



UPCEA®

**THE ONLINE & PROFESSIONAL
EDUCATION ASSOCIATION**

upcea.edu

2024: A Year in Review from UPCEA Research & Consulting



Introduction to this Resource

To ensure you didn't miss any of the tremendous research conducted by UPCEA in 2024, we've put together a complete library of our findings. This resource provides a summary of each study, key findings, and a direct link to each for a more in-depth look. I want to thank everyone that took the time to participate in our research. We genuinely *can't do it without you*. We look forward to continuing to provide you, and the rest of UPCEA's membership, with quantifiable and actionable data in 2025.

- Bruce Etter, Senior Director of Research & Consulting



Who is UPCEA?



UPCEA is the online and professional education association with more than 400 member institutions

UPCEA is a **non-profit**, membership-based organization focused on online, professional, and continuing education.

We proudly lead and support our members through **cutting edge research, professional development, networking and mentorship, conferences and seminars, and stakeholder advocacy.**

Our collaborative, entrepreneurial community brings together decision makers and influencers in education, industry, research, and policy interested in improving educational access and outcomes.

THANK YOU to our Research Partners!



Research Studies

2024: A Year in Review from UPCEA Research & Consulting

State of Continuing Education 2024

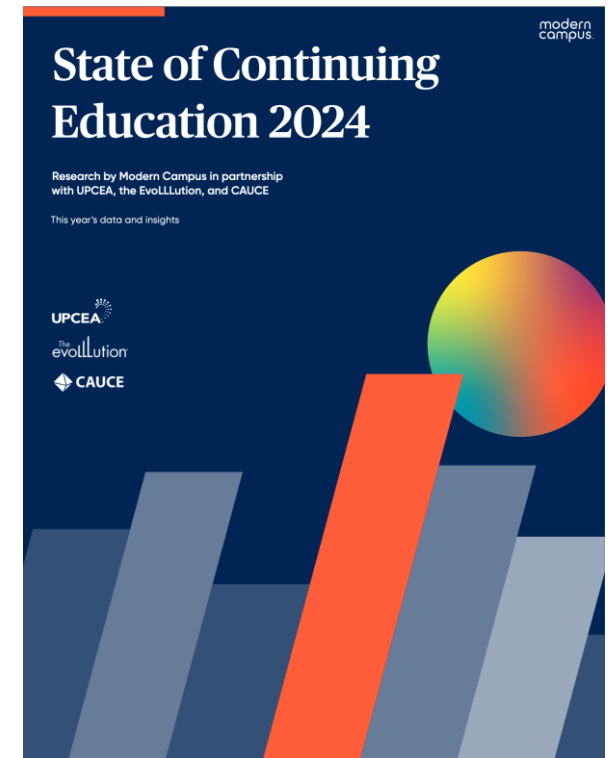


The survey focused on institutions' professional continuing and online (PCO) education units program offerings, institutional support and capabilities, institutional integration and innovation, and continuing education collaboration and integration within the institution. The survey revealed several positive trends that have had a significant impact on PCO education units, as well as areas where significant growth still needs to occur.

The Progress



1. **A Paradigm Shift in Leadership:** the percentage of respondents agreeing that they have **support from senior academic leadership** to scale/expand PCO courses and programs has increased from 66% in 2022, to **81% in 2024**.
2. **Actionable Support from Leadership:** the percentage of respondents that agree their PCO unit has the **appropriate amount of staff** to execute the institutional goals for the unit has more than doubled from 2023 (22%) to 2024 (45%).
3. **PCO's Perceived Effect on Enrollment:** from 2023 to 2024 there was an increase in respondents who agreed that continuing education programming positively affects enrollments in traditional programming (41%-48%).
4. **Increased "Trust" in Microcredentials:** fears around microcredentials cannibalizing enrollments from other portions of the institution decreased from 31% in 2023 to 24% in 2024.



Read on CORE [here](#).

State of Continuing Education 2024 (cont.)



The Challenges



- 1. Access of PCO Enrollment Data:** despite increasing support from institutional leadership, the ease of access to real-time enrollment data for PCO students continues to decrease. In the current survey, 29% of respondents strongly agreed or agreed that it was easy for members of their institution to access real-time enrollment data for PCO students, **lower than both 2023 (34%) and 2022 (35%) data.**
- 2. Lack of Technology Integration between PCO unit and main campus:** while 76% of respondents agree that it is important for technology used by their PCO unit to integrate seamlessly with that used by their main campus, **55%** disagreed that this essential function is taking place at their institution.
- 3. Perceived Lack of Equality Between PCO unit and other academic units*:** despite the fact that 54% of respondents agree their PCO unit is the most academically innovative unit at their institution, **61%** disagree that their PCO unit is seen as academically equal to other academic units at their institution.

*** There is a great opportunity for institutions to revitalize their strategy and culture by innovating alongside their respective PCO units and pave the way for a more cohesive collaboration within the institution.**



As seen in previous years, nearly half of survey participants do not know enrollment numbers for their online and professional continuing education units for 2022-2023 (48%), 2021-2022 (47%), and 2020-2021 (46%) enrollment periods.



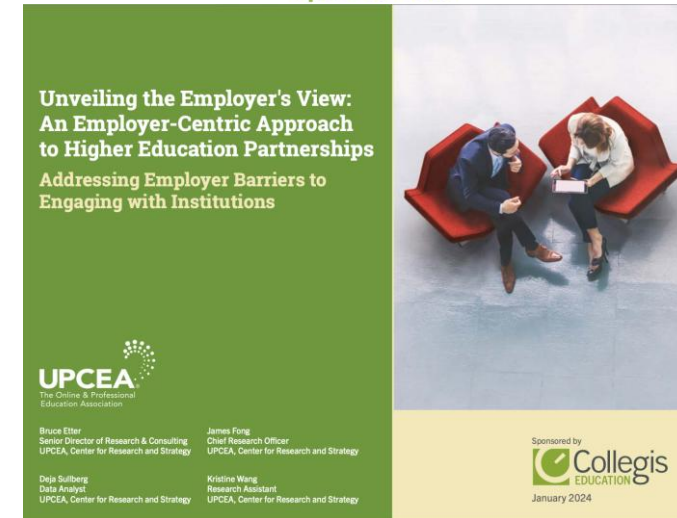
An Employer-Centric Approach to Higher Education Partnerships



This study provides findings from the second year of research by UPCEA and Collegis to better understand employers' perceptions of partnering with four-year institutions to provide employee professional development. Responses from 507 hiring professionals were analyzed to identify key barriers to employer-higher education partnerships and strategies for addressing these barriers.

