Non-Collegiate Learning: Assessment as a Bridge Between HE and Employers

Ed Klonoski
Charter Oak State College
My Background

- Composition and Rhetoric Faculty
- Computers and Composition
- Faculty Training
- Online courseware
- Director of Technology
- ED of Higher Education Consortium
- President of Charter Oak State College:
  - A public, online, adult focused, assessment-based College
  - Proponent of Competency-based Learning

*Technology keeps disrupting everything*
What Does Disruption Mean?

- **Clayton Christensen**—*The Innovator’s Dilemma*
  
  *New or underserved markets*
  
  *Needs met by new providers and/or new processes*
  
  *Arrives from outside the established industry*

- It’s been a process:
  - Distance Education: Learning is an activity not a location
  - Competency-based learning: Disaggregate Instruction from Assessment
  - *Coming soon*: Adaptable learning platforms providing individualized learning

- Higher Education’s ROI is being reassessed:
  - from a parent’s perspective
  - from an employer’s perspective
  - from an employee’s perspective
  - from accreditor/state/DC perspectives
Charter Oak and PLA

- Founded in 1973 on the idea that learning could be assessed for college credit.
- Created a set of outcomes for degrees and concentrations
- Offered no courses * Had no residency requirement
- Accept credits from any Regionally Accredited Institution
- Accept ACE recommendations for Credit
- Created a portfolio-for-credit process
- Did reviews of non-collegiate instruction for credit (CCAP)
- Cross index assessed credit against courses for a portable transcript
Charter Oak Demographics

Demographics of Total Enrollment
(Registered Students and Non-Registered Matriculants)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2012</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>697</td>
<td>815</td>
<td>17%</td>
</tr>
<tr>
<td>Female</td>
<td>881</td>
<td>1444</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>1578</td>
<td>2259</td>
<td>43%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1099</td>
<td>1321</td>
<td>20%</td>
</tr>
<tr>
<td>Black</td>
<td>156</td>
<td>348</td>
<td>123%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68</td>
<td>221</td>
<td>225%</td>
</tr>
<tr>
<td>Unknown</td>
<td>191</td>
<td>268</td>
<td>40%</td>
</tr>
<tr>
<td>Other</td>
<td>64</td>
<td>101</td>
<td>58%</td>
</tr>
<tr>
<td>Total</td>
<td>1578</td>
<td>2259</td>
<td>43%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25</td>
<td>62</td>
<td>156</td>
<td>152%</td>
</tr>
<tr>
<td>25+</td>
<td>1491</td>
<td>2086</td>
<td>40%</td>
</tr>
<tr>
<td>Unknown</td>
<td>25</td>
<td>17</td>
<td>-32%</td>
</tr>
<tr>
<td>Total</td>
<td>1578</td>
<td>2259</td>
<td>43%</td>
</tr>
</tbody>
</table>

Charter Oak is more female, less white, and younger than we were ten years ago.
Charter Oak:  
Post Completion Outcomes

**Employment Information**

Of the 2010-11 graduates who are CT residents:

- Entered employment w/i months of graduating  77%
- Retained employment for six months  94%
- Weekly wages upon entering employment  $1,076
- Change in weekly wages after graduating  $+270

**Graduate School Information**

- The approximate number of students who apply to graduate school after they graduate is 33%
What Did We Learn Over 40 Years?

• Transfer credits are defined by catalog and course descriptions (*weak, abstractions*)
• CCAPS and portfolios have actual outcomes (*stronger*)
• COSC will review learning outcomes from adaptable learning systems for credit (*coming soon*)
• The founding assessment community has a robust set of standards for Review (i.e. CAEL, ACE, NCCRS, Excelsior, Edison, etc.)
• The newer competency models also have emerging standards for assessment (i.e. WGU, SNHU, UW, Capella, NAU, etc.)
• **Assessment for credit or credential is mature**
Change Occurs

• We Are In A Time Of Disruptive Change

• We (Higher Education) are capable of Change and have made it in the past

• You are capable of change and it will be required
The New Traditional

21 million students in higher education today

- Students who are older than 24 40%
- 18-24 (non-residential) 35%
- 18-24 and residential 15%

* Part time working adults are the new traditional students
- They are **shopping** for a degree that matters
- They take courses from multiple institutions
- They expect service
- They care about convenience
- They shop for bargains based on speed to degree and total cost
## Student Data

