



competela

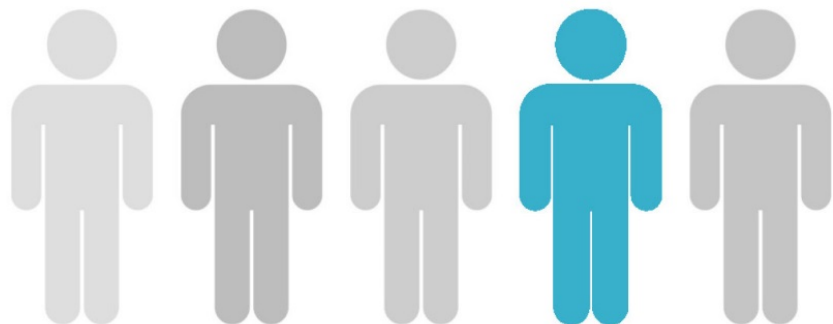
POWERED BY THE UNIVERSITIES OF LOUISIANA



Presentation Agenda

- Overview of Compete LA
- Economic and Social Drivers for Re-engaging Adult Learners
- Using the Data to identify and engage Stop Outs
- Tracking Compete LA Students
- Challenges and Opportunities

1_{IN}5



**LOUISIANIANS
HAVE SOME
COLLEGE
CREDIT BUT NO
DEGREE**

653,000 Louisiana adults
have some college credit but
no degree.





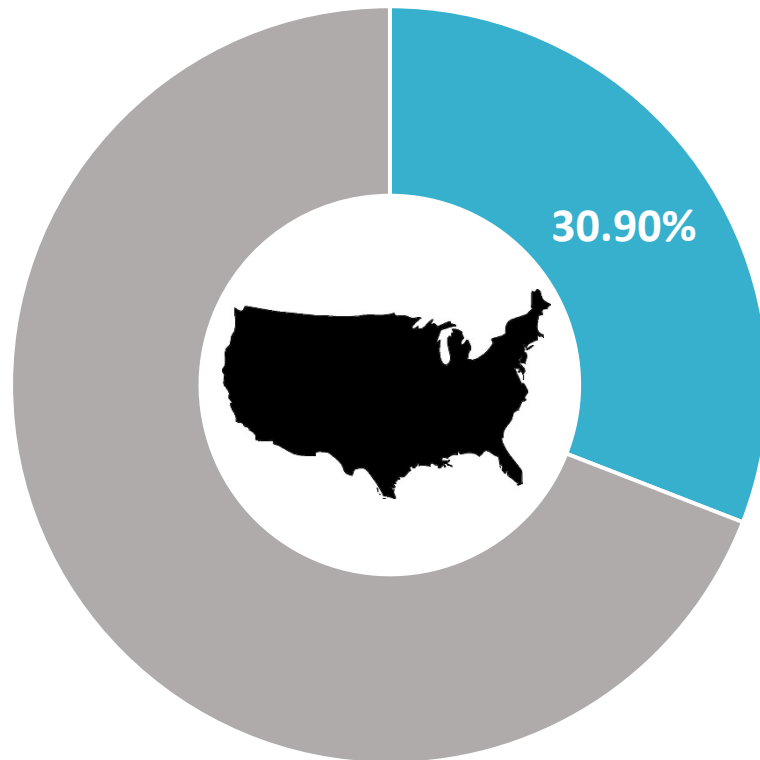
LOUISIANA'S CHALLENGE

- Higher education is tied to economic promise, increased social mobility, and improved quality of life.
- Postsecondary policy at both the federal and state levels largely focuses on serving 18- to 24-year-old students.
- Louisiana has a large latent adult learner market (71 percent).

Presently, Louisiana ranks 49th in the nation in educational attainment, with only 29% of its adult population possessing a postsecondary credential.

