The Shifting Preferences of Today’s Adult Undergraduate & Graduate Prospects

Thursday, April 6 at 2pm ET / 1pm CT

Chris Gardiner
Eduventures Senior Analyst
Eduventures’ Adult Prospect Research Agenda

- Background & Context
- Credential Demand & Interest
- Field of Study Preference
- Modality Preference
- Adult Prospect Mindsets
- Program Expectation & Feature Preference
- Adult Prospect Program Selection Behavior
- Wrap-up: Tips to Attract Adult Prospects
- Q&A
Adult Undergraduate Enrollment

ENROLLMENT HAS DROPPED SIGNIFICANTLY. DRIVERS ARE A STRONG ECONOMY, LOW UNEMPLOYMENT, HIGHER EDUCATION ATTAINMENT, AND COST/ROI CONCERNS ABOUT DEGREES AND APPEAL OF DEGREE ALTERNATIVES.

Index of Adult Undergraduate Enrollment vs. Population Growth (Fall 2013= 100)

Forecast: The national 25- to 44-year-old population is expected to rise 4% above 2020 by mid-decade but then rise another 2% by 2030- but will be steadily better educated, reducing undergrad demand.

Graduate Enrollment

UP 10% BETWEEN 2013 AND 2021 BUT LAGGING QUALIFIED POPULATION GROWTH TRANSLATING TO A FALLING ENROLLMENT RATE. THE PANDEMIC BOOSTED GRADUATE ENROLLMENT BUT PRELIMINARY.

Index of Graduate Enrollment vs. Population Growth (Fall 2013= 100)

Forecast: The national 25–44-year-old population is expected to rise 4% above 2020 by mid-decade but then rise another 2% by 2030-with higher bachelor’s attainment aiding graduate demand (but also grad degree alternatives).

Combination of low unemployment, rising wages, pandemic turmoil, stimulus, and now sustained inflation have been net negative for adult undergraduate and graduate enrollment. Since October 2021, enrollment rate has not surpassed 2019 levels for either segment.
Eduventures’ Adult Prospect Research

BACKGROUND & SAMPLES

• The prospective student samples were collected in the following timeframes:
  • July 2019
  • October 2021
  • October 2022

• National representative samples with adult prospects from different income levels, racial and ethnic groups, employment statuses, regions, and educational levels.
Credential Demand & Interest
Anticipated Next Credential

GRADUATE DEGREE INTEREST HAS DECLINED WHILE NON-DEGREE INTEREST HAS GROWN

All Adult Prospects by Anticipated Next Credential 2019, 2021, & 2022

- Non-degree prospects
- Undergraduate degree prospects
- Graduate degree prospects

2019:
- 34% Non-degree
- 29% Undergraduate
- 37% Graduate

2021:
- 42% Non-degree
- 31% Undergraduate
- 27% Graduate

2022:
- 47% Non-degree
- 30% Undergraduate
- 23% Graduate

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
## All Adult Prospects – Anticipated Next Credential

**ALL CREDENTIAL SHOW LESS “COMMITTED” PROSPECTS. STARK INCREASE NON-DEGREE PROSPECT SKEPTICISM. NON-DEGREE “SKEPTICISM” MAY BE VESTIGE OF DEGREE INTEREST.**

### Adult Prospect Relative Interest in Enrollment 2019 vs. 2022

<table>
<thead>
<tr>
<th></th>
<th>2019 Non-degree prospects</th>
<th>2022 Non-degree prospects</th>
<th>2019 UG degree prospects</th>
<th>2022 UG degree prospects</th>
<th>2019 Grad degree prospects</th>
<th>2022 Grad degree prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committed</strong></td>
<td>20%</td>
<td>18%</td>
<td>34%</td>
<td>27%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Hesitant</strong></td>
<td>41%</td>
<td>31%</td>
<td>41%</td>
<td>43%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Skeptical</strong></td>
<td>40%</td>
<td>51%</td>
<td>25%</td>
<td>31%</td>
<td>30%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*“Committed” prospects:* would “definitely or probably” enroll within 36 months.

