

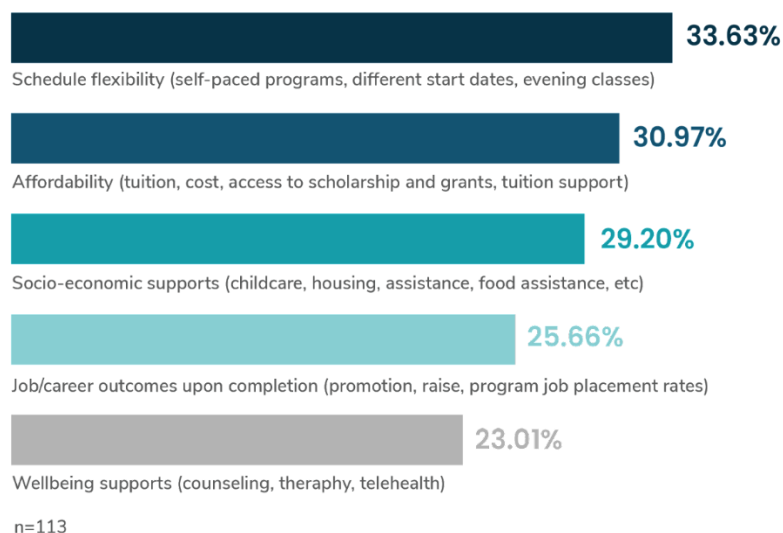
## 2. Push and pull factors for remaining in or exiting the field point toward education solutions that are most valuable to this prospective student group.

Survey respondents who were planning to leave healthcare cited low compensation and a lack of personal fulfillment—particularly as it relates to finding a good work/life balance—as reasons they wanted to find a new industry. Conversely, those who stay also cite personal fulfillment—particularly as it relates to their sense of purpose—as well as job security as reasons to remain.

Working adult learners have to juggle education with the demands of their work lives and familial responsibilities. Sixty-four percent of survey respondents work 40 hours or more per week. It's understandable, then, that in order to pursue an allied health program, schedule flexibility would top the list of desired attributes.

When Guild dug deeper to better understand what flexibility would ideally entail, roughly 1 in 3 respondents not currently enrolled in an education program indicated that completing a certificate or degree at their own pace would be optimal. In addition to affordability and socio-economic support, job and career outcomes upon completion are very high on the list of attributes that respondents most highly favor in a healthcare education program.

### Which of the following attributes are most important to you in healthcare education/training program/institution?



## 3. Allied health programs can help working adult learners think beyond the next role.

Interestingly, among those who plan to exit the field, 48% would reconsider that decision if their employer offered education benefits. Investment in professional development can inspire more people to stay, but employers must also clarify what mobility looks like internally to be truly equitable.

Allied health programs have a critical role to play in advancing this conversation with working adult learners.

When Guild asked survey respondents to indicate their career goals, a small minority indicated envisioning themselves achieving an advanced clinical role (RN or higher) or management role. The majority indicated moving into patient care if they weren't there already but thought they would achieve (or remain in) lower-level allied health roles with limited mobility, even as far out as a decade from now. Although this could indicate a lack of defined internal mobility pathways within individual healthcare organizations, it also underscores the importance of engaging students in conversations that extend beyond their next role.

[Watch the webinar recording](#) for a deeper dive into these insights!