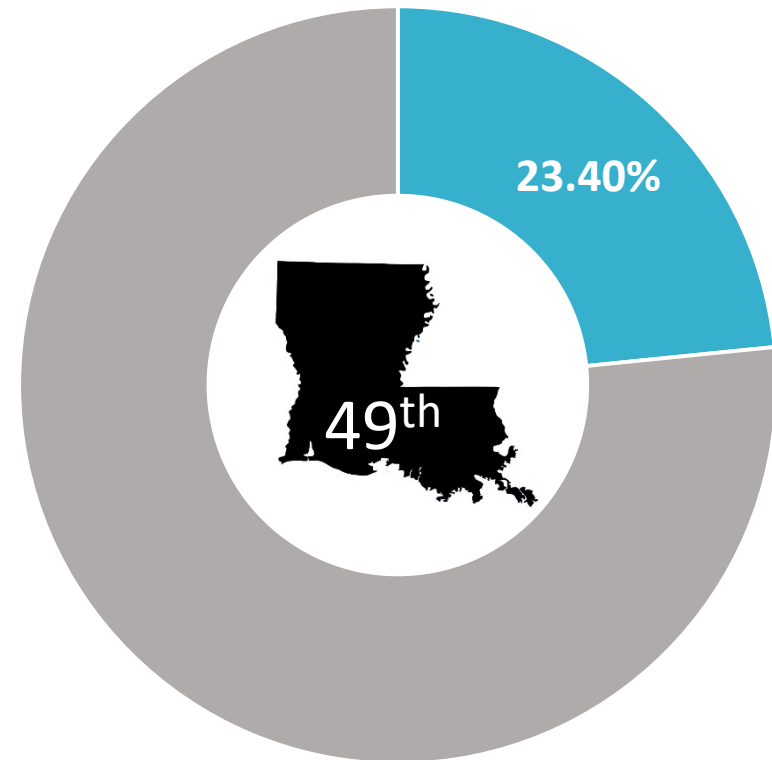
Educational Attainment

United States



■ Bachelor's Degree or Higher

Louisiana



■ Bachelor's Degree or Higher



COMPETE LA PROJECT GOALS



- Re-engage Louisiana adults with some college credit (but no degree) and provide them with support structures that will assist them with obtaining a credential of value; and
- Contribute data and share best practices to the existing body of literature that will be used to inform statewide and national models aimed at increasing postsecondary access and success for adult learners.

PROJECT MANAGEMENT TEAM



Katie Barras

Assistant Vice President for Academic Innovation

Overall Program Director, Lead Coach and Implementation Team Management

Cami Geisman

Vice President for Marketing and Communications

Lead on all marketing and communications development and execution

Jeannine Kahn

Provost and Vice President for Academic Affairs

Lead on academic planning and degree program expansion

Claire Norris

Associate Vice President of Institutional Effectiveness and Special Initiatives

Lead on data analysis, assessment and pilot findings

How It Works

1

Apply for Compete LA



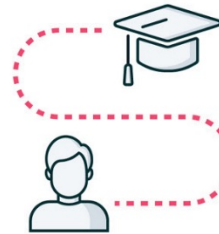
2

Get Matched with Coach



3

Coach Evaluates Degree Path



4

Complete Re-Enrollment



5

Stay Connected with Your Coach Until Graduation



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Projected Timeline

January - March 2019



Planning and Design Phase

- Consult with external experts
- Develop a landing page for CompeteLA.org
- Create Compete LA application
- Call for proposals due
- Select programs for initial rollout
- Design marketing campaign
- Finalize website
- Design plan to engage industry





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Projected Timeline

March - August 2019



Implementation Phase

- Hire Compete LA coaches
- Establish MOUs as partners
- Initiate outreach to adult learners
- Implementation of software and data integration of common application and mobile technologies
- Launch website and marketing campaign
- Enroll Compete LA students





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Projected Timeline

August 2019 - August 2020

Assessment Phase



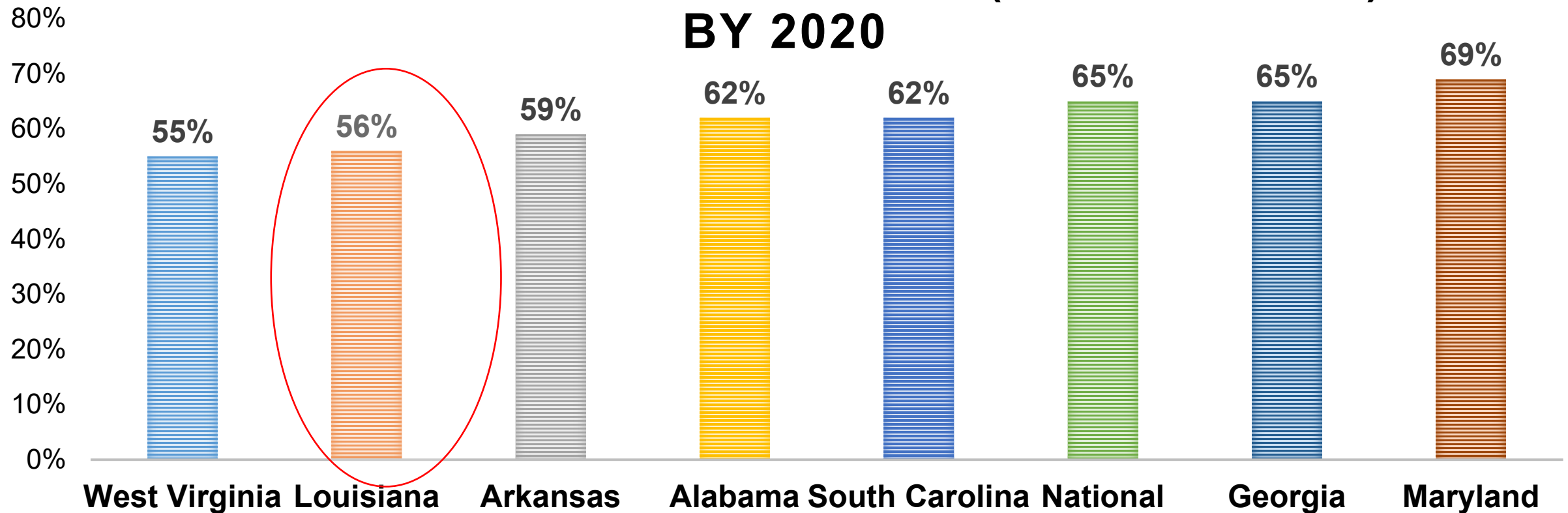
- Compete LA coaches conduct site visits to institutions
- Coaches submit monthly reports of engagement, service utilization, etc
- Recommendations released based on site visits
- Modify Compete LA based on findings
- Report mid-year project findings to UL System Board of Supervisors
- Present project findings at national conferences