General Key Findings

- Companies with external partnerships that provide employee training or professional development increased from 54% in 2022 to **68% in 2023**, while 61% of companies not currently using external training partners at the time of the survey were interested in developing these types of partnerships.
- **73%** of respondents said their partner institutions create custom programming for their organizations.
- Of respondents from companies that partner with institutions, **33%** said the main reason is for **employee development**, 28% said recruitment, and 12% cited access to quality staff/resources/programs.



Read on CORE [here](#)

An Employer-Centric Approach to Higher Education Partnerships (cont.)



Interestingly, 40% of organizations had partnerships or relationships with four-year schools in 2023, **down from 49% in 2022.**

Employer Barriers to Engaging with Institutions

- Employers most often cited partnerships as **too expensive** (37%), and 25% cited a lack of real-world application when asked about that challenges or barriers that prevent companies from working with colleges/universities.
- **Communication** was cited as the biggest strategy to overcome barriers when working with four-year institutions, followed by working with the university and creating custom programs.
- **Affordable rates and applicable content** are the most important to companies who don't currently partner with colleges or universities.

Barriers of Employer-Higher Education Partnerships

Employers responding to the survey identified 12 key barriers to forming partnerships with higher education institutions for professional development programs, including:

<i>Cost</i>	<i>No single point of contact at school</i>
<i>Lack of real-world application</i>	<i>Unclear offerings and capabilities</i>
<i>Cumbersome business processes</i>	<i>Lack of course credit</i>
<i>Slow turnaround time to deliver desired content</i>	<i>Unsure how to initiate partnership</i>
<i>Content is inconsistent in quality</i>	<i>Poor employee feedback</i>
<i>Content is infrequently offered</i>	<i>Other</i>

Higher Ed Marketing Metrics Research Study: What Gets Measured Gets Managed



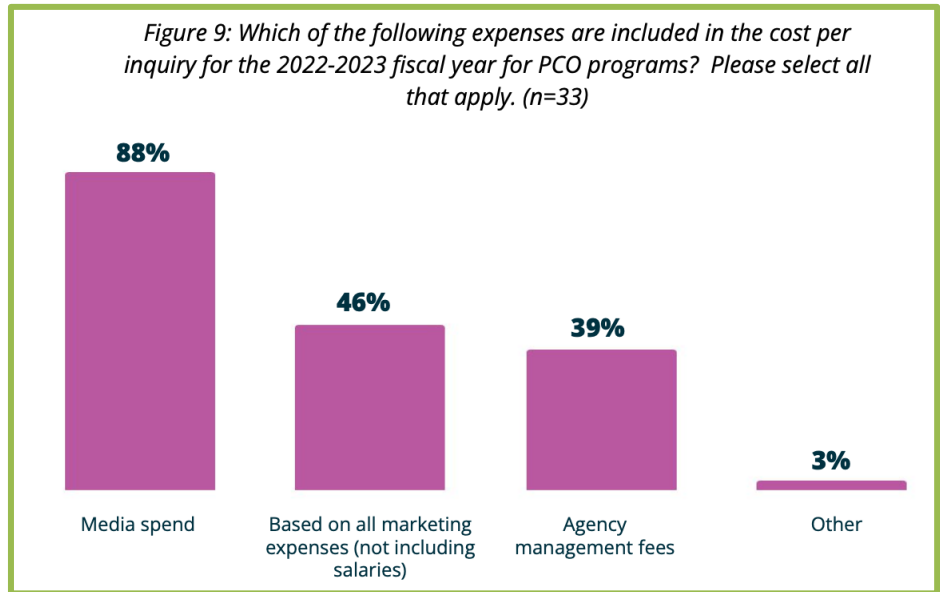
The purpose of this survey was to gain a deeper understanding of marketing metrics and costs of professional, continuing, or online (PCO) units and programs in higher education. This research highlights general trends and the expenditures institutions allocate to marketing efforts, providing insights into their return on investment.



KEY FINDINGS

- 1. Marketers have a better sense of the source of inquiries rather than the costs associated with them. 73%** of marketing units track the source of inquiries for PCO programs, while only **46%** track the cost per inquiry (CPI) and only **43%** track cost per enrolled student. **17% do not track any of those three metrics.**
- 2. Among the 46% of PCO units that track CPI, the average CPI was \$140, with a median of \$106 and range of \$29.03-\$450.** Most of the expenses were due to media spend (88%), followed by others as seen in the chart to the right.

Read on [COrE here](#)



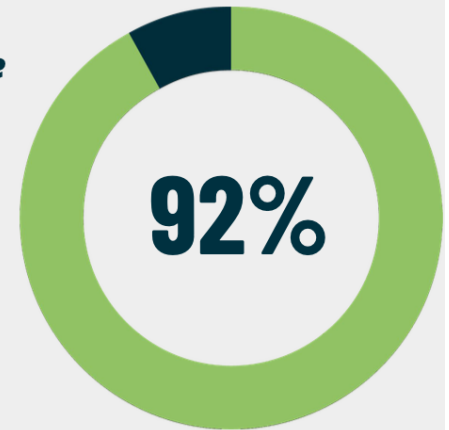
Higher Ed Marketing Metrics Research Study: What Gets Measured Gets Managed (cont.)



KEY FINDINGS CONTINUED

3. There is a clear preference to keep certain marketing campaign **management** in-house, such as email marketing and search engine optimization (73% and 44% of respondents manage them exclusively in-house, respectively), while digital advertising management is most often exclusively outsourced.
4. Overall, **markets lack the ability to track the success of their marketing campaigns**, most likely impacting satisfaction and effectiveness of those campaigns. Those who are more satisfied with their ability to track the success of marketing were more likely to be satisfied with the performance of their marketing campaigns.

92% of those who are satisfied with their ability to track also report they agree or strongly agree that they are satisfied with the performance of their marketing campaigns.



The Role of AI in Marketing and Enrollment Management



The purpose of this survey was to better understand the current and perceived use of artificial intelligence (AI) and other emerging technologies within institutional marketing and enrollment management. The findings revealed an overall positive perception of AI and its integration into higher education, as well as barriers and concerns around its usage.

