
Once Upon a Time (up through the 1970s...)



- The world was simpler
- Change came slowly
- No internet
- No room for adults in college

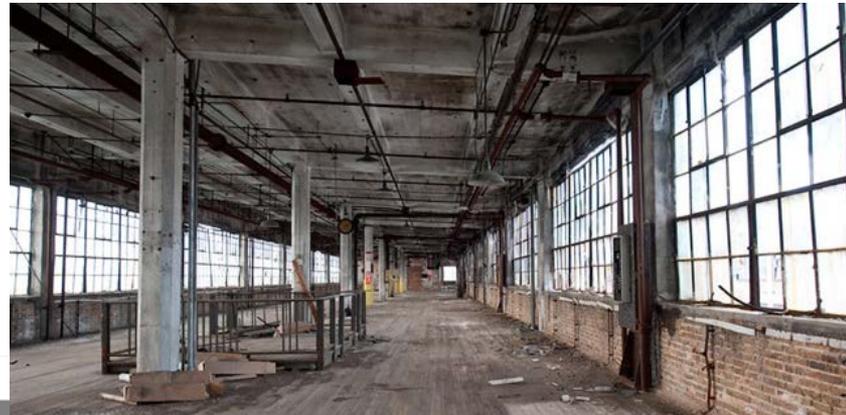
But then the world turned upside down

- Full employment economy
- Digitalization
- Fewer traditional students
- Education to career model breaks



What are the Symptoms?

- Regions face skill gaps and a future of unknowns
- Higher ed enrollment dropping, college closings, rise of alternative learning providers
- Employers cannot find or keep talent
- Adults in the workforce with few options for continuous, affordable pathways



What Does this Mean?

- Adult working learners are the “new normal”
- Need for deep engagement in adult and experiential learning
- Our postsecondary models must change



CAEL Seeks to Guide Solutions

It's in our mission:

CAEL champions the adult learner and brings together educators, employers and regions to create solutions that integrate work and learning.

So that...

Every adult has a pathway to lifelong learning and meaningful work.

WHY FOCUS ON ADULTS?

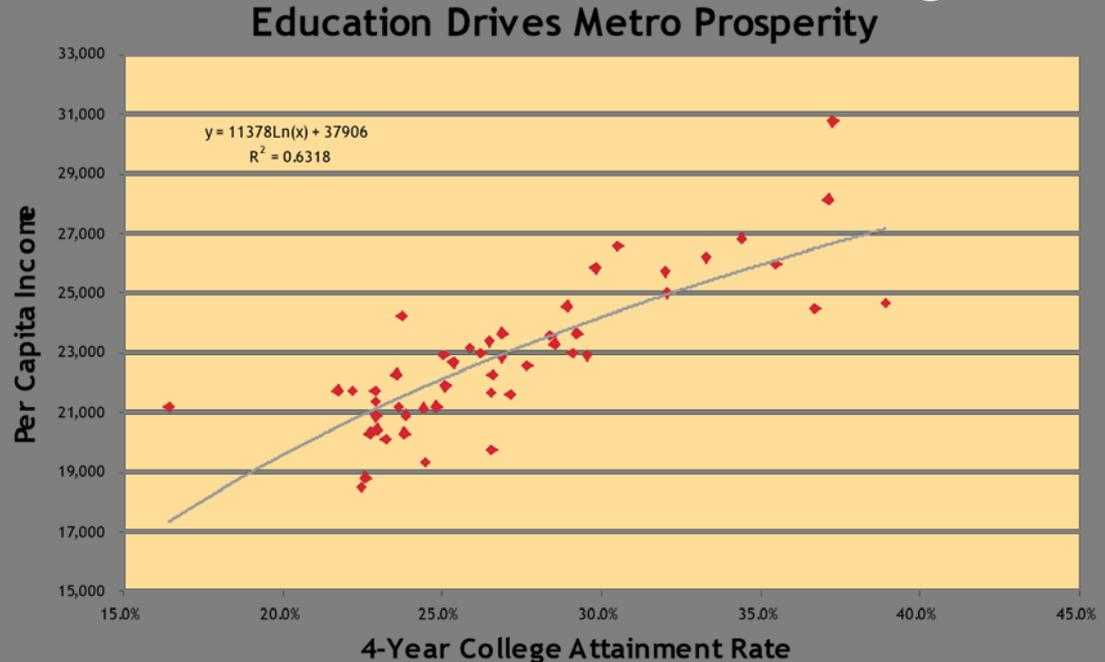
College completion matters

- 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

Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of job and education requirements through 2018*. Lumina Foundation.