COMPETE LA and Connection to Workforce



PERCENT OF JOBS THAT WILL REQUIRE A POSTSECONDARY EDUCATION (SREB STATES), BY 2020





Public High School Graduates 1980-2027

- Peak Graduation Numbers 1980-81= 46,199
- Average Graduation # between 2010-2018= 38,342
- Projected Graduation through 2027= aprox. 40,980
- **9.3%** change from 2012-2013 to 2026-2027

High School Graduate Projections

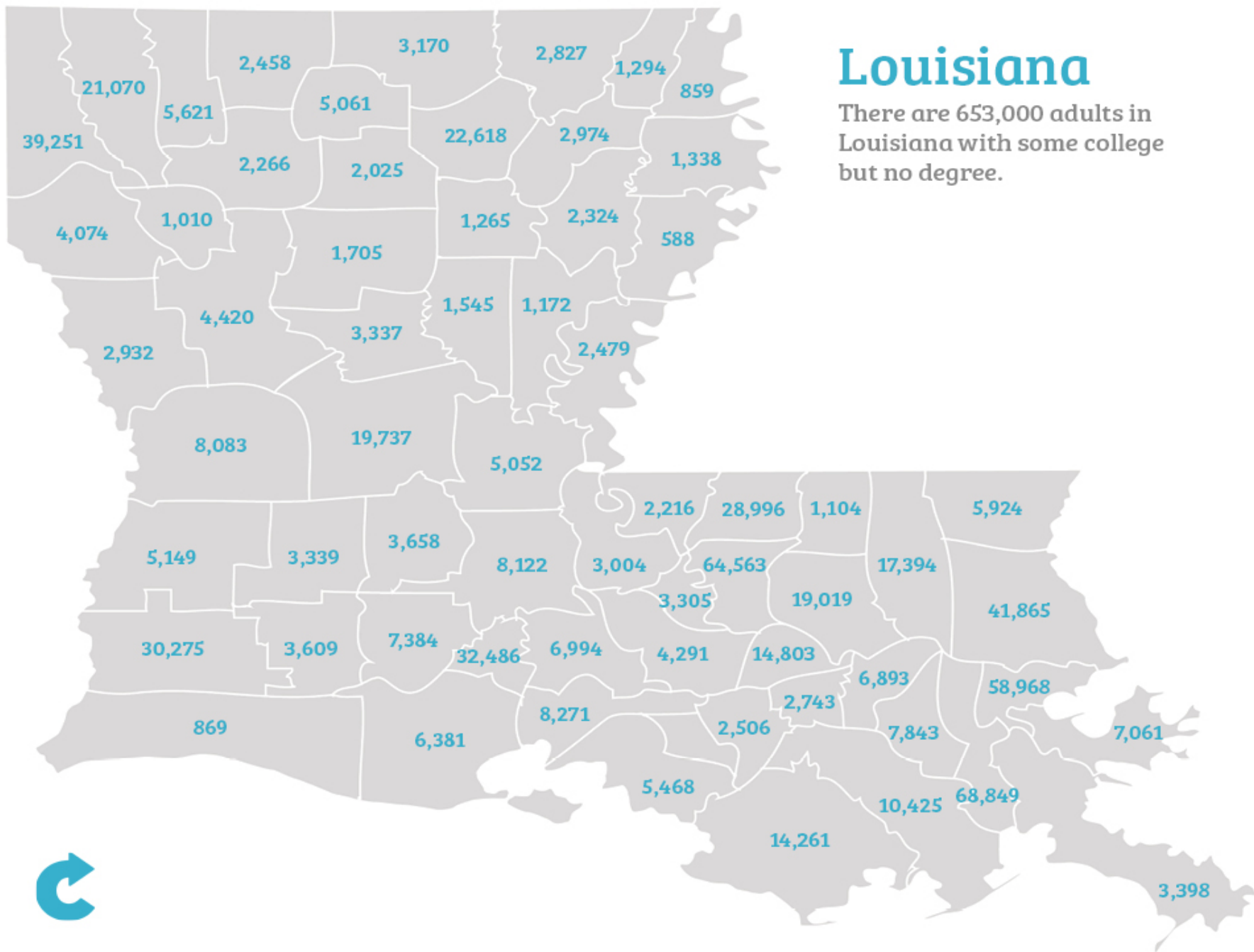


Projections of High School Graduates			
School Year	Total	Private School Total	Public School Total
2018-19	45,047	5,528	39,519
2019-20	44,880	5,285	39,595
2020-21	43,977	5,172	38,805
2021-22	43,058	4,807	38,250

COMPETE LA and the Economic Imperative to Increase Educational Obtainment for LA Adults



Educational Attainment of LA Adults Age 25-64	Number	Population %
Less than 9th Grade	171,179	5.6%
Ninth to 12th grade, no diploma	325,031	10.6%
HS graduate (including Equivalency)	1,038,591	33.9%
Some College, no degree	653,009	21.3%
Associate Degree	174,294	5.7%
Bachelor's degree	461,804	15.1%
Graduate or professional degree	242,021	7.9%
Source: U.S Census Bureau, 2016 American Community Survey		



Social Drivers for Engaging Adult Learners



- Transforms an individual (and potentially family) economic and social circumstances
- Improved access to resources (healthcare, housing, etc)
- Bolsters intergenerational social and economic mobility
- Allows for more informed civic participation

Data Dive on UL System Stop Outs



- Requested all nine ULS universities to provide stop out data on students that exited the University for the last 7 years (2011-2018)
- Data was run through the National Clearinghouse to ensure students had not enrolled at or commenced from another university
- Hired a third party provider to complete “data hygiene” on the results, updating student contact information and location

Data Dive on UL System Stop Outs



Reviewed the following information for aprox. 40,000 former students:

- Previous Institution
- Name
- Address/Phone
- Location
- Cumulative GPA
- Total Hours Earned
- Academic Standing
- Major (using CIP codes)
- Student Attributes (subgroup data)



Data Trends

Gender

- 54.9 % = Female 44% = Male

Age