Key Findings

- **Emerging Technology Use & Future Use:** 91% of participants strongly agreed or agreed that they are receptive to using emerging technology, like AI in their marketing and/or enrollment work. However, only **40%** strongly agreed or agreed that they currently do so.
- **Planning for Ethical AI Usage:** Only 7% of participants said their institution has a plan to upskill and support staff in adopting AI-driven technology, while 30% said their institution has a responsible use policy for AI, and 21% said their institution currently communicates, or will communicate in the next year, their data privacy practices and policies to students who might interact with AI during the recruitment/enrollment process.
- **Potential of AI-Driven Enhancements:** 35% of participants said **personalized marketing/target audiences** is the greatest area of opportunity for adopting AI-driven technology at their institution, followed by reducing workload/increasing efficiency (23%), and chatbots/improving communications (19%).
- **Barriers to Adopting AI-Driven Technology:** The largest barrier according to participants is **lack of resources/time/money** (32%) in adopting AI-driven technology, as well as resistance to change/fear of AI (18%), by- in from senior leadership (16%) and privacy concerns/security risks/data issues (18%).

Emerging Technology Benchmarking Report

The Role of AI in Marketing and Enrollment Management in 2024

JUNE 2024



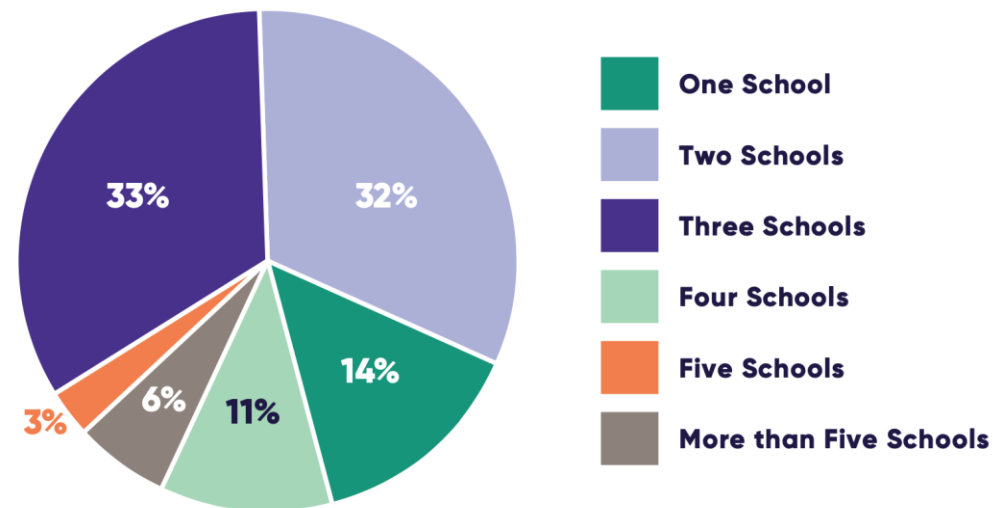
Read on CORE [here](#)

The Role of AI in Marketing and Enrollment Management (cont.)

Why Does This Matter? Adult Learners have become more selective. According to EducationDynamics' 2024 Online College Students Report, **79% of students are considering three or fewer schools during their initial search** and are relying heavily on a school's website for information.

To thrive in this changing environment, institutions must proactively embrace AI and its potential by investing in these emerging technologies, empowering staff on how to employ these tools, partnering with experts, and leveraging AI to personalize student experiences beyond simple automation.

Number of Schools Considered During Initial Search



Where School Selection Process Began



Google Searches

School Website Chats Helpful



Visit School Website



Found Website Chats Helpful

Factors Influencing School Selection



Conversations with Staff/Advisors

Accelerating the Growth of Credential Innovation: A Higher Ed Playbook

Part of a larger project that aimed to accelerate college and university capacity to engage local and regional businesses in order to create and deliver noncredit, workforce credentials, ten institutions were selected based on their representation of diversity on a variety of dimensions, and proven successful in the microcredential space. This document is a “Playbook” of lessons learned from the ten institutions that ranged from just starting in the development of microcredentials to those that have well-established, mature microcredential portfolios.

UPCEA’s Actionable Recommendations From Fall 2023 Benchmarking Research Survey (100 individuals from 100 institutions and six follow-up focus groups)

1

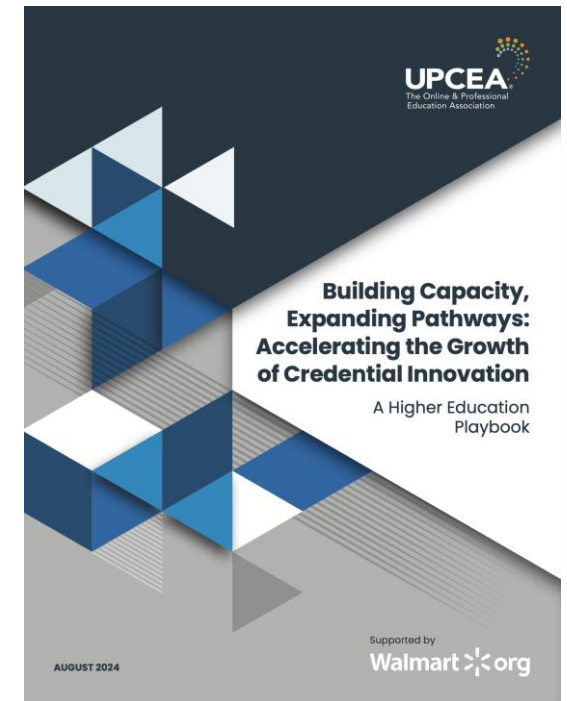
First, microcredentials should be part of the strategic program portfolio for all institutions of higher education. Additionally, institutions should resource their microcredential activities appropriately for sustainability and growth.

2

Second, program ideation and development should routinely include employers and corporate partners. Employer and corporate partnerships create buy-in and can cultivate demand for the credentials as well as help market the offerings.

3

Third, institutions should determine the right business model for their microcredential portfolios, and include the revenue from microcredentials as part of their portfolio to ensure sustainability. Further, they should have one tracking system for the entire portfolio of microcredential offerings, along with one system that keeps track of gross and net revenue.



