Ten Principles for Effectively Serving Adults: National Trends and Best Practices

January 25, 2019
The Winding Path to Adult Student Success
Introduction to CAEL

Council for Adult and Experiential Learning

- A 501(c)(3) non-profit, international organization with nearly 44 years of lifelong learning experience
- National leader in PLA best practices, research, and writing
- Dedicated to removing barriers to adult learning
- Recognized by regional accrediting bodies
CAEL’s Unique Integrator Role

- Colleges & universities
- Corporations
- Government, community and philanthropic entities
- Labor unions
- Public Policymakers
Why Adults?

Currently, 46.9% of adults have a postsecondary credential – we need another 13.1% to reach our 60% goal.

High School Graduates, 3,092,290

Adults with some college and no degree, 36,174,067

http://strongernation.luminafoundation.org/report/
Levels of education for Ohio residents, ages 25-64

TOTAL 6,060,592

Less than ninth grade 132,911 2.19%
Ninth to 12th grade, no diploma 411,106 6.78%
High school graduate (including equivalency) 1,913,280 31.57%
Some college, no degree 1,285,787 21.22%
Associate degree 579,185 9.56%
Bachelor’s degree 1,100,560 18.16%
Graduate or professional degree 637,763 10.52%

Estimated attainment of certificates: 5%

Source: U.S. Census Bureau, 2014 American Community Survey

CAEL Works to Reverse the Trend

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
Demographics Are Shifting

Balancing Multiple Responsibilities

- 75% of college students commute to class while juggling parenting, working, and both.
- 40% of second-year postsecondary students are parents, and of those, 61% have no money to contribute to the cost of college.
- 4.8 million
- 88% are on their own financially. Half of those students (25%) have financial dependents of their own.

- Nearly four in 10 (38%) of all today’s undergraduates are older than 25.
- Enrollments are shifting, with Hispanic student enrollment tripling since the mid-1990s. And Black student enrollment grew by 72%.
- And those trends are expected to continue through 2021, with Black enrollment projected to grow by 25%, Hispanic student enrollment projected to increase by 42%, and only a 4% increase in white students forecasted.

Financially Support Themselves... And Often Struggle to Make Ends Meet

- 88% of single student-parents have incomes below 200% of the poverty line.
- 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% compared to 16%.

Older and More Racially Diverse

- 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.

Less Likely to Graduate

- No more than a quarter of part-time students make it to graduation, even when given twice as long to complete.
As training moves to more digital formats, it’s colliding with new realities in learners’ jobs, behaviors, habits, and preferences.

Today’s employees are overwhelmed, distracted, and impatient. Flexibility in where where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they’re taking more control over their own development.

1% of a typical workweek is all that employees have to focus on training and development.

Number of times online every day
- 5 early days of the Internet
- 27 today
- 41

Most learners won’t watch videos longer than
- 4 minutes

People unlock their smartphones up to
- 9 times every hour

Most knowledge workers are constantly distracted with
- millions of websites, apps, and video clips.

2/3 of knowledge workers actually complain that they don’t have time to do their jobs.

Workers now get interrupted as frequently as every
- 5 minutes—ironically, often by work applications and collaboration tools

5 and 10 seconds to grab someone’s attention before they click away

1/3 of the global workforce is expected to be “mobile” by the end of 2015
37%

30% of full-time employees do most of their work somewhere other than their employer’s location

20% of workforce comprised of temps, contractors, and freelancers

To learn what they need for their jobs, employees access:
- search engines
- online courses
- 70% 50-60%

ON-DEMAND
Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

COLLABORATIVE
Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

EMPOWERED
Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren’t getting what they need from their employers.

2½ to 5
Half-life (in years) of many professional skills
38% of workers who say they have opportunities for learning and growth at their workplace
62% of IT professionals who report having paid for training out of their own pockets
Factoring in Race and Ethnicity

- “Even as the nation continues to make progress, education attainment levels are unequal across racial groups.”

Source: Lumina Foundation, National Report, 2017
Degree-attainment rates among Ohio residents (ages 25-64), by population group

- White: 38.79%
- African-American: 25.24%
- Hispanic: 24.12%
- Asian/Pacific Islander: 67.39%
- Native American: 27.96%

Source: U.S. Census Bureau, 2012, 2013, and 2014 American Community Survey One-Year PUMS Files

Ten Principles for Effectively Serving Adults
The Ten Principles are...

- Integrated—They work together
- Indivisible—They form a whole
- Imperative—Not just a “good idea”
NEW MINDSET

↓

NEW RESULTS
A Bullseye for a Few...

...but 37 million adults in the U.S. have some college credits and no degree.
Great Stories and Best Practices
Mississippi’s Completion Goals

• 127,000 adults in MS one semester from degree
• 32,000 adults in MS with enough credits for a degree
• How to impact these numbers?
• Vigorous leadership from both community college and university boards
• Statewide marketing campaign
• Statewide participation
• “Reverse transfer” to provide credentials to adults
• Economic impact over time
• Socioeconomic impact over time
  – Consider generational impact
• Ease of transfer between state institutions

• Leveraging the Principles to address a critical challenge
Kansas City’s Completion Goals

• Similar to Mississippi: When faced with so many adults with some credits and no degree, how to reengage them?

• Dual problem: Serving a region that crosses state lines; political and economic implications
• Collaborate together to reengage adults
• Funding that crosses state lines for 17 institutions
• Concerted effort to address socioeconomic challenges
• Examining cross-generational impacts: reengaging parents when adult child goes to college or university
• In December 2018, a for-profit college in MO (Vatterott) suddenly closed its doors

• KC Degrees took leadership and provided transfer pathways for all affected adults

• Proactively reached out to these adults and media to spread the word
• Connecting Hispanic-Serving Institutions (HSIs) nationally to uncover best practices for serving adult Latino students

• Considering cultural frameworks as well: culture of serving adults? Latino students? Adult Latinos?
Principle-Driven Best Practices

• Rio Solado College
  – 40 flexible start dates for courses

• Excelsior College—Accepts up to 117 transfer credits
  – How are you assessing prior learning for credit?

• Park University
  – Flexibility and affordability for active duty military & military-connected persons

• Kennesaw State University
  – Merger with Southern Polytechnic State University
What is next for OH?

• Finish for your Future
  – Impact 1.2 million Ohioans with some college, no degree
    (2017, Lumina Foundation)

• Leverage Complete College OH and Credit When It’s Due
  – Creative solutions for adults who don’t qualify?

• Consider any best practices from College Now: Greater Cleveland