- 23% = 24 years old or younger
- 53% = 25-34 years old

Racial Breakdown

- 31% = Black
- 57% = White
- 8.2% = Remaining Subgroups,
including unknown

Hours Earned

- 18% = 90 or more credit hours
- 18% = 61-90 credit hours

Top Majors for Stop outs

- Health Professions and Related
- Liberal Arts
- Business
- Education
- Undeclared

Tracking students who re-enroll



- Partnered with Full Measure, educational technology company
- Full Measure has created a Compete LA CRM that includes:
 - Mobile App
 - Mobile Communications Strategy
 - Staff Messaging Platform
 - Outreach/Marketing Resources
 - Student Case Management

Marketing

Inquiry

Applied

Enrolled

Retain/Persist

Full Measure and the Data



- Used data (subgroup, major, hours, academic standing) to place students in “audiences”
- Audiences used to send targeted messages to encourage re-enrollment
- Track time from first engagement to connection with a coach, time to application, to enrollment and to completion
- Student has unique code in campus SIS to allow Universities to run reports
- Weekly reports through Full Measure on:
 - # of coaching contacts
 - Efficacy of Messaging
 - Transcripts requests



Using Data to Support Persistence

- Full Measure enables university to update information regarding student academic success and persistence
- Use grades, class attendance and student self-reported concerns to intervene with:
 - Resources
 - Attendance reminders
 - Connection to supplemental instruction
 - Midterm/end of semester grade interventions
 - SAP Follow ups



Data Challenges and Opportunities

- Learn why students left initially and use that knowledge to inform current retention practice
- Identify what supplemental resources are needed by adults
 - Childcare
 - Transportation
 - Housing
- What type of modifications can and should be made for adult learners?
 - Expanded office hours/virtual advising/online orientation
- Opportunity to cross-correlate student data with financial aid data
 - What are the financial needs and resources available to adult learners?

COMPETE LA CONTACT



For follow up questions or additional information, please contact:

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