Read on CORE [here](#)

Accelerating the Growth of Credential Innovation: A Higher Ed Playbook (cont.)

How to Use the Playbook

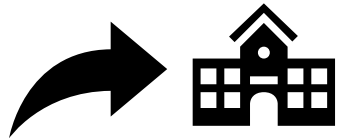
- See how **custom market research**, to identify market opportunities or to validate opportunities previously identified, was successful in ten institutions with diverse needs, histories, and existing relationships within their communities (and how it could be applied to your institution as well).
- Learn the importance of **local/regional businesses' collaboration** and input (as well as involving the institution's alumni) in the creation of new programs/credentials that will be success and in-demand by their current and future employees.
- Understand the importance of **stackability of new programs**, allowing students to personalize and best meet their career and personal goals.

Institutions in the Case Study

- ▶ [Kansas State University](#)
- ▶ [National University](#)
- ▶ [North Carolina A&T State University](#)
- ▶ [Schoolcraft College](#)
- ▶ [University of California, Davis](#)
- ▶ [University of Maine System](#)
- ▶ [University of North Texas](#)
- ▶ [Vanderbilt University](#)
- ▶ [Villanova University](#)
- ▶ [Virginia Commonwealth University](#)

Some College, No Credential Learners: Measuring Enrollment Readiness

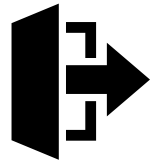
The purpose of this survey was to explore the motivations, challenges, readiness and perspectives of individuals who were previously enrolled in a degree, certificate, technical, or vocational program but did not complete their credential, labeled as the “some college, no credential” (SCNC) population. Participant responses highlighted that while most were confident in their academic and technological skills, financial concerns are significant.



SCNC Re-enrollment

According to National Student Clearing House, SCNC population has grown to 36.8 million, a 2.9% increase from the previous year. Re-enrollment rose by **9.1%** in the 2022-2023 academic year, with **37%** returning to the same institution, with the majority of those re-enrollees returning to complete the same level of degree as they had previously pursued.

<https://nscresearchcenter.org/some-college-no-credential-dashboard/>



Top Reasons for SCNC Drop-Out

According to New America’s 2023 Enrollment Survey, a majority cited the need to work, financial difficulties, and a loss of self-motivation/ambition. Similar trends were seen among UPCEA and SCNC respondents who cited high cost of degree, lack of time, and family commitments for factors that prevented them from reenrolling.

<https://www.newamerica.org/education-policy/edcentral/will-stop-outs-return-to-community-college-anytime-soon/%C2%A9Copyright>



Financial Incentives to Drive Re-Enrollment

Due to the financial pressures SCNC respondents have indicated, institutions should prioritize financial incentives such as affordable tuition, expanded financial aid, scholarships and grants, and free/discounted academic resources to make quality education financially accessible.



Read on CORE [here](#)

Some College, No Credential Learners: Measuring Enrollment Readiness (cont.)

KEY FINDINGS



The most predictive factors for returning to a degree program include **mental resilience and routine readiness, a positive opinion on institutional trustworthiness and communication, and the believe in the value of a degree.** In addition, **88%** of respondents strongly agree or agree that they are proficient in their academic and technological skills.



58% of respondents disagree or strongly disagree that their current financial situation will allow them to afford tuition and related expenses. It is also important to note that slightly over half respondents cited that they motivating factor ot reenroll in a degree program **would be to improve their salary.**

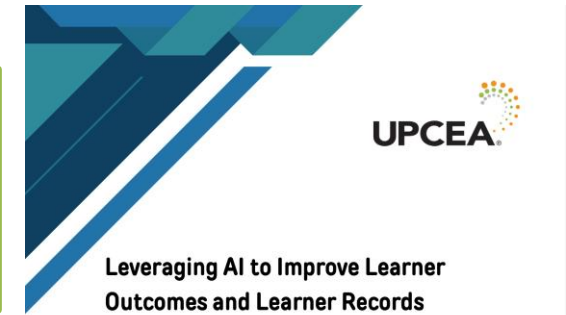


When inquiring about a program, **86% of respondents would want to engage with an institution through email,** 42% a phone call, and 39% a text message. Only 6% would want to engage with a chatbot.



In regard to hurdles from inquiry to enrollment, **31% encountered a lack of support with financial aid,** 29% an inability to have questions answered in a timely fashion, and 21% experienced a lack of communication from the institution.

Leveraging AI to Improve Learner Outcomes and Learner Records



Leveraging AI to Improve Learner Outcomes and Learner Records

October 2024

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Sponsored by Instructure

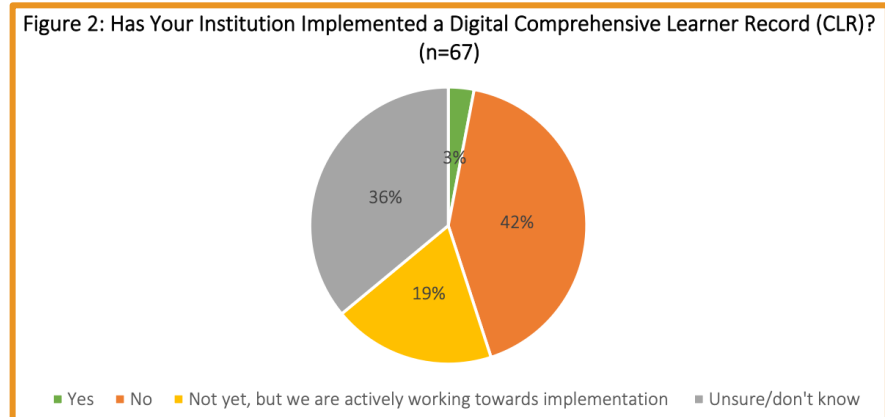


Read on *CORE* [here](#)

The purpose of this survey was to collect data on whether institutions are utilizing AI to enhance learner outcomes and records, and if so, how? Among those using AI, common applications included predictive analytics and feedback systems. While digital credentials are commonly issued by the respondents' institutions, digital comprehensive learner records are still largely unimplemented across institutions.