**Source: Digest of Education Statistics, 2012, National Center for Education Statistics**

### US Fall 2011 Head Count by Age (Table 225)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
<th>%UG</th>
<th>%GR</th>
<th>%Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age &lt; 25</td>
<td>12,038,599</td>
<td>642,284</td>
<td>12,680,883</td>
<td>67%</td>
<td>22%</td>
<td>60%</td>
</tr>
<tr>
<td>Age 25+</td>
<td>5,975,126</td>
<td>2,269,943</td>
<td>8,245,069</td>
<td>33%</td>
<td>77%</td>
<td>39%</td>
</tr>
<tr>
<td>Unknown</td>
<td>49,312</td>
<td>18,849</td>
<td>68,161</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>18,063,037</td>
<td>2,931,076</td>
<td>20,994,113</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Computed from IPEDS Data, Charter Oak State College, Office of Institutional Effectiveness**

### Fall 2011 Degree-Granting, US, Title IV Participating Institutions (Provisional Data)

<table>
<thead>
<tr>
<th>Fall 2011 Enrollment</th>
<th>Total Dormitory Capacity</th>
<th>Percent Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>20,883,273</td>
<td>2,911,053</td>
<td>14%</td>
</tr>
</tbody>
</table>
Things We Know

- *Distance Education*: Learning is an activity not a location.

- *Learning*: We have long known and measured learning that occurs outside our classrooms. And there is more of this occurring than most traditionalists know.

- *Assessment*: Institutions with robust non-collegiate learning programs use faculty experts to assess learning. So the process uses faculty, but in a different way than the instructional process.

- *Costs*: Students *pay less* for credit through assessment than they do for credit through courseware. Conversely, institutions *earn less* for assessed credits than for instructed credits.
Why Care About Non-Collegiate Learning?

- U.S. businesses spent $156.2 billion on employee learning and development in 2011.
- 14 percent of expenditures went to tuition reimbursement ($21.9 billion)
- Maximum IRS deduction for employee education is $5,250*
- 2012-13 Pell spending is approximately $32.4 billion*
- Max Pell grant is $5,500.

* Publication 970 (2012).
More from corporate education?

- Direct expenditure on learning as a percent of payroll increased from 2.7 to 3.2 percent.
- Technology-based delivery of instruction rose to 37.3 percent of formal hours, up from 29.1 percent in 2010.
- The top three areas of L&D content in 2011 were:
  - managerial and supervisory (12.6 percent);
  - profession- or industry-specific (11.6 percent); and
  - processes, procedures, and business practices (11.6 percent).

The ASTD 2012 State of the Industry Report is available on the ASTD Store.
So Where Is the Win?

- Non-Collegiate Learning represents the Bridge between higher education and corporate training.
- When we assess non-collegiate learning and incorporate it into transcripts we:
  - Welcome working adults into our degree programs
  - Lower time to degree and cost per degree
  - Reduce marketing costs through focused sales from B to B
  - Attract more corporate money to support employee education
  - Move the corporate employee education support from benefit to strategy
Pressures...Solution

- Improve Outcomes
  - Measure student learning progress (real time interventions)
  - Measure students learning outcomes (outcomes of instruction)
  - Measure student learning effects (outcomes of a degree)

- Lower costs: Requires new business models (e.g. OER)

- Create a new Supply Chain with Employers
  - We supply a product, but the production process takes time
  - Our product is “purchased” by employers, but they don’t define their needs (they refuse to buy through a sales contract)

- Create Mass Customization
  - Students choose learning modalities that meet their needs and wallet
  - Financial aid supports those choices

SOLUTION: Create networks of partners to support those choices
Resist Inertia

- We’ve Never Done It That Way…
- We’re Different…. 
- We Can’t Do That…
- Our Faculty Wouldn’t…..
- It Isn’t Secure…. 
- Princeton doesn’t…
Leadership Principles

- Effective leadership involves the creative destruction of your current processes
- Collaborate rather than compete
- Focus on bottlenecks, barriers, and limits
- Lower costs, raise service levels, and expand scale

How?

- Disaggregate the task into its parts
  - Do the parts at which you are excellent
  - Identify those who perform the other parts well
  - Assemble the best parts into a new, collaborative whole
Conclusion

Thank you

I welcome your feedback--

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