*“Hesitant” prospects:* would be “extremely or very interested” in enrolling if time and money were no object.

*“Skeptical” prospects:* would be “somewhat or slightly interested” in enrolling if time and money were no object.

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Adult Undergraduate Anticipated Next Credential

2022 IS THE FIRST YEAR THAT PROSPECTS EXPRESSED GREATER INTEREST IN NON-DEGREE PROGRAMS THAN BACHELOR’S PROGRAMS.

Anticipated Next Credential – Undergraduate Prospects (less than a Bachelor’s degree)

<table>
<thead>
<tr>
<th>Desired Credential</th>
<th>July 2019</th>
<th>October 2021</th>
<th>October 2022</th>
<th>2022 vs. 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>29.3%</td>
<td>24.8%</td>
<td>25.4%</td>
<td>-3.9%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>28.6%</td>
<td>26.1%</td>
<td>21.3%</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>19.7%</td>
<td>22.9%</td>
<td><strong>28.7%</strong></td>
<td>+9.0%</td>
</tr>
<tr>
<td>Vocational</td>
<td>22.4%</td>
<td>26.3%</td>
<td>24.5%</td>
<td>+2.1%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
## Graduate Anticipated Next Credential

Masters has seen a steep decline in interest, while it remains the top credential.

### Anticipated Next Credential - Graduate Prospects (Bachelor's degree or higher)

<table>
<thead>
<tr>
<th>Desired Credential</th>
<th>July 2019</th>
<th>October 2021</th>
<th>October 2022</th>
<th>2022 vs. 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>53.1%</td>
<td>44.8%</td>
<td>41.4%</td>
<td>-11.7%</td>
</tr>
<tr>
<td>Doctoral/Prof.</td>
<td>17.3%</td>
<td>15.6%</td>
<td>13.5%</td>
<td>-3.8%</td>
</tr>
<tr>
<td>Grad Cert/ Vocational</td>
<td>13.6%</td>
<td>20.3%</td>
<td>20.2%</td>
<td>+6.6%</td>
</tr>
<tr>
<td>Non-degree/ Individual Courses</td>
<td>15.9%</td>
<td>19.3%</td>
<td>25.0%</td>
<td>+9.1%</td>
</tr>
</tbody>
</table>

Source: Eduventures *Adult Prospect Surveys*. Prospects aged 22-64. Excludes enrolled students. Undergraduate Certificate, Bachelor’s, & Associate not included in analysis.
# Alternative Credentials - Enrollment, Consideration, Awareness

**Enrollment is Modest, but Consideration is Much Higher.**

<table>
<thead>
<tr>
<th>Alternative Credentials (All Prospects Age 22-64) - Enrollment, Consideration &amp; Awareness (October 2022)</th>
<th>Have Enrolled</th>
<th>Considering</th>
<th>Heard of- Not Interested</th>
<th>Not Heard Of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Online Courses (e.g., Khan Academy)</td>
<td>10%</td>
<td>45%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Online Courses for Prof Dev from a college or university (e.g. Coursera, edX)</td>
<td>9%</td>
<td>41%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Online Courses for Prof Dev from a company (e.g. LinkedIn Learning, Udemy)</td>
<td>9%</td>
<td>37%</td>
<td>28%</td>
<td>26%</td>
</tr>
<tr>
<td>Computing &amp; IT Support Courses (e.g., Amazon, Google)</td>
<td>5%</td>
<td>33%</td>
<td>34%</td>
<td>28%</td>
</tr>
<tr>
<td>Computing courses from other companies (e.g., Pluralsight, Udacity)</td>
<td>5%</td>
<td>24%</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>Train-to-hire companies (i.e. paid training and job placement)</td>
<td>4%</td>
<td>42%</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>4%</td>
<td>36%</td>
<td>44%</td>
<td>16%</td>
</tr>
<tr>
<td>Coding Bootcamps</td>
<td>3%</td>
<td>22%</td>
<td>37%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Survey.
Field of Study Preference
### Field of Study Analysis