Comprehensive Learner Records (CLR) & Learner Outcomes

- To holistically represent degrees, certificates, badges, and other alternative credentials, and accurately document a student's academic and professional journey, some institutions have implemented CLRs which provide a complete overview of an individual's lifelong learning experiences.
- While CLRs provide many benefits such as ease of updating, sharing, and verifying an individual's experience, this study found that **42% of participants said their institution has not implements a CLR** as see to the right.
- Learner outcomes refer to specific skills, knowledge, attitudes, or competencies that students are expected to gain from an educational program/course/experience.
- Identifying and tracking learner outcomes is pivotal when designing an educational program to measure student success and effectiveness of teaching practices.



Leveraging AI to Improve Learner Outcomes and Learner Records (cont.)

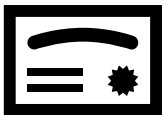
KEY FINDINGS FROM THE SURVEY



49% of participants said their institution does not currently use AI-driven tools to enhance learner experience and improve outcomes. For those who use AI-driven tools most use them for predictive analytics for student success and AI-driven feedback systems for student assignments (52%), as well as adaptive learning platforms and stimulated classroom experiences (39%).



Regarding challenges when leveraging AI-driven tools to improve learner experiences and outcomes, **71% said academic integrity or quality concerns**, followed by data privacy concerns (57%), insufficient training for faculty/staff (52%), and tool effectiveness (52%).

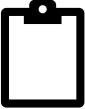


52% of respondents said their institution issues digital credentials. Of those respondents, 55% said **strategic institutional goals have influenced the adoption of these credentials**, followed by student demand for digital credentials (52%) and employer demand for skills validation (45%).

Doing More With Less: Strategies for Revenue Growth & Efficiency in Higher Ed



The research conducted by UPCEA in collaboration with MindEdge learning, combined in-depth interviews and survey data to explore how online and professional continuing education (PCE) units at higher education institutions generate revenue and optimize operations, particularly under resource constraints. The research findings demonstrate that high-performing institutions are not necessarily those with the most resources, but those that **adopt creative, adaptable approaches**.



KEY SURVEY FINDINGS*

Primary Revenue Source

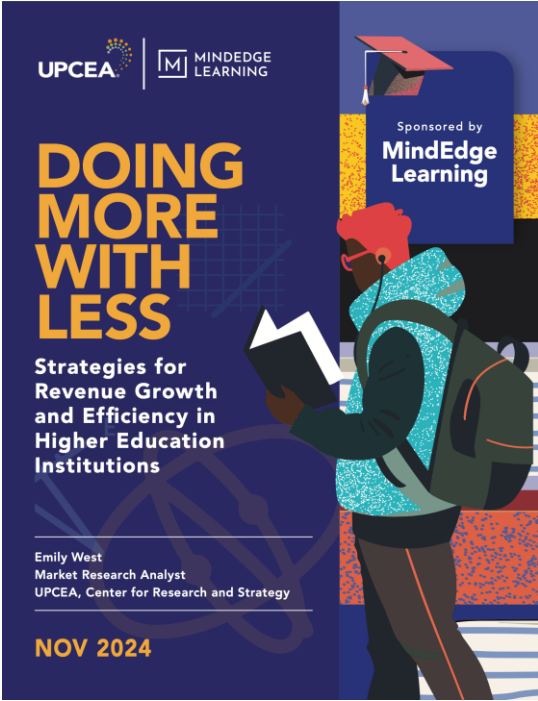
92% of respondents reported that **tuition and fees** are the primary revenue source for their PCE unit, and that program offering expansion was the primary strategy for increasing revenue (and top priority for growing revenue in the next 3-5 years).

Barriers to Generating New Revenue Streams

78% of respondents identified **limited financial resources** as a barrier to generating new revenue streams, followed by insufficient staffing (65%). These two factors were also identified as the most significant challenges to improving operational efficiency of PCE units.

Strategies for Improving Operational Efficiency

61% of respondents use **streamlined administrative processes as a key strategy for improving operational efficiency**, followed by utilizing data analytics for thoughtful decision-making (48%).



Read on CORE [here](#)

**Given the relatively small sample size for both the survey and interviews, the findings should be viewed as indicators rather than conclusive results.*

Doing More With Less: Strategies for Revenue Growth & Efficiency in Higher Ed cont.

KEY INTERVIEW THEMES*



PCE Unit Performance Constraints: Most participants cited resource limitations (financial, technical, human resources, etc) and staffing constraints preventing their units from fully achieving high performance. This constraint has prompted the adoption of creative solutions, such as leveraging third-party content providers, utilizing project management software to streamline processes, resource sharing, and automation.



Revenue Generation: Several leaders emphasized the **importance of building and maintaining corporate partnerships** as a strategy for revenue generation, such as customized corporate training and workshops. Many interviewees also emphasized the need for improved marketing and outreach efforts to boost enrollment and revenue.



Continuous Improvement & Collaboration Drives Innovation: Leaders emphasized the importance of fostering a culture of continuous improvement to ensure that the PCE unit remains efficient and responsive to adult learner' needs by adapting to changing market demands, refining program offerings, and innovating in response to challenges. Institutions that engage in cross-institutional collaboration are better positioned to exchange ideas and solutions to common challenges and implement innovative solutions.

**Given the relatively small sample size for both the survey and interviews, the findings should be viewed as indicators rather than conclusive results.*

Benchmarking Online Enterprises: Insights into Structures, Strategies & Financial Models in Higher Ed



The purpose of this study was to collect benchmarking data on the structures, functions, finances, services, and policies of online education units. Of the respondents in the survey, on average the online units have a total budget of \$8.6M (median was \$3.5M, indicating high variability in budget sizes) and an average of 32 full-time employees (median 15) that are funded by their unit. Respondents shared their primary strategies for remaining competitive in the online education market.

November 2024
Benchmarking Online Enterprises: Insights into Structures, Strategies, and Financial Models in Higher Education



Location of Online Enterprises: 41% of respondents' institutions' online education units reside in the provost's office, 25% nested within multiple academic units, and 17% standalone units
85% of respondents strongly agree or agree that their online unit is academically decentralized, while 48% strongly agree or agree that their online unit is administratively decentralized.

Administratively Decentralized
For the purpose of this research, administratively decentralized is defined as most administrative functions (e.g., enrollment management, student support, instructional design, etc.) occurring in individual academic units or in other university units, even those that are centralized, outside the online enterprise (e.g., University marketing)

Academically Decentralized
For the purpose of this research, academically decentralized is defined as faculty, programs, and courses emanating from multiple academic departments or units for online programs.



