INNOVATION IN HIGHER EDUCATION

Pamela Tate, President and CEO

The Council for Adult and Experiential Learning
WHAT IS CAEL?
COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING

A 501(c)(3) non-profit organization with over 44 years of experience in helping adult learners succeed

National leader in Prior Learning Assessment (PLA) with 10 standards, best practices, research and writing

Dedicated to diagnosing barriers to adult learning and workforce development, and removing those barriers

PLA standards recognized by regional accrediting bodies
CAEL’S OVERARCHING GOAL:

Meaningful Learning, Credentials and Work for Every Adult

Assure no adult learners are left behind in the pursuit of meaningful skills, credentials and work.
NATIONAL STUDENT PIPELINE 114.1 MIL. (2016 DATA)

9.6M High School Grads

- No College: 59.4 M
- Some College: 45.1 M
Between 1997 and 2013, the U.S. position as a world leader in young adult attainment (ages 25-34) slipped from 4th to 12th (OECD)

18 million job openings between 2010-2020 will require postsecondary education

This year, 63% of jobs will require some college or above

Raising the median adult four-year college attainment rate of the top 51 metro areas from 30.7 percent to 31.7 percent would be associated with an increase in income of $143 billion per year for the nation.

Joe Cartwright, Impresa, Inc.
The City Dividends (2008).
http://www.ceosforcities.org/city-dividends/
Today’s College Students Are…

OLDER AND MORE RACIALLY DIVERSE

38 PERCENT
OF ALL TODAY’S UNDERGRADUATES ARE OLDER THAN 25.

AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

ENROLLMENT AMONG HISPANIC STUDENTS TRIPLED SINCE THE MID-1990’s,

AND THOSE TRENDS ARE EXPECTED TO CONTINUE THROUGH 2021, WITH BLACK ENROLLMENT PROJECTED TO GROW BY 25 PERCENT, HISPANIC STUDENTS PROJECTED TO INCREASE BY 42 PERCENT, AND ONLY A 4 PERCENT INCREASE IN WHITE STUDENTS FORECASTED.

BALANCING MULTIPLE RESPONSIBILITIES

THREE-QUARTERS OF COLLEGE STUDENTS COMMUTE TO CLASS WHILE JUGGLING PARENTING, WORKING AND BOTH.

STUDENTS WORK ON AVERAGE 19 HOURS PER WEEK.

40 PERCENT ATTEND SCHOOL ONLY PART-TIME.

ABOUT 40 PERCENT OF COMMUNITY-COLLEGE STUDENTS WORK 20 OR MORE HOURS PER WEEK.

LESS LIKELY TO GRADUATE

STUDENTS WITH ADDITIONAL FINANCIAL, WORK AND FAMILY OBLIGATIONS ARE TWICE AS LIKELY TO DROP OUT OF SCHOOL IN THEIR FIRST YEAR AS STUDENTS FRESH OUT OF HIGH SCHOOL – 16 PERCENT COMPARED TO 16 PERCENT.

NO MORE THAN A QUARTER OF PART-TIME STUDENTS MAKE IT TO GRADUATION, EVEN WHEN GIVEN TWICE AS LONG TO COMPLETE.

LEARNING HOUSE

CONNECT HIGHER EDUCATION SUMMIT
ADULTS MUST OVERCOME UNIQUE CHALLENGES

It is no surprise that fewer than 40% of adult learners meet their academic completion goals.

- The average student loan debt is $28,400 for students who must take out loans to pay for their education.¹

- Only $1/3 of non-first-time students who reenroll in a postsecondary degree program successfully completed their degree.²

- Approximately 1/2 of U.S. undergraduate students fail to persist to degree completion.³

¹ The Institute for College Access & Success
² National Student Clearinghouse
³ Lumina Foundation
WHAT DO ADULTS FACE?

Change needed

• Night and weekend classes and student services
• Increased # of online degree and certificate programs
• Prior Learning Assessment Services
• Linking learning outcomes with jobs available in the community

Barriers

• Financial
• Time
• Accessibility
• Perception
  – Who appears on your website?
WHAT CAN YOUR INSTITUTION DO TO BETTER ADDRESS THE NEEDS OF THE WORKING ADULT LEARNER?
OVERALL COLLEGE STUDENT POPULATION

Six Major Student Segments

- Aspiring Academics: 24%
- Coming of Age: 18%
- Career Starter: 21%
- Career Accelerator: 11%
- Industry Switcher: 8%
- Academic Wanderer: 18%

Source: The Parthenon Group, “The Differentiated University”
THINKING ABOUT PERSONAS

Personas most colleges are targeting.