More educated citizens benefit a region

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.

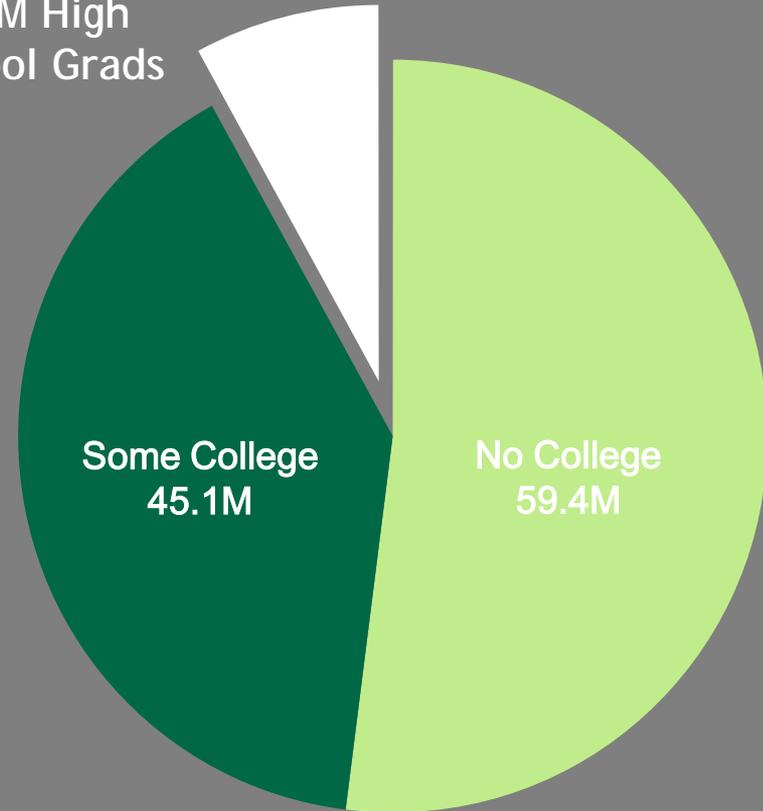


Source: Impresa calculations, Census Bureau data, 2000

Joe Cartwright, Impresa, Inc. The City Dividends (2008). <http://www.ceosforcities.org/city-dividends/>

National student
pipeline 114.1 mil.
(2016 data)

9.6M High
School Grads



The NEW NORMAL

Today's College Students Are...

BALANCING MULTIPLE RESPONSIBILITIES



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

40 PERCENT ATTEND SCHOOL ONLY PART-TIME



STUDENTS WORK ON AVERAGE
19 HOURS PER WEEK



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

OLDER AND MORE RACIALLY DIVERSE



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

THE VISION THAT MOST OF US HAVE OF COLLEGE STUDENTS – 18-TO 21-YEAR-OLDS WHO ATTEND SCHOOL FULL-TIME – ONLY MAKE UP ABOUT A THIRD OF THE COLLEGE POPULATION.



ENROLLMENT AMONG
HISPANIC STUDENTS

TRIPLED
SINCE THE MID-1990'S,



AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

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.

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 – 38 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

www.luminafoundation.org/todays-student-citations.

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

¹ *The Institute for College Access & Success*

Only **1/3**

of non-first-time students who reenroll in a postsecondary degree program **successfully completed their degree.**²

² *National Student Clearinghouse*

Approximately



of U.S. undergraduate students **fail to persist to degree completion.**³

³ *Lumina Foundation*

Who are adult students?



- Career Accelerators
- Industry Switchers
- Academic Wanderers

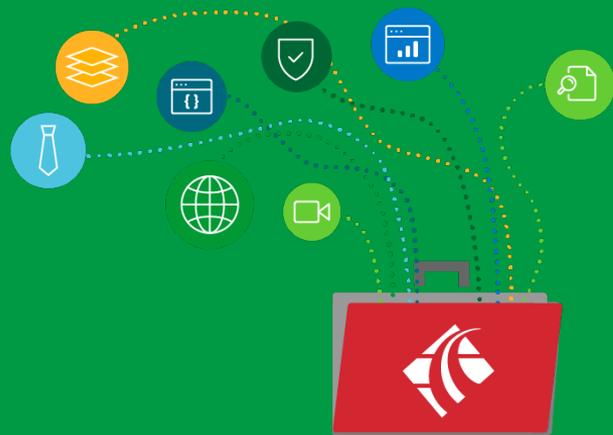
ADULT LEARNER PERSONAS GROUP ACTIVITY

WHAT CHALLENGES DO ADULTS FACE AT COLLEGES?

