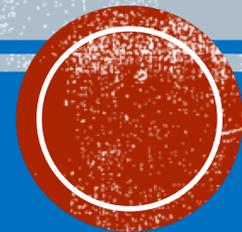


# HOLT'S ADULT STUDENT

The New Majority



# ADULT LEARNERS: THE NEW MAJORITY

- Nearly 50% of all college students are “adults”
  - 37% of college students are 25 or older
  - 42% of college students are persons of color
  - 64% of college students work (40% of them work full time)
  - 49% of college students are financially independent of their parents
  - 24% of college students have children or other dependents
  - 70% of adult learners want skills and knowledge related to workplace
- 
- <https://www.luminafoundation.org/campaign/todays-student/>



# AUBREY ASHBY - PSYCHOLOGY



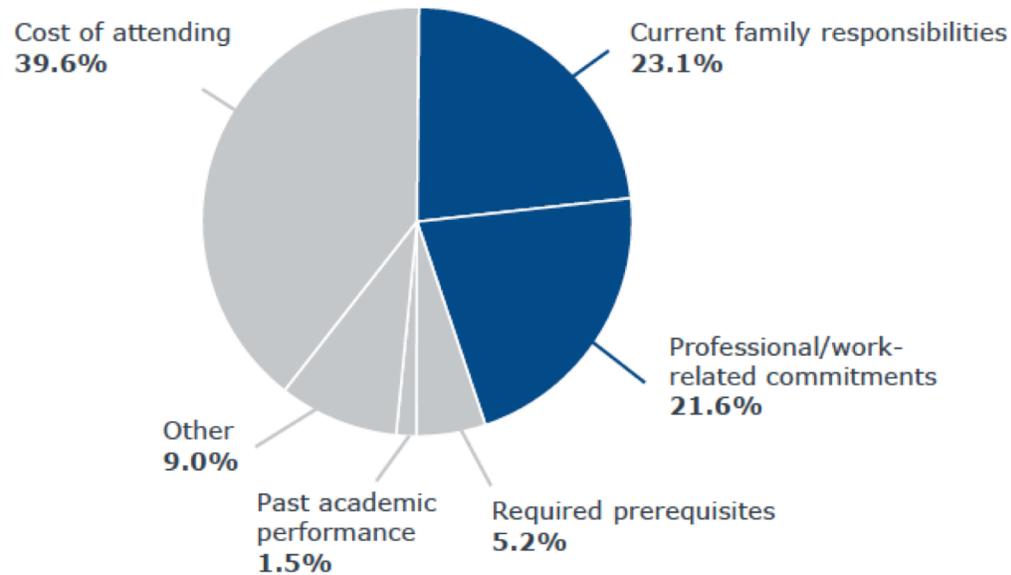
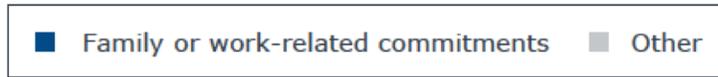
Rollins has made such a tremendous impact on me and my life; I was not just pushed beyond my comfort zone here, but I have had my definition of my own limits completely redefined. I am a better, smarter, and more resilient person, having attended Rollins these past four and a half years.



# LIFE HAPPENS

**Figure 14: Almost Half of Interested Prospects Don't Pursue Further Education Due to Family and Work-Related Commitments**

*Q: What would you say is the primary reason you are not pursuing more education at this time?*



**45%**

say **family and work-related commitments** are the top reason they're not pursuing more education currently



# HOMA SOLEIMANI — BUSINESS



Holt provided me what exactly I needed while helping me to do better than I had ever imagined. The hours, flexibility, quality education, diversity (age and ethnicity), understanding and passionate faculty and staff had impacted my success at Rollins. Not only does Holt provide an opportunity for people at any age or condition, it proves that it is never too late to begin, continue, or finish your goals no matter what they are.



# WHAT'S IMPORTANT?

**Figure 15: Flexibility and Online Options Are Important in Enrollment Decisions**

*Q: Indicate the importance of the following factors in your enrollment decision.*

Factor	Mean
Length of program/time required for degree completion	3.79
Online support services (e.g., application for admission, payments, class registration)	3.78
Flexible scheduling (e.g., part-time, evening, weekend)	3.70
Online courses	3.43
Full-time program	3.25
Joint or hybrid programs (e.g., online and in class)	3.14
Designed for executives/professionals (e.g., weekend program)	3.09
Expedited program	3.06

**1 in 2**  
prospects considered  
online options when  
researching programs

*Mean scores are based on a 5-point scale, where 5 = extremely important and 1 = not at all important.*