Online Enterprise Annual Budget: On average, online units have a total budget of \$8.6M and a median of \$3.5M, as seen in the chart below.
Revenue: 28% of respondents' online units had a total gross revenue of under \$5M. On average, the total gross revenue for online units was \$18M, with a median of \$6.7M.

Julie Uranis, Ph.D.
Senior Vice President, Online and Strategic Initiatives
UPCEA

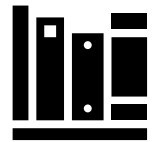
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Read on CORE [here](#)

Benchmarking Online Enterprises: Insights into Structures, Strategies & Financial Models in Higher Ed (cont.)



Online Enterprises Portfolio: Online program portfolios in respondents' institutions mostly consisted of **graduate degrees (84%)**, followed by **graduate credit-bearing certificates (80%)**.



Contracted Services: Only **29%** of respondents have online units that use **contracted services**, majority of which use it for marketing (71%), in addition to recruiting (61%), instructional design (39%), program development (36%), and student services(36%).



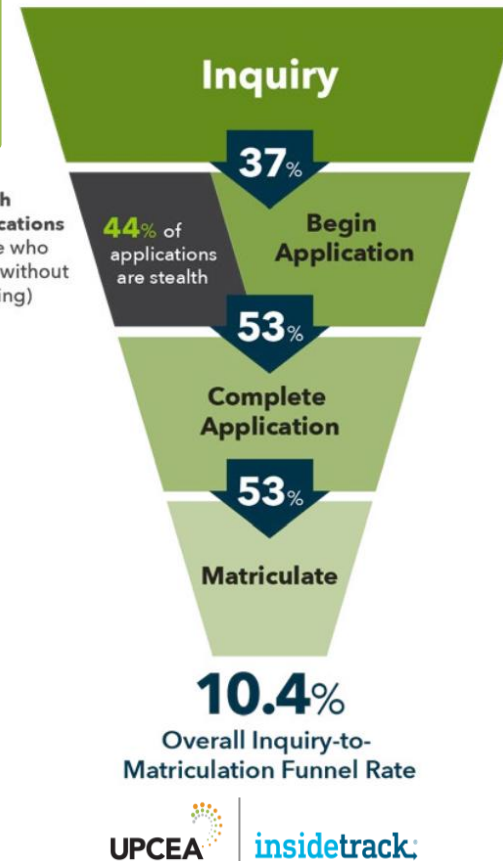
The Competitive Environment: To make their online programs stand-out amongst the competition, most respondents' online units rely on **program quality (85%)**, followed by brand strength (74%), faculty expertise (73%), and marketing and enrollment strategies (69%).

Key
Findings

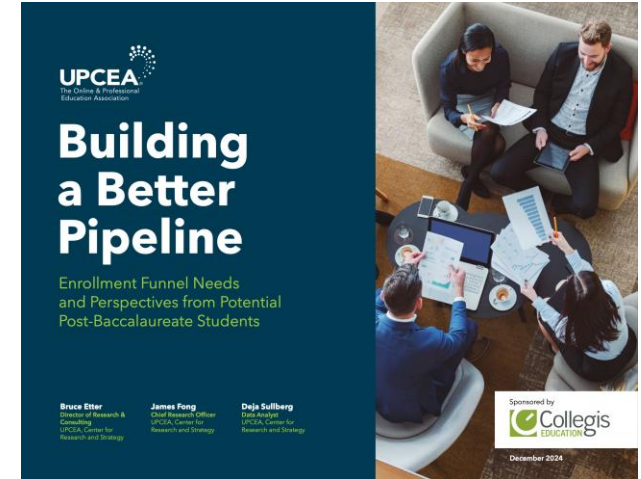
Enrollment Funnel Needs & Perspectives from Potential Post-Baccalaureate Students

There are currently around 50M bachelor-degree holders in the US, a pool of untapped potential for institutions to capitalize on that historically haven't been. The purpose of this study was to better understand the perspectives of post-baccalaureate students, focusing on program preferences, delivery methods, and expectations during the inquiry and application processes of the enrollment funnel.

Figure 1: Enrollment Funnel Pipeline – Credit-Bearing Programs
Average Time in Pipeline: 117 Days



Building upon a 2023 study by UPCEA and InsideTrack, which explored the inquiry experience of adult learners, found that on average, prospective students spend 117 days in the enrollment pipeline, with a median of 90 days. Throughout this period, multiple stages of critical engagement occur, including the initial inquiry, follow-up contacts, the application initiation, application completion, and eventual matriculation. Understanding each of these stages is crucial for driving enrollment, presenting multiple opportunities for institutions to meet the needs of prospective students. **The following slide will reveal key insights into the Enrollment Funnel Pipeline preferences of post-baccalaureate students.**



Read on CORE [here](#)