**HEALTH, BUSINESS, EDUCATION AND TECHNOLOGY ARE THE TOP FIELDS OF STUDY**

#### Proportion of Total Conferrals vs. Total Programs vs. Total Online Programs

- **All Credentials**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Proportion of Total Conferrals</th>
<th>Proportion of Total Programs</th>
<th>Proportion of Online Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>14%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Business</td>
<td>11%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>2%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Education</td>
<td>6%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Technology</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Eduventures analysis of IPEDS
"Committed" Adult Prospects: Field of Study Preference

BUSINESS INTEREST IS DOWN. HEALTH AND COMPUTER SCIENCES HAVE SEEN GROWTH ACROSS CREDENTIALS.

Top Field of Study Preference for “Committed” Adult Prospects (vs 2019)

<table>
<thead>
<tr>
<th></th>
<th>Master's degree Prospects</th>
<th>Bachelor's degree Prospects</th>
<th>Non-degree Prospects</th>
<th>All Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>34% (-1%)</td>
<td>16% (-18%)</td>
<td>18% (-2%)</td>
<td>20% (-5%)</td>
</tr>
<tr>
<td>Technology</td>
<td>10% (+1%)</td>
<td>12% (+4%)</td>
<td>12% (flat)</td>
<td>11% (flat)</td>
</tr>
<tr>
<td>Health</td>
<td>10% (+1%)</td>
<td>15% (+2%)</td>
<td>7% (flat)</td>
<td>10% (-2%)</td>
</tr>
<tr>
<td>Education</td>
<td>13% (+1%)</td>
<td>3% (-2%)</td>
<td>7% (-6%)</td>
<td>8% (-1%)</td>
</tr>
<tr>
<td>Next notable Field of Study</td>
<td>Engineering 5% (+2%)</td>
<td>Criminal Justice 5% (+3%)</td>
<td>Area, Ethnic, Cultural, Gender, &amp; Group Studies 7% (+7%)</td>
<td>Biology 3% (flat)</td>
</tr>
</tbody>
</table>

Committed = Definitely/Probably will enroll

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students and credential mismatches.
Modality Preference
Online Enrollment by Credential Level

PRE-COVID FULLY ONLINE ENROLLMENT GREW FASTER THAN TOTAL ENROLLMENT FOR BOTH UNDERGRADUATE AND GRADUATE.

Distance Exclusive Enrollment (degree/certificate-seeking)
Fall 2012-2021

Growth to 2019:
DE UG = +27%; All UG = -6%
DE Grad = +60%; All Grad = +7%

UG DE Enrollment Decreased 2.6m between 2020-2021
Grad DE Enrollment Decreased 325k between 2020-2021
Online Share of Enrollment 2021 (vs 2019)
UG = 28% (15%)
Grad = 41% (33%)

Source: Eduventures analysis of IPEDS data.
Adult Prospect Delivery Mode Preference

FULLY ONLINE PREFERENCE HAS GAINED FROM PRE-COVID.

Modality Preference Differences between 2019 and 2022

- Master's degree
  - All courses meet on campus or in-person
  - Most courses meet on campus or in-person, but some fully or partly online
  - An even mix between on campus/in-person and online courses
  - Most courses are online, but some meet on campus or in-person
  - All courses are online

- Bachelor's degree
  - All courses meet on campus or in-person
  - Most courses meet on campus or in-person, but some fully or partly online
  - An even mix between on campus/in-person and online courses
  - Most courses are online, but some meet on campus or in-person
  - All courses are online

- Non-degree
  - All courses meet on campus or in-person
  - Most courses meet on campus or in-person, but some fully or partly online
  - An even mix between on campus/in-person and online courses
  - Most courses are online, but some meet on campus or in-person
  - All courses are online

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students and respondents with mismatched credentials.
Adult Prospect Mindsets
Adult Prospect Mindsets

SHAPED BY A WIDE VARIETY OF INFLUENCES AND FACTORS.

Career through Academics Prospects:
- Higher levels of postsecondary experience and success than peers
- More likely to be employed full time
- Less likely to be first generation
- Least interest in on-campus programs

“A rigorous program with great faculty will accelerate my career.”