Areas of most adult student dissatisfaction

Credit for Prior Learning

Career Services



A Straight Path to Success is Rare These Days



The Winding Path to Adult Student Success



Credit vs. Non-credit: The Community College Challenge

- Community colleges' workforce/non-credit divisions are very responsive to business and industry, but when you look at the for-credit side of the house, they're not as flexible or innovative as they need to be. There is not much transfer between non-credit/ credit sides of the house.
- One community college district in CA: 100,000 enrolled in non-credit, but only 4,000 moved on to credit courses.

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

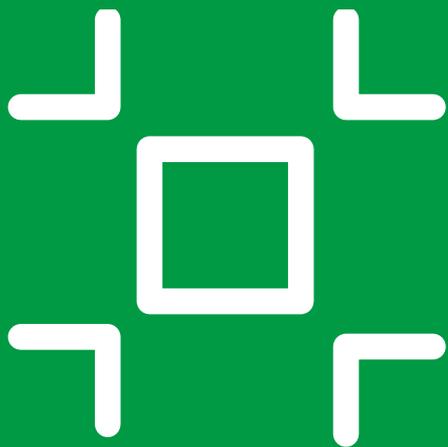
- Financial
- Time
- Accessibility
- Perception
 - Who appears on your website?



A Healthy Workforce Ecosystem

How to bridge the gap:

- Help working learners navigate the system and gain credentials
- Build workforce skills so communities can better grow, retain and expand job opportunities



What Can Colleges and Employers Do Together?

- Strategic alliances, not transactions
- Programs linked to existing and emerging industry skills and knowledge needs
- Collaborative curriculum development
- College credit for industry training

The Big Disconnect

- Why are enrollments dropping if:
 - 46 percent of Americans believe they need additional education to advance in their careers.
 - Younger, non-white, and urban residents feel a greater need than their peers.
 - A majority (53 percent) of adults without degrees say they are likely or very likely to pursue more education in the next five years.
- Could we be looking in the wrong place if:
 - Adults without degrees are more likely to seek education and training from employers than from traditional education institutions.
 - Adults without degrees are more likely to say a guaranteed employment outcome would be the greatest motivator.
 - Adults with some college but no degree are no more likely than others without degrees to return to school.

Strada research: Back to School? What Adults Without Degrees Say About Pursuing Additional Education and Training (stradaeducation.org)