# DORAGNES BRADSHAW — COMMUNICATION STUDIES



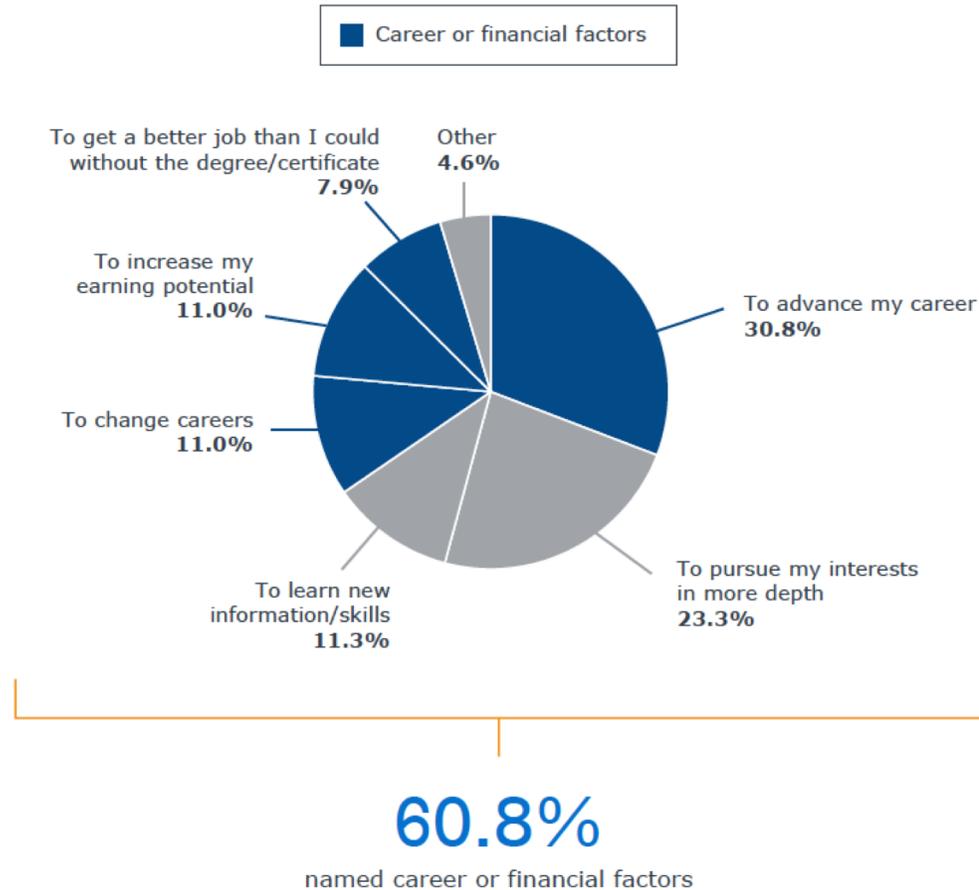
The Holt School provided me exactly what I wanted. I had a small class size experience, as well as direct mentoring with faculty. It always felt like a very personalized and engaging experience especially when there were often freedoms to apply class projects to your "day job". Going to school never felt like a chore, my learnings were easily and immediately transferrable to my career. And, to this day, I have invaluable relationships with faculty that have assisted me in my career.



# WHAT DO THEY WANT OUT OF IT?

**Figure 4: Interest in Education Is Primarily Driven by Career and Finances**

*Q: What would you say is your primary reason for furthering your education?*



# THE HOLT TRIFECTA - AAA

- **Affordability**
  - Debt
  - Financial Support
  - Cost of Attendance
  - Transfer Credit/PLA
  - Program and Policies
- **Access**
  - Flexibility and Modality
  - Scheduling
  - Support Services
  - Policies
- **Academics**
  - Portfolio Diversity
  - Rigor and Reputation
  - Meaning and Connections
  - Applied/Pragmatic Liberal Arts



# CONCURRENT SESSIONS

- **Concurrent Session One (9:50-10:20):**

- Undergraduate Faculty and Adjuncts: Capitalizing on the Diversity Adult Students Bring to the Classroom
  - Paul Reich, Program Director - Department of English
- Graduate Faculty and Adjuncts: Graduate Education and the Liberal Arts
  - Leigh DeLorenzi, Faculty - Master of Clinical Mental Health Counseling

- **Concurrent Session Two (10:25-10:55):**

- Program Directors: Building Community with our Adjunct Faculty
  - Leslie Poole, Program Director - Environmental Studies
- Full-Time Faculty: Writing in the Disciplines
  - Matthew Forsythe, Program Coordinator – First-Year and Expository Writing - Department of English
- Adjunct Faculty: Foundations of Effective Teaching
  - Nancy Chick, Director of Endeavor Foundation Center for Faculty Development

- **Plenary II (11:00-11:30):**

- Rob Sanders, Dean of Hamilton Holt School, and Nancy Chick, Director of Endeavor Foundation Center for Faculty Development