Career Investment Prospects:
- More likely to be “committed”
- More likely to have employer reimbursement
- Most likely to have current student loans
- Most active on social media

“I am ready to move ahead in my field or with my employer.”

Career Renewal Prospects:
- Lower levels of postsecondary experience
- More likely to have experienced negative career and income events in the last 24 months
- More likely to be interested in Associate’s degree or Vocational/Technical training

“I need to switch careers, get a new job, or maybe even start my own business.”

Career Personal Discovery Prospects:
- More likely to be “skeptical”
- Less likely to have had student loans
- Least likely to be employed full time
- Most likely to be first-generation

“I want to satisfy my curiosity and learn new skills, not necessarily for my job.”

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Adult Prospect Mindset Trends

PROSPECTS MORE FOCUSED ON ADVANCING THEIR CAREERS THAN BEFORE THE PANDEMIC.

Eduventures Adult Prospect Mindsets

Career Investment Prospects: “I am ready to move ahead in my field or with my employer.”

Career through Academics Prospects: “A rigorous program with great faculty will accelerate my career.”

Career Renewal Prospects: “I need to switch careers, get a new job, or maybe even start my own business.”

Personal Discovery Prospects: “I want to satisfy my curiosity and learn new skills, not necessarily for my job.”

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Adult Prospect Mindsets by Credential

IN GENERAL, BACHELOR’S PROSPECTS WANT TO CHANGE THEIR CAREERS WHILE MASTER’S PROSPECTS WANT ADVANCED EDUCATION TO BETTER THEIR CAREER.

Eduventures Adult Prospect Mindsets

Career Investment Prospects: “I am ready to move ahead in my field or with my employer.”

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Eduventures Adult Prospect Mindsets

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Career through Academics Prospects: “A rigorous program with great faculty will accelerate my career.”

Career Renewal Prospects: “I need to switch careers, get a new job, or maybe even start my own business.”

Personal Discovery Prospects: “I want to satisfy my curiosity and learn new skills, not necessarily for my job.”

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students. Prospects categorized by credential of interest.
Life Events in Last 24 Months

UG PROSPECTS HAVE HAD MORE NEGATIVE LIFE EVENTS COMPARED TO GRADUATE PROSPECTS.

Which of the following life events have happened to you in the last 24 months (Oct 2020 to Oct 2022)?

- Reduced income: 25% (UG), 19% (Grad)
- Death of a close family member or friend: 25% (UG), 17% (Grad)
- Moved/Changed where you lived: 18% (UG), 19% (Grad)
- Increased income: 22% (UG), 18% (Grad)
- Serious health issues (family and friends): 12% (UG), 12% (Grad)
- Serious health issues (me): 17% (UG), 14% (Grad)
- Found a good new job: 10% (UG), 10% (Grad)
- Quit my job: 9% (UG), 9% (Grad)
- Lost my job: 6% (UG), 6% (Grad)
- Reduced income: 9% (UG), 9% (Grad)
- Got a promotion: 5% (UG), 7% (Grad)
- Pregnancy/Birth of child: 6% (UG), 7% (Grad)

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students. None of the Above not included in analysis.
Program Expectation & Feature Preferences
What are your top three career expectations you have for continuing your education, whether at a college, university, or other education/training provider?

- Earn more money
- Get a better job in the same industry or profession
- Build a solid foundation for my entire career
- Improve my current job performance
- Switch careers
- Start my own business
- Get a better job with my current employer
- Obtain scientific, mathematical, or technical skills
- None of the above. My desire for continuing education is not related to my career
- Stay ahead of job automation

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Credential Features

AFFORDABILITY IS TOP FEATURE FOR ALL PROSPECTS.

What are the top three features you care about the most when selecting a degree, certificate or other education program?

- Affordable tuition and fees
- Options to work at my own pace
- Programs and courses customized to my needs & goals
- Financial aid and / or student debt forgiveness options
- Evidence of program quality
- Receive credit for life and work experiences
- Ability to transfer my prior credits
- No required courses prior to enrollment
- Access to career services
- No standardized test requirement prior to enrollment

Earn more $ + Affordable = ROI

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Increasing Enrollment Interest

PROSPECTS WANT REDUCED PRICES FOR TEXTBOOKS AND OTHER LEARNING MATERIALS.