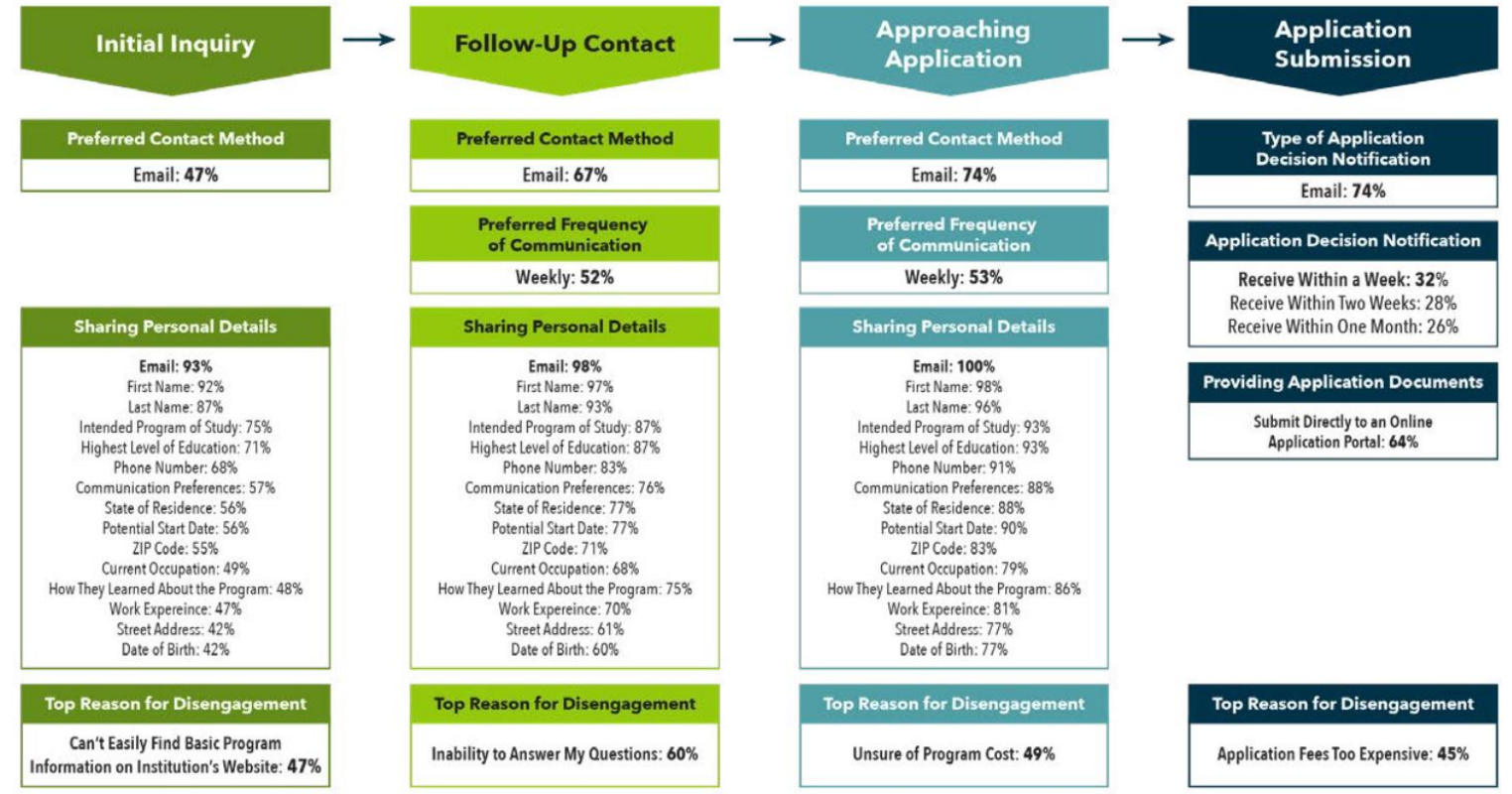
Enrollment Funnel Needs & Perspectives from Potential Post-Baccalaureate Students (cont.)



What The Adult Learner Values

- **Online Program:** respondents would be most interested in a fully online delivery method (71%).
- **Email Correspondence:** 47% of respondents preferred initial contact from institutions to be by email.
- **Convenience of Application:** 64% of respondents would prefer to submit directly to an online application portal.
- **Reasons for Disengagement:** 62% of respondents said not being able to easily find **basic program information** on the institution's website would cause them to disengage.

Figure 2: Inquiry-to-Application Flow Chart




Snap Poll Surveys

Invitations for these were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Snap Polls from January & February

Select results from the January and February snap polls can be seen below, with direct links provided to both for further analysis.

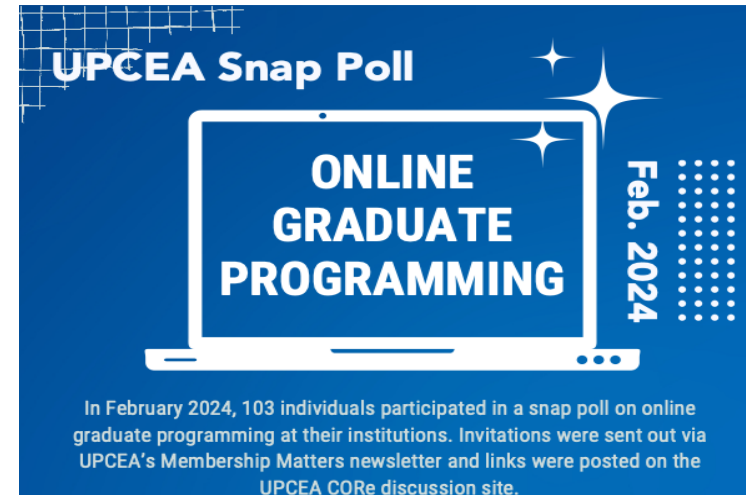


UPCEA SNAP POLL
OPM USAGE
DEC 2023 - JAN 2024

In December 2023 and January 2024, 115 individuals participated in a snap poll on online program manager (OPM) usage at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: A majority (48%) of professional, continuing or online units have a partnership with an OPM, with over half of those who said “yes” anticipating making changes to their OPM partnership in the next 1-2 years.

Read on CORE [here](#)



UPCEA Snap Poll
ONLINE GRADUATE PROGRAMMING
Feb. 2024

In February 2024, 103 individuals participated in a snap poll on online graduate programming at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: A large majority of respondents' institutions offer online graduate programs, with most having done so for over five years. Additionally, most respondents agree that online graduate degrees will be critical to future success of their online professional education units in the next five years, while a little over half see online certificates as on-ramps to master's programs.

Read on CORE [here](#)

Snap Polls from March & April

Select results from the March and April snap polls can be seen below, with direct links provided to both for further analysis.

MARCH 2024

UPCEA SNAP POLL CORPORATE OUTREACH STRATEGIES



In March 2024, UPCEA and MindEdge partnered to develop a snap poll on corporate outreach strategies. In total, 75 individuals participated in the survey. Invitations were sent out via UPCEA’s Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: revenue generation and program development as the primary drivers of corporate outreach. While over half of respondents rate their corporate outreach strategy as effective, only a fourth feel their units are adequately staffed for these efforts, and 37% view their funding as sustainable.

Read on CORE [here](#)

UPCEA SNAP POLL

HEALTHY PROGRAM INDICATORS

APRIL 2024

In April 2024, 111 individuals participated in a snap poll on healthy program indicators at their institutions. Invitations were sent out via UPCEA’s Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: A significant number of respondents **do not** believe that their online and professional continuing education unit have clearly defined attributes or characteristics for determining a “healthy” academic program. For the respondents who do, **enrollments** was the most common attribute used to indicate a healthy academic program.

Read on CORE [here](#)

Snap Polls from May & June

Select results from the May and June snap polls can be seen below, with direct links provided to both for further analysis.

