

**Ohio Board of Regents Special Meeting Minutes
Condition Report Subcommittee
Ohio Board of Regents
25 S. Front Street
Main Conference Room, 7th Floor
January 29, 2015**

I. Welcome and Call to Order

Chair Elizabeth P. Kessler called the Ohio Board of Regents (BOR) Special Meeting of the Condition Report Subcommittee to order. She welcomed the members and staff to the meeting. Chair Kessler stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Ohio Board of Regents' Ohio Administrative Code §3333-1-14, which rule itself was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act." She called the roll and those present were:

- Thomas M. Humphries
- Elizabeth P. Kessler
- Virginia M. Lindseth

Chair Kessler declared there was a quorum of the Condition Report Subcommittee members present.

Chair Kessler welcomed guest speaker Dennis S. Lettman, Dean, Associate Professor for the College of Adult and Lifelong Learning (CALL) at the University of Toledo (UT). She said that they have found it very valuable to get information on best practices from those in the field. She said she appreciates Mr. Lettman being able to share UT's approach.

II. Recap of the Subcommittee Charge and Meeting Overview

Charles See, Assistant Deputy Chancellor for External Relations began by saying that this was the first subcommittee meeting for the 8th Condition Report. He said that the entire board sanctioned this subcommittee to be responsible for the process of producing the 8th Condition Report. He said in the first meeting they try to confirm that all of the subcommittee members are in agreement with the focus and that they are proceeding in accordance with the full board's wishes. He said they also take the subcommittee opportunity for refinement of the topic area. When the topic is discussed in the full board environment it is highly conceptual in nature.

Assistant Deputy Chancellor See said in terms of a reset and what they want to get accomplished today, adult learners is the topic area that the board decided upon for the 8th Condition Report. The board agreed to focus on specific areas as it relates to how the University System of Ohio (USO) is serving the adult population in the context of the state's priorities to have more of its citizens have professional certifications or degrees by 2025. He said the preliminary item the board identified that they wanted to focus on was how the USO is serving the adult population in the ages of 18-44 who had no post-secondary credential or some post-secondary experience but no credential or degree.

Chair Kessler said the definition of the adult population was one of the key challenges and this is critically important. Assistant Deputy Chancellor See said this is the forum if this definition needs to be altered in any way. Chair Kessler wanted to know the difference between some post-secondary experience and no post-secondary experience. Assistant Deputy Chancellor See replied that there is a specific strategic focus to try to bring back those individuals that have had some post-secondary experience but no credential or degree.

Secretary Lindseth asked why the adult population definition was stopped at age 44. Brett Visger, Associate Vice Chancellor of Institutional Collaboration and Completion replied that the rationale for this was to be inclusive of those adults that may be 'resetting' careers. He said at this age, the chance of resetting gets more challenging for a person starting school and obtaining a degree.

Vice Chair Humphries said he has been in discussions with institutions and they have talked about reaching out to the population that has just a few classes to complete to obtain their degree. He said it may be a great idea to focus on the adult population over the age of 45 who just have a few classes to complete to obtain their degree. He said some of the institutions are offering grants and scholarships for these individuals to complete their degree. Associate Vice Chancellor Visger said a few years ago the BOR participated in 'Project Win Win' that was a national project that was aimed at those individuals that were within fifteen credits of finishing a degree. He said in some instances they found that individuals had earned the credits for a degree but had not filed for their degree for various reasons. He said he would share the Project Win Win report findings with the subcommittee members.

Assistant Deputy Chancellor See said that they can include this population as part of this report or highlight some of those particular strategies. He said if the state is interested in moving these individuals through the system there may be some incentives that could accompany these recommendations.

Assistant Deputy Chancellor See continued and said that the board discussed the report including the recruitment strategies, academic support, financial support and emotional support in the form of personalized contact as it relates to the adult population. Associate Vice Chancellor Visger added that they also want to focus on the enrollment process. He said how adults are 'on-boarded' into the system matters as well. Assistant Deputy Chancellor See said they want to ensure that the institutions are in tune with how the adults really think about the prospect of coming back to school.

III. Overview of Issues and Trends Affecting Adult Learners

Assistant Deputy Chancellor See said that they will review the data; underscore why this is important; and discuss why this affects the workforce. With sharing the data, they will get a sense of how the factors affect an Ohio institution by hearing from the guest speaker Mr. Lettman.