**Aspiring Academics**
(Achieving)

The Aspiring Academics are the segment most similar to the picture of the "traditional student" that most colleges are so aggressively seeking to serve. They are 18-to-24-year-olds with impressive academic profiles, and often come from wealthier families. They are academically driven with plans to go to graduate school, so the availability of a specific major and the presence of top-notch research faculty are valued by this group. While this segment is the largest of the segments found in the survey, it remains only a quarter of the market.

24%

**Coming of Age**
(Transitioning)

A second, smaller group of traditional-aged students, the Coming of Age segment, is not yet sure what they want to focus on when they "grow up," but have the luxury of taking the time to figure it out. These students are less academically driven than Young Academics and place little value on research opportunities, research faculty, or graduate school offerings. For them, college is about broad academic offerings, an active social culture, and trying a variety of activities without knowing exactly where it will lead.

11%

**Career Starter**
(Thinking Practically)

The Parthenon survey revealed a third and distinct group of largely traditional age-students. These Career Starters are extremely job oriented and use college to advance their specific career prospects. These students are focused on life after college, and are looking for a college that enables them to reach their ideal career position in the shortest amount of time. Career Starters are one of the more price-sensitive segments and value job placement rate and career placement services in making their college selection.

18%

Source: The Parthenon Group, “The Differentiated University”
THINKING ABOUT PERSONAS

Personas for most adult learners.

**Career Accelerators**
*(Advancing)*

Typically older, Career Accelerators are going to college with the aim of advancing their career at their company or within their current industry. These are primarily working adults with some prior college experience and are likely to be most interested in institutions that award credit for their previous academic experience, as well as their job experience. These students value non-traditional delivery methods, particularly online courses. Career counseling and career placement services are strongly desired by this group.

**Academic Wanderers**
*(Seeking Degree)*

Students attending college later in life, Academic Wanderers don’t know exactly what they want out of college, but believe that obtaining a college credential will open doors for them. They are more likely to be unemployed and potentially have lower incomes. Academic Wanderers are the most “at risk” of the student segments. They are the least satisfied with their college experience, do not place high importance on their academic performance, and are the least likely to believe they will complete their degree.

**Industry Switchers**
*(Changing Career)*

While in many ways similar to Career Accelerators, Industry Switchers have a different motivation for going back to school to earn their bachelor’s degree. Often in more precarious financial positions or unemployed, this segment is looking to start a career in a completely different field. Industry Switchers place a high value on an institution’s link to labor markets and its ability to put them in touch with relevant employers and prepare them for their career transition.

Source: The Parthenon Group, “The Differentiated University"
## HOW ARE ADULT STUDENTS DIFFERENT?

<table>
<thead>
<tr>
<th></th>
<th>Pedagogy</th>
<th>Andragogy</th>
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<tbody>
<tr>
<td><strong>Self-Concept</strong></td>
<td>Dependency</td>
<td>Increasing self-directedness</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Of little worth</td>
<td>Learners are a rich resource for learning</td>
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<tr>
<td><strong>Readiness</strong></td>
<td>Biological development-social pressures</td>
<td>Developmental tasks of social roles</td>
</tr>
<tr>
<td><strong>Time Perspective</strong></td>
<td>Postponed application</td>
<td>Immediacy of application</td>
</tr>
<tr>
<td><strong>Orientation to Learning</strong></td>
<td>Subject centered</td>
<td>Problem centered</td>
</tr>
</tbody>
</table>
| **Learning Climate**    | Authority oriented
                          | Formal
                          | Competitive                     | Mutuality
                          |                                           | Respectful
                          |                                           | Collaborative
                          |                                           | Informal                       |
| **Planning**            | By teacher      | Mutual self-diagnosis                          |
| **Formulation of Objectives** | By teacher | Mutual negotiation                            |
| **Design**              | Logic of subject matter
                          | Content Units                                | Sequenced in terms of readiness
                          |                                           | Problem Units                           |
| **Activities**          | Transmittal Techniques | Experiential techniques (inquiry)     |
| **Evaluation**          | By teacher      | Mutual re-diagnosis of needs
                          |                                           | Mutual measurement of program          |
ADULT LEARNER 360: DISCOVER YOUR STRENGTHS

- Institutions uncover strengths for serving adults
- Ten Principles for Effectively Serving Adult Learners
- Student satisfaction, institutional quality/effectiveness gap analysis
- Not just institutions, but systems, too
- Systemic strengths, challenges and disconnects emerge
- Some disconnects may be surprising
A LENS TO VIEW HOW EFFECTIVELY YOU SUPPORT AND SERVE YOUR ADULT STUDENT POPULATION.