May 2024

PATHWAY TRANSPARENCY

UPCEA SNAP POLL

In May 2024, 71 individuals participated in a snap poll on pathway transparency at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: A majority of respondents offer stackable programs in their online and professional continuing education unit. Of those respondents who answered yes, a majority noted that their institution actively markets the stackability of credentials offered and that it is easy for potential students to locate the costs associated with these different stackable pathways. However, only **26%** said it was easy for students for find information about how stackable offerings fit together.

Read on CORE [here](#)

June 2024

Noncredit Instruction and Compensation

In June 2024, 120 individuals participated in a snap poll on noncredit instruction and compensation at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

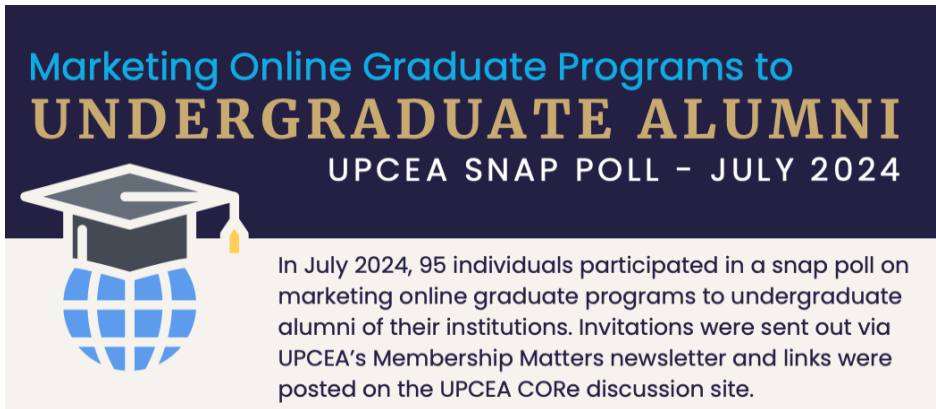
UPCEA Snap Poll

Key Finding: Almost all respondents confirmed that they noncredit programs in-house in their online and professional continuing education unit, taught mostly by instructors (no faculty title), as well as full-time and adjunct faculty. Respondents noted that **85%** of the individuals teaching in these programs were **paid per course**, with only **35%** paid based on number of enrollments.


Read on CORE [here](#)

Snap Polls from July & August

Select results from July and August snap polls can be seen below, with direct links provided to both for further analysis.



Marketing Online Graduate Programs to UNDERGRADUATE ALUMNI
UPCEA SNAP POLL - JULY 2024



In July 2024, 95 individuals participated in a snap poll on marketing online graduate programs to undergraduate alumni of their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: 89% of respondents said that they offered fully online graduate programs in their online and professional education unit, however only 68% percent of those confirming respondents actively market fully online graduate programs to undergraduate alumni. For those who market to undergraduate alumni, 42% market their full portfolio of online graduate degrees with reasoning for their marketing decisions supported by a **strong desire to help undergraduate alumni advance their careers**, among other factors. The number one reason for those who said they did not market to undergraduate alumni was due to **lack of access to alumni contact information**.

Read on CORE [here](#)



UPCEA Snap Poll: August 2024
NONCREDIT PRICING STRATEGIES

In August 2024, 104 individuals participated in a snap poll on noncredit pricing strategies at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Finding: A little over half of respondents who offer open enrollment noncredit programs in their online and professional continuing education unit have a **standard pricing model** for those programs. Respondents who used a standard pricing model determined program prices based on **program cost OR competitor analysis** (48% and 29% respectively). Interestingly, respondents who do not use a standard pricing model were more likely to use a **combination of competitor analysis and program cost** (72% and 90% respectively).

Read on CORE [here](#)

Snap Polls from September & October

Select results from September and October snap polls can be seen below, with direct links provided to both for further analysis.

UPCEA SNAP POLL | SEPTEMBER 2024

Demographic Data of Noncredit Learners

→ In September 2024, 56 individuals participated in a snap poll on demographic data of noncredit learners at their institutions. Invitations were sent out via UPCEA’s Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Findings: 60% of respondents collect demographic data on learners in noncredit programs in their online and professional education unit. For those who do not collect demographic data, the two largest reasons were **not having the capabilities to tract this information** (50%) and **programs are new and haven’t considered capturing this data previously** (50%), and most were unsure if they would collect this data in the future (60%). For those that do collect demographic data, **85%** of respondents collect **age and gender**, followed by race/ethnicity (32%) and employment and prior education (21% each).

Read on CORE [here](#)

UPCEA Snap Poll - Oct. 2024

Combined Bachelor’s & Master’s Programs

In October 2024, 88 individuals participated in a snap poll on combined bachelor’s and master’s programs at their institutions. Invitations were sent out via UPCEA’s Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

Key Findings: 72% of respondent’s institutions offer combined bachelor’s and master’s degree programs. 26% of respondents who said they do not offer these programs anticipate that they will add combined bachelors-masters degree programs in the next three years. For the respondents who have combined bachelors-masters degree programs, most off these area in the subject areas of **business/management, STEM, and health sciences**. Many respondents see these combined degree programs as a way to attract more students to graduate programs (95%) and anticipate the demand for combined degree programs to increase over the next three years (79%).

Read on CORE [here](#)

Snap Poll from November & December



Select results from November/December snap poll can be seen below, with a direct link provided for further analysis.

Key Findings: 70% of respondents' institutions have a unit dedicated to institutional research and/or institutional effectiveness, with an average of 11 full-time staff members in this unit. The most common actions/functions in the institutional research & effectiveness unit were institutional research (90%), analytics (90%), completion reporting (86%), and institutional surveys, effectiveness, and accreditation. In terms of the format that the data from this unit is reported or presented, institution and unit administration were more likely to have access to a dynamic format of the data, where the data is interactive and updates in real time, versus employees, students and the general public who were more likely to have a static "snapshot" presentation of the data.

Read on CORE [here](#)

UPCEA SNAP POLL Nov/Dec 2024

Institutional Research & Effectiveness Units

In Nov/Dec 2024, 46 individuals participated in a snap poll on institutional research and effectiveness units at their institutions. Invitations were sent out via UPCEA's Membership Matters newsletter and links were posted on the UPCEA CORE discussion site.

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