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

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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 <u>disrupting</u> 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)					
	Fall 2003		Fall 2012		
Gender	N	%	N	%	Change
Male	697	44%	815	36%	17%
Female	881	56%	1444	64%	64%
Total	1578	100%	2259	100%	43%
	Fall 2003		Fall 2012		
Race/Ethnicity	N	%	N	%	Change
White	1099	70%	1321	58%	20%
Black	156	10%	348	15%	123%
Hispanic	68	4%	221	10%	225%
Unknown	191	12%	268	12%	40%
Other	64	4%	101	4%	58%
Total	1578	100%	2259	100%	43%
	Fall 2003		Fall 2012		
Age	N	%	N	%	Change
Under 25	62	4%	156	7%	152%
25+	1491	94%	2086	92%	40%
Unknown	25	2%	17	1%	-32%
Total	1578	100%	2259	100%	43%

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

5

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.)

- <u>Assessment for credit or credential is mature</u>

Change Occurs

- We Are In A Time Of Disruptive Change

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

- <u>You</u> 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%

<div align="center">*</div>

- Part time working adults are the new traditional students
- They are <u>shopping</u> 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

US Fall 2011 Head Count by Age (Table 225)

	Undergraduate	Graduate	Total		%UG	%GR	%Total	
Age < 25	12,038,599	642,284	12,680,883		67%	22%	60%	
Age 25+	5,975,126	2,269,943	8,245,069		33%	77%	39%	
Unknown	49,312	18,849	68,161		0%	1%	0%	
Total	**18,063,037**	**2,931,076**	**20,994,113**		**100%**	**100%**	**100%**	

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

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

Fall 2011 Enrollment	Total Dormitory Capacity	Percent Residential						
20,883,273	2,911,053	14%						

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 <u>pay less</u> for credit through assessment than they do for credit through courseware. Conversely, institutions <u>earn less</u> 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).
- http://www.insidehighered.com/news/2012/09/07/pell-spending-declines-despite-growth-grant-recipients

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 <u>from benefit to strategy</u>

Pressures…Solution

- Improve Outcomes
  - Measure student learning <u>progress</u> (real time interventions)
  - Measure students learning <u>outcomes</u> (outcomes of instruction)
  - Measure student learning <u>effects</u> (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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