Outreach
Conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities.

Student Support Systems
Assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.

Life & Career Planning
Addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

Technology
Uses technology to provide relevant and timely information and to enhance the learning experience.
TEN PRINCIPLES FOR EFFECTIVELY SERVING ADULT LEARNERS

Financing
Promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

Assessment of Learning Outcomes
Defines and assesses the knowledge, skills, and competencies acquired by adult learners — both from the curriculum and from life and work experience — in order to assign credit and confer degrees with rigor.

Teaching Learning Process
Faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

Strategic Partnerships
Engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

Transitions
Supports guided pathways that lead into and from the institution’s programs and services in order to ensure that students’ learning will apply usefully to achieving their educational and career goals.

Adaptivity
Adjusts to shifting external market forces and is able to adapt to the changing expectations of internal stakeholders, students, and employers — understanding the needs of those they serve by developing creative academic solutions.
AREAS OF MOST ADULT STUDENT DISSATISFACTION

• Credit for Prior Learning
• Career Services
QUESTIONS ADULT STUDENTS ASK

• “Do I have the time to get a lengthy degree?”
• “What if I can’t afford to finish my degree?”
• “What can I do to finish my degree faster?”

“I know this…why do I need this course?”

How can we help them?
Prior Learning Assessment is the process for evaluating knowledge and skills to award college credit for learning from:

- On-the-job training
- Independent Study
- Military and Volunteer Service
- Training Courses and/or Certifications
- Work Experience
- Non-credit Courses
Graduation rates are 2½ times higher for students with PLA credit.

Prior Learning Assessment (PLA) Helps Students Graduate
ACCELERATING DEGREE COMPLETION FOR LATINOS THROUGH PLA

- Latino students used PLA as successfully as other groups
- For Latino students, participation in PLA depends less on ethnicity and more upon the specific institutional approach to PLA
- PLA can be an important strategy to help this population accelerate their degree completion in less time, at a lower cost

At colleges where PLA is well supported, Latinos use it at high rates.

Degree completion by PLA credit-earning, all students, Latino, and White Non-Latino

PLA usage rate by adult students, by ethnicity, and by type of institution
THE VARIETY OF PLA METHODS

- Evaluated Non-College Training
- Industry Recognized Certificates
- Standardized Exams
- Student Portfolios
- College Credit, College Completion
WHICH PLA OPTION WILL HELP YOUR STUDENTS SAVE TIME AND MONEY TOWARDS THEIR DEGREE?

- Transfer credit
- Military Credit
- Training Credit
- Credit by Exam
- Portfolio Credit
- Credit from Non-Credit Courses
Credit is for LEARNING, not for experience.

Subject matter experts make credit recommendations.

Any fees are for assessment, not for the amount of credit awarded.

KEY CAEL STANDARDS
Contrary to popular belief (and fears), students with PLA take MORE courses at their college.

Students with PLA credits take on average 9.9 more course credits than students without PLA credit.

CAEL, *Fueling the Race to Postsecondary Success*, 2010
GETTING TO SCALE WITH PLA

- Not enough colleges granting credit for prior learning, and even when they do, marketing to students is weak
- Adult learners are not aware of PLA so they often repeat what they already know
- Need for consistent application of CAEL standards
- Need for a national, accessible online approach
- Requires trained faculty experts and use of standard rubrics to guarantee high quality assessments
TWO APPROACHES TO SCALING PLA

1. Individual institutions build their own PLA process
2. Institutions use CAEL’s national online service, LearningCounts.org
CAEL ASSISTS COLLEGES TO UNDERSTAND AND IMPLEMENT PLA

- PLA Master Class
- Faculty Assessor Training
- Focusing on Outcomes: Designing Course Outcomes for PLA Use
- Marketing PLA to Adult Students
- PLA Policy & Process Mapping
- Online PLA Accelerator for Advisors
PLA Accelerator

- Online tool
- Navigates students through questions about their learning experiences
- Captures full spectrum of PLA opportunities
- Allows advisors to have a more informed conversation about PLA
WHAT IS CAEL’S LEARNINGCOUNTS SERVICE?