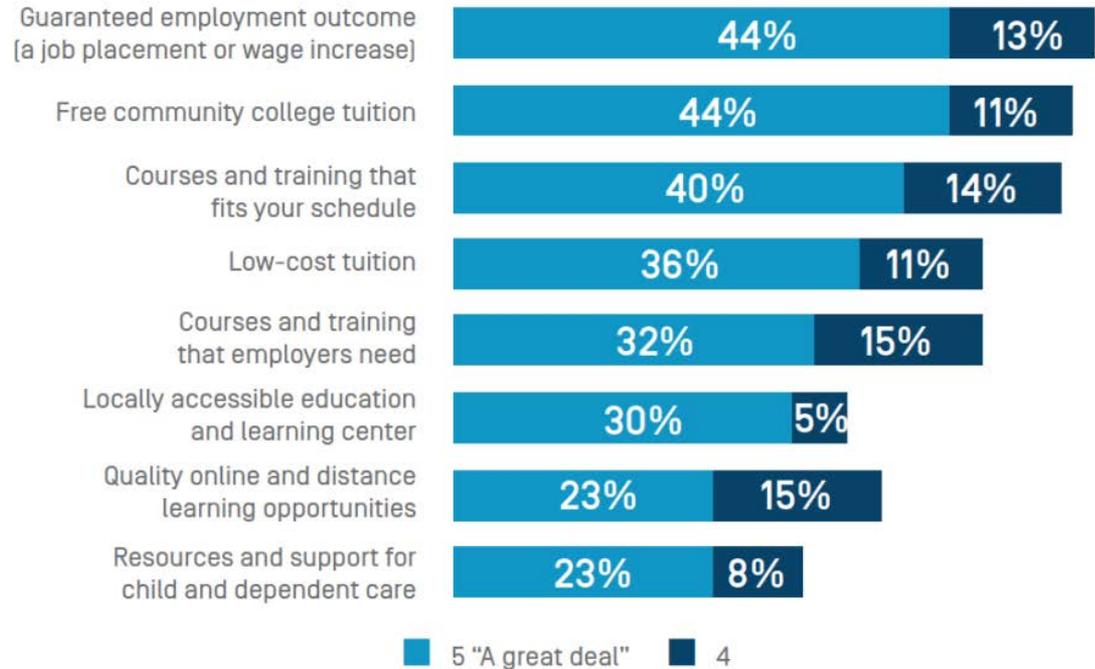
What Matters to Them

Free tuition, but not just free tuition.

CONSUMERS SAY EMPLOYMENT OUTCOMES, AFFORDABILITY AND ACCESS WILL HAVE THE STRONGEST IMPACT ON ENROLLMENT

How would each of the following impact your likelihood of enrolling in additional education?

Please use a five-point scale where 5 means it would impact your likelihood a great deal and 1 means not at all.



Source: Strada-Gallup Education Consumer Survey 2019. Base: U.S. Adults 18-65 with less than an associate degree and who are not currently enrolled. N=8,849

HOW DOES THIS RELATE TO PLA?

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

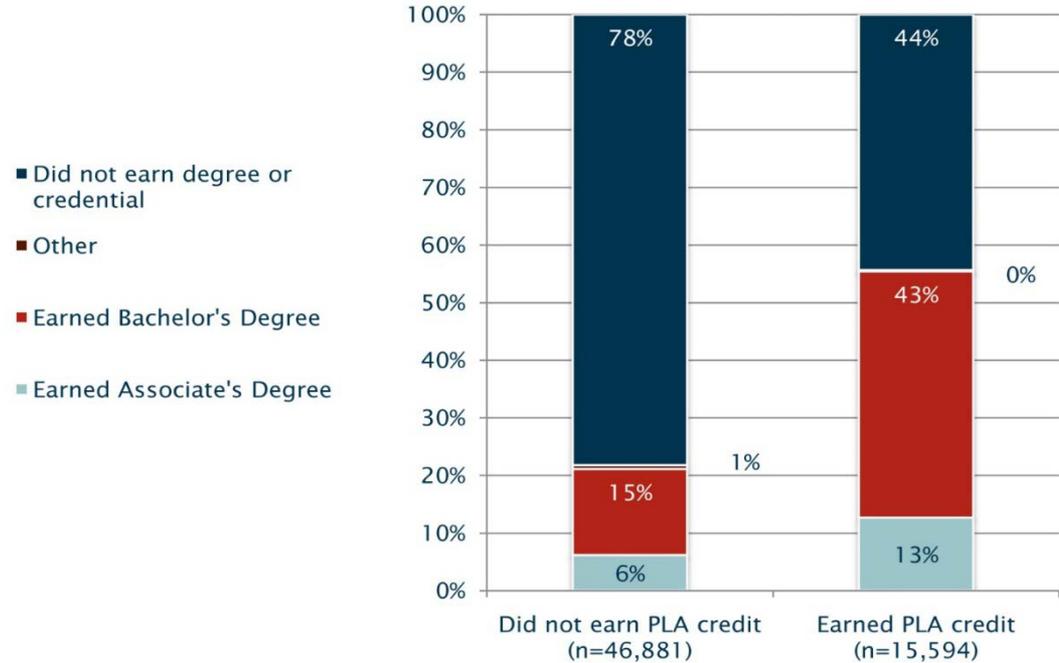


Work Experience

2X

Associate's Degree students are 2X times, and Bachelor's Degree students are 2.5X more likely to persist to graduation