In addition to lowering tuition and fees, how could a college, university or other education/training provider increase your interest in enrolling?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Non-degree Prospects</th>
<th>Bachelor's Prospects</th>
<th>Master's Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce prices for textbooks and other learning materials</td>
<td>34%</td>
<td>34%</td>
<td>43%</td>
</tr>
<tr>
<td>Offer self-paced courses or programs</td>
<td>32%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Provide opportunities to receive credit based on knowledge or skills I already have</td>
<td>26%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Offer a free introductory online course</td>
<td>22%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>Provide more internships, and job placement / career services</td>
<td>22%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Offer courses that feature opportunities to solve real-world problems</td>
<td>29%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Introduce me to faculty with work experience in my field of interest</td>
<td>16%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Provide blended learning (mixture of online and face-to-face courses)</td>
<td>21%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Expand academic support services (e.g., study skills, advising)</td>
<td>16%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Deliver course content through mobile devices (e.g., smartphone, tablet)</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Most Valued Program Features

**MASTER’S PROSPECTS LEAN MORE TOWARD QUALITY INDICATORS, WHILE BACHELOR’S PROSPECTS LEAN TOWARD FLEXIBILITY.**

For your program of interest, which features would you be willing to pay more for?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Non-degree Prospects</th>
<th>Bachelor’s Prospects</th>
<th>Master’s Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully online coursework</td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Program directly aligned with my work/career goals</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Proximity to where I live/work</td>
<td></td>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>Ability to choose whether to take my courses online or on campus/in-person</td>
<td></td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>Evidence of successful career placement</td>
<td></td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>Ability to complete the program at an accelerated pace</td>
<td></td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Reputation of college, university, or education/training provider</td>
<td></td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>High-quality faculty</td>
<td></td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>There are no features that I would be willing to pay more for</td>
<td></td>
<td></td>
<td>19%</td>
</tr>
<tr>
<td>Ranking of college, university, or education/training provider</td>
<td></td>
<td></td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Sources of Program Information

SEARCH ENGINES AND SCHOOL WEBSITES ARE THE PREDOMINANT MEANS OF GAINING AWARENESS. UG PROSPECTS WERE MORE LIKELY TO GAIN AWARENESS FROM MARKETING AND MEDIA, WHILE GRAD PROSPECTS LEANED MORE ON RECOMMENDATIONS AND RANKINGS.

<table>
<thead>
<tr>
<th>Sources of Program Information</th>
<th>Undergraduate Prospects (HS to &lt; bachelor's)</th>
<th>Graduate Prospects (Bachelor's +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search engines</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>School websites</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Word-of-mouth from family/friends</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Online advertising</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Social media, including Twitter, Facebook or Instagram</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Rankings (e.g., U.S. News &amp; World Report)</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Online guides to schools or education/training providers</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Emails from schools</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Television advertising</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>My employer’s/professional association’s list of preferred providers</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Schools or education/training providers in my region</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Recommendations from faculty or community members</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Contact with current students/alumni of the school</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Schools with mobile-friendly sites</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Contact with faculty or instructors associated with my program</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
UG All Prospect Awareness vs. UG Committed Learn More

UG PROSPECTS USE SCHOOL WEBSITES AND ONLINE GUIDES MORE WHEN DECIDING. CONVERSATIONS WITH ENROLLMENT ADVISORS ARE A TOP WAY TO LEARN MORE FOR UG PROSPECTS.