Online Portfolio Development Course

Portfolio Tool and Guidance

Individualized Assessment by CAEL-trained and certified Faculty
## PORTFOLIO DEVELOPMENT COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>CAEL 100</th>
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<tbody>
<tr>
<td>Course Length</td>
<td>6-weeks in length (2-week optional portfolio workshop immediately following)</td>
</tr>
<tr>
<td>Description</td>
<td>This is an accelerated instructor-led, online course with weekly assignments. <em>Includes three portfolio assessments.</em></td>
</tr>
<tr>
<td>Credit Details</td>
<td>3 Credits - Educational Planning + 9 possible portfolio credits</td>
</tr>
<tr>
<td>Start Dates</td>
<td>Monthly</td>
</tr>
</tbody>
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PORTFOLIO DEVELOPMENT

- Portfolio contains a single course
- Students must have syllabus
- Must be undergraduate (100-400) level
  - No capstones
  - No internships
  - No practicums
  - No lab courses or courses with lab components
- Portfolio evaluations are completed in about two weeks
- Portfolio credit recommendations are Pass/Fail
- Portfolio must be submitted within 6 months of beginning portfolio course
MOST POPULAR PORTFOLIO SUBJECTS

- Business and Management
- Information Systems/Technology
- Human Resources
- Finance/Accounting
- Criminal Justice/Legal
- Hospitality/Event Management
- Healthcare Administration
FACULTY ASSESSORS

All faculty members are screened for their credentials:
100% hold a minimum of a Master’s degree in their field
63% hold a terminal degree
100% work in their fields as subject matter experts
100% have taught/or are currently teaching college-level courses
Receive ongoing training and evaluation for continuous improvement
100% are committed to our PLA philosophy and student success!
John
Student at Southern New Hampshire University
Town Manager in Maine
Earned 6 LearningCounts credits
Municipal Government Operations (PAD332)
Public Fiscal Management (PAD340)

Margie
Student at University of Wisconsin – River Falls
Property Manager in Wisconsin
Earned 9 LearningCounts credits
Introduction to Property Management (PM 100)
Principles of Property Management (PM 370)
Real Estate (FIN 350)
PLA VIDEO

• Video highlights the benefits of PLA and gives examples.

• Available at: www.cael.org/GetCredit
TRANSFORMING CAREER SERVICES
THE ROOTS OF OUR EXPERIENCE AND EXPERTISE

• 44 years of experience in workforce learning
• 36 years of experience working directly with employers to create and deliver effective talent management solutions
• 31 years providing career and education advising to working adults
• 15 years of career pathways and career map development
• CAEL serves as both a resource and a partner
CAREER SERVICES: OLD MODEL

• Based on traditional students going full time
• Expectation that students will take the initiative to contact career center
• Often does not happen until a few months before graduation, if at all
• Career center at the margins of student services
CAREER SERVICES: NEW MODEL—BASED ON RECENT CAEL RESEARCH

- Early and proactive engagement with students by reaching out and inviting them to engage with career exploration and planning much earlier in their academic studies.

- Career-related activities embedded into a program’s curriculum; focus on careers and work is not an add-on activity, but rather integrated into the learning process.
CAREER SERVICES: NEW MODEL

• **Opportunities for experiential learning**, through internships or work-based learning tailored to fit needs of all students, including those working full-time while pursuing a credential

• **Alignment of career and alumni services**; treat career services as a lifelong service and enhance connections with employers and current students
CAREER SERVICES: NEW MODEL

- Expanded use of data-and-technology-driven career services tools to better engage students in career exploration, navigation, and preparation
- Advisors trained to serve adults
ADVISOR TRAINING WORKSHOP

One-day workshop, delivered on-site

Two Basic Versions:
1. Focuses more broadly on the unique needs of adult learners
2. Concentrates more on prior learning assessment (PLA) and identifying and advising adults who are good candidates for PLA
CAREER & EDUCATION ADVISOR CERTIFICATION

- In-depth, 12-week, online, instructor-led course
- Developed by CAEL and Indiana University
- Designed for those who provide career and education advice to adults
- Offered publicly four times per year
- Can be customized for any institution upon request
CAEL’s International Conference

- CAEL’s annual conference (November 13-16, 2018) highlights evolving efforts to expand opportunities for educational attainment and the boundless opportunities for personal and professional development they provide.

- Learn from experts in higher education, workforce development and for- and non-profit sectors and government as they share their latest insights about adult learners and workforce development.
Check out our latest research!

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www.cael.org/alert-blog
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