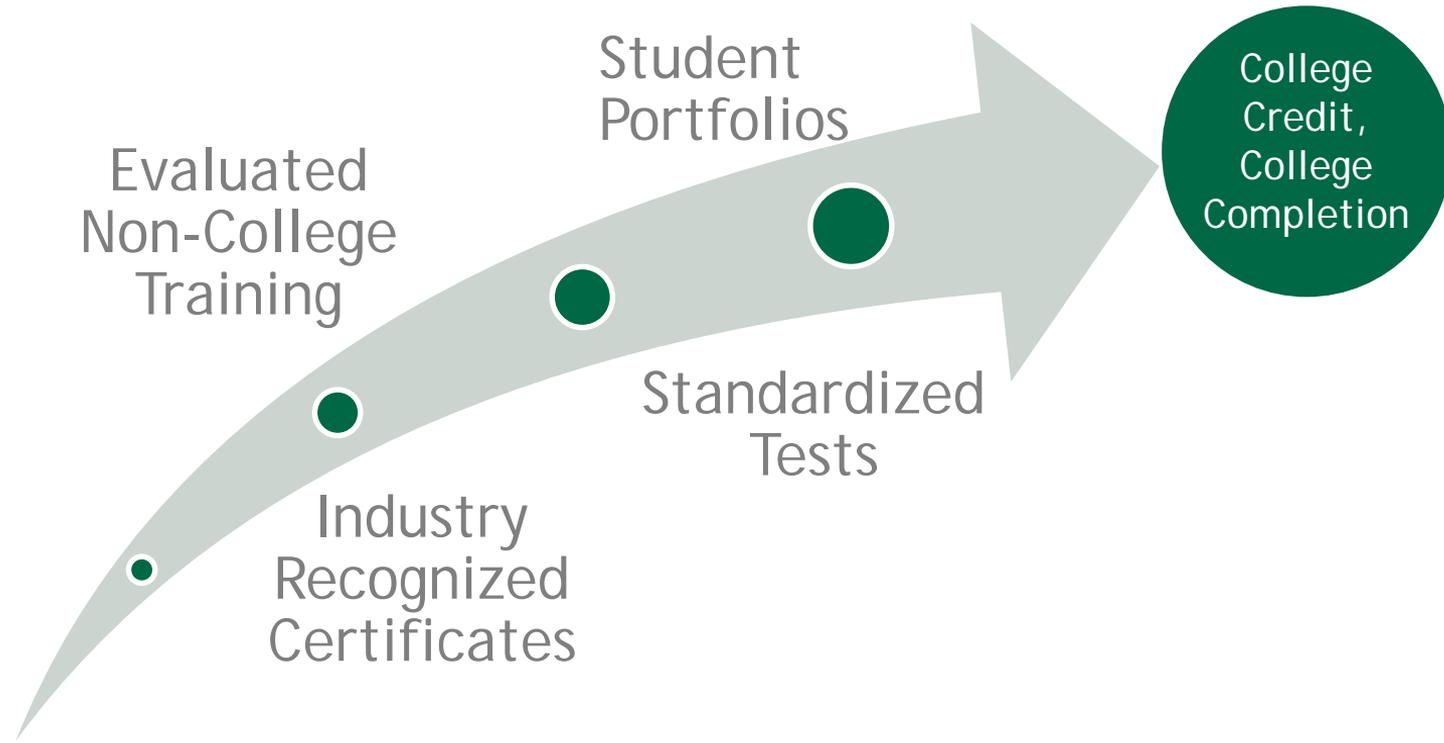
Graduation and Completion

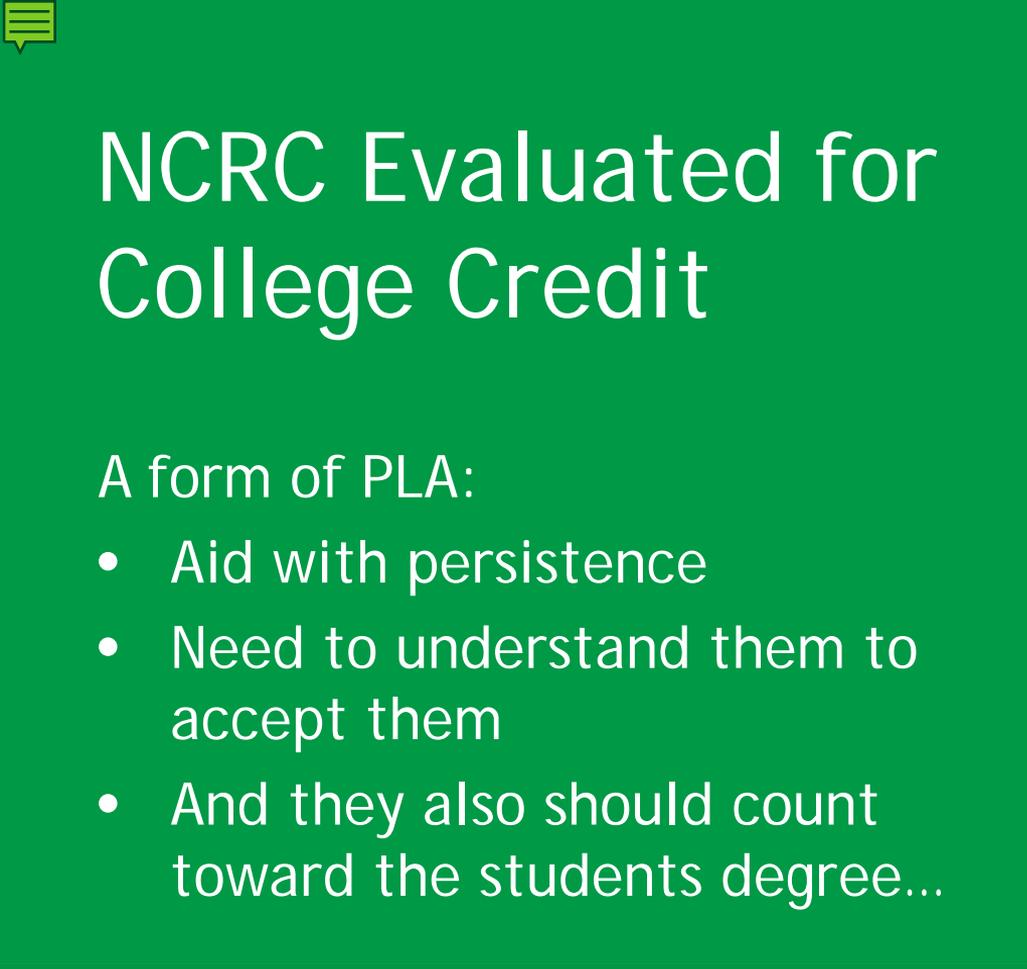


CAEL, *Fueling the Race to Postsecondary Success*, 2010



The Variety of PLA Methods





NCRC Evaluated for College Credit

A form of PLA:

- Aid with persistence
- Need to understand them to accept them
- And they also should count toward the students degree...



What are Crosswalks?

ADVANCED MANUFACTURING	
Society of Manufacturing Engineers - Certified Manufacturing Technologist	ADMF 115 Materials and Processes for Manufacturing
MSSC (Manufacturing Skills Standards Council) Production Technician Certification	ADMF 101 Key Principles of Advanced Manufacturing AND ADMF 102 Technology in Advanced Manufacturing
MSSC (Manufacturing Skills Standards Council) Safety and Quality Practices & Measurement	ADMF 101 Key Principles of Advanced Manufacturing
MSSC (Manufacturing Skills Standards Council) Manufacturing Processes & Production and Maintenance Awareness	ADMF 102 Technology in Advanced Manufacturing
Fanuc HandlingPro and Programming or NOCTI Certificaiton (FCR-01)	ADMF 116 Automation and Robotics I & ADMF 206 ADMF Automation and Robotics II
Motoman Basic, Accelerated, or Advanced Robotic Programming (Yaskawa)	ADMF 117 Motoman Robotic Programming
NIMS Duty Area 1 - Maintenance Operations	ADMF 102 Technology in Advanced Manufacturing