Undergraduate Awareness – All Prospects
Which sources of information have increased your awareness of programs at providers?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>% Chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search engines</td>
<td>28%</td>
</tr>
<tr>
<td>Online advertising</td>
<td>25%</td>
</tr>
<tr>
<td>Social media, including Twitter, Facebook or Instagram</td>
<td>24%</td>
</tr>
<tr>
<td>Word-of-mouth from family/friends</td>
<td>24%</td>
</tr>
<tr>
<td>School websites</td>
<td>19%</td>
</tr>
<tr>
<td>Television advertising</td>
<td>18%</td>
</tr>
<tr>
<td>Online guides to schools or education/training providers</td>
<td>14%</td>
</tr>
<tr>
<td>Emails from schools</td>
<td>12%</td>
</tr>
<tr>
<td>Schools or education/training providers in my region</td>
<td>11%</td>
</tr>
<tr>
<td>Schools with mobile-friendly sites</td>
<td>10%</td>
</tr>
</tbody>
</table>

Undergraduate Learn More – Committed Only
After you identify a program of interest, which sources of information will you use to learn more?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>% Chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search engines</td>
<td>53%</td>
</tr>
<tr>
<td>School websites</td>
<td>51%</td>
</tr>
<tr>
<td>Online guides to schools or education providers</td>
<td>28%</td>
</tr>
<tr>
<td>Word-of-mouth from family / friends</td>
<td>20%</td>
</tr>
<tr>
<td>Schools or education providers in my region</td>
<td>20%</td>
</tr>
<tr>
<td>Social media, including Twitter, Facebook, Instagram, etc.</td>
<td>18%</td>
</tr>
<tr>
<td>Phone conversations with a school’s enrollment advisor</td>
<td>18%</td>
</tr>
<tr>
<td>Emails from schools</td>
<td>16%</td>
</tr>
<tr>
<td>Contact with faculty or community members</td>
<td>15%</td>
</tr>
<tr>
<td>Recommendations from faculty or community members</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: Eduventures Adult Prospect Surveys. Prospects aged 22-64. Excludes enrolled students.
Tips to Attract Adult Prospects
Tips to Attract Adult Prospects

INSTITUTIONAL STAKEHOLDERS NEED TO EVALUATE AND INNOVATE EXISTING PROGRAMS AND CONSIDER MARKET CONDITIONS THOROUGHLY BEFORE LAUNCHING NEW PROGRAMS

✓ Meet prospect’s needs. While most prospects want to improve their career, prospects have different motivations for going back to school and expectations from their programs based on credential and field of study.

✓ Stand out in the market. The economy and market factors have made furthering education less attractive. To convert the fewer prospects, institutions need to differentiate and offer unique value propositions.

✓ Online is here to stay. Modality preference post-pandemic has shifted towards online, while campus preference is at pre-pandemic levels. Potential opportunities for new online programs need to be vetted.

✓ Stay local and provide flexibility. Program features like “fully online” and “proximity” are valued by prospects. Market online programs locally to target prospective students who know your brand and reputation.

✓ Program offerings make an impact. While fields of study trend up and down, choosing the right portfolio of programs is critical to success.
Additional Resources and Q&A
Innovative Digital Solutions to Engage Today’s Prospective Graduate Students

Presented by Jason Stevens, Vice President of Digital Solutions

Friday, April 14 at 3:45pm

In our session, we’ll reveal the two strongest strategies that have been proven to help higher education digital marketing teams interact with and enroll prospective graduate students.

Stop by our Booth #309
Get insights into the attitudes and preferences of prospective adult learners – a growing and increasingly diverse student population

The Adult Prospect Research Survey is uniquely positioned to help you:

• Understand your local or regional audience of prospective adult learners compared to a national sample
• Identify the best-fit students within your current pipeline
• Use behavioral and attitudinal mindsets to adjust your messaging and target the right market
• Respond to perceptions about pricing, modality, student services, and more
Eduventures® Summit is returning the InterContinental Boston Waterfront Hotel this June and registration is now open!

June 14-16, 2023
Boston, MA

Featured Keynotes

Paul LeBlanc
President, Southern New Hampshire University

Trabian Shorters
Founder & CEO of BMe Community, Social Entrepreneur, and Author

Joy Moore
Executive Director of the Pine Manor Institute for Student Success at Boston College

Jon Clifton
Chief Executive Officer, Gallup
Thank you.

ANY QUESTIONS?

Chris Gardiner
Eduventures Senior Analyst

E: cgardiner@eduventures.com

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