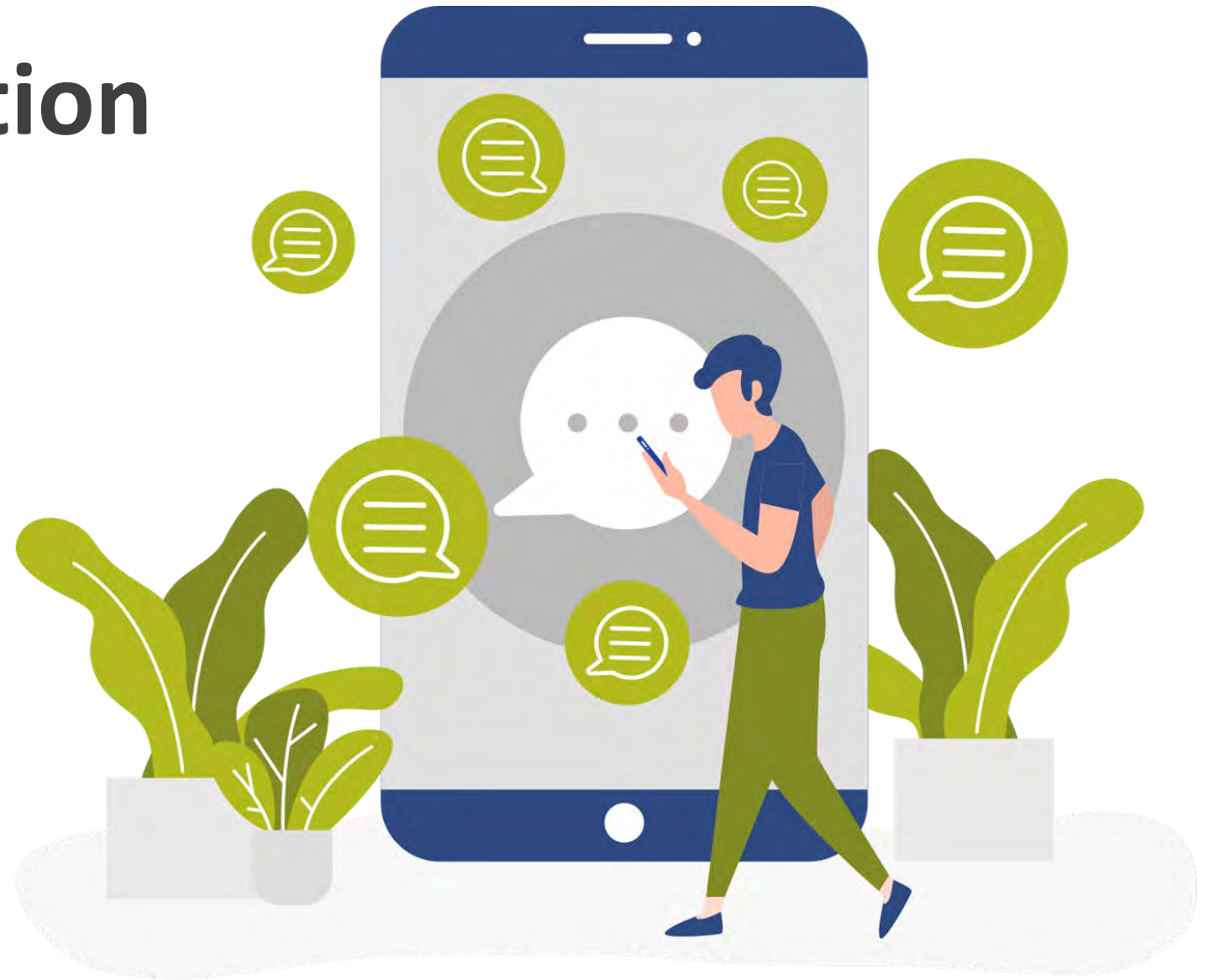


Contact Information

We'd love to hear from you!

Email the Wyzant team at:

highered@wyzant.com



Join us for the #WCETSummit

Workforce Partnerships that Work:

Creating Public-Private Partnerships that Serve Students,
Institutions, Employers, and Communities

WCET Leadership Summit

June 4 - 5, 2019 | Newport Beach, CA



 <https://wcet.wiche.edu/events/summits/workforce-partnerships-that-work-2019>



Join us for the #WCET19

WCET 31st Annual Meeting



Denver, CO
November 5 - 7, 2019

Registration opens
in June!

[https://wcet.wiche.edu/
events/annual-meeting](https://wcet.wiche.edu/events/annual-meeting)



Additional Information and Resources

Access to the resources discussed during this webcast, including the archive, will be available next week.

<http://wcet.wiche.edu/connect/webcasts>



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