NIMS Duty Area 2 - Basic Mechanical Systems	INDT 203 Machine Maintenance and Installation
NIMS Duty Area 3 - Basic Hydraulic Systems	INDT 104 Fluid Power Basics

Sample crosswalk from Ivy Tech Community College



Where Do the Credits Go?

- 54% applied at least some of their credits to major requirements
- 23% applied PLA credits in multiple ways

CAEL, *Making PLA Count in the Degree Plan, 2018*

The Winding Path to Adult Student Success



PERSONAS TO PATHWAYS GROUP ACTIVITY



Student Retention

- Contrary to popular belief, 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

PLA within the University



Potential Bottlenecks

- PLA never mentioned in info sessions or materials that recruit students
- PLA never mentioned during the enrollment process
- Business Development or Workforce Development never mention PLA to employers they are working with
- Advisors and/or Faculty are unaware of or uncomfortable with the CPL process
- Administrative flow is unclear (Where do I register? How do I get my credits?)

PLA PROCESS ACTIVITY



Connect with Us

CONTACT US: bdoyle@cael.org

CAEL Website: www.cael.org

Like CAEL: www.facebook.com/CAELnews

Follow CAEL: www.twitter.com/CAELnews

Join CAEL: <http://linkd.in/wsUnxh>

Watch CAEL: www.youtube.com/caelchicago