Secretary Lindseth asked what the expectations were as it related to the scope and timeline and when would the full board get involved in the process. Assistant Deputy Chancellor See explained the timeline going forward as follows: they plan to discuss the draft survey during today's meeting and their goal for release of the survey is February 9th; the goal for survey responses is by the end of February; by March 12th their intent is to have a report framework with relative topic areas; and the target completion date is June 30th.

Assistant Deputy Chancellor See said the board was promised that a dedicated portion of the meetings would be for a Condition Report update. He said that at the February full board meeting the subcommittee would provide an update to the board. Then at the subsequent meeting institutional representatives could be brought in to offer testimony on this topic and specific report areas.

Secretary Lindseth followed up with another question and asked who the target audience of the Condition Report was. Assistant Deputy Chancellor See said the General Assembly mandates the report be written, however this is a publicly available document that will contain recommendations. He said the institutions will be the audience as well. He said hopefully adults will come across the document and see that institutions are focused on some of the issues they are concerned about. Senior Vice Chancellor Cates said that this document can be used by institutions for ideas on how they might want to market their offerings.

Associate Vice Chancellor Visger began his presentation by sharing a video regarding a *New York Times* sponsored video of a student attending the LaGuardia Community College in New York City, New York. The video focused on the challenges he faces as a single parent; and his struggles through classes as he pursues his degree as an art major.

Associate Vice Chancellor Visger presented a PowerPoint presentation which can be found as Attachment #1. He shared the following data with the members: Projected 60% of jobs in 2025 will require post-secondary skills and credentials; the path to 60% degree attainment in the United States; the path to 60% degree attainment in

the State of Ohio; the levels of education for United States residents ages 25-64; and the levels of education for State of Ohio residents ages 25-64.

Senior Vice Chancellor Cates made comments about the last data points on residents ages 25-64. He said that the 8th Condition Report is focused on ages 18-44 and asked would they still use this data for a representation as the population they are trying to serve. Associate Vice Chancellor Visger responded that the different age categories are broken down later on in his presentation. He said this data was for context setting purposes only.

Associate Vice Chancellor Visger said most individuals have a mental model of a student as an eighteen-year going off to live in the dorm to attend school – that is not the reality any more. He said 73% of students can fit within the definition of “nontraditional student.” These characteristics include: entry to college delayed by at least one year following high school; having dependents; being a single parent; being employed full time; being financially independent; attending part time; and not having a high school diploma.

Secretary Lindseth asked if this was Census Data that they were referencing. Associate Vice Chancellor Visger replied yes. As it relates to data, Assistant Deputy Chancellor See said they can be as specific or as broad as they want to be. Secretary Lindseth said she believed the date needed to be more precise.

Associate Vice Chancellor Visger said something that was shared with him some time ago was that individuals who are managing attending school and everyday life view themselves as either students who work, or workers who study. However they view themselves makes a very significant frame for how they approach learning. He shared the adult learning theory and said they often approach things differently than traditional- aged students (those that attend directly out of high school). He said they prefer self-direction in learning; bring a vast reservoir of experience; exhibit a readiness to learn; exhibit task-or problem-centered learning; and exhibit relatively high degree or internal motivation.

Assistant Deputy Chancellor See said that the subcommittee members have been provided some of the literature that they are reviewing in an effort to make sure that they are focusing on the issues that are being outlined here today.

Associate Vice Chancellor Visger continued and said that there is sometimes a disconnection with the institution’s business model and how they view a non-traditional student. He said based on a national survey: 69% of institutions track non-traditional students; 77% did not know the current degree completion rate for non-traditional students; and 58% of institutions have “some initial ideas” on non-traditional student attrition.

Associate Vice Chancellor Visger shared national longitudinal data about the success rates of adult students. The probability of bachelor’s degree completion goes down with each year of delay: 40% of students who started directly out of high school earned a bachelor’s degree; 16% of students who delayed between one and 2.5 years earned a bachelor’s degree; and 7% of students who delayed more than 2.5 years earned a bachelor’s degree. He said delay does not appear to make Associate Degree attainment any more or less likely and students who delay entry are more likely to earn a certificate.

Associate Vice Chancellor Visger said that there are explicit things that institutions do to engage adults to lead to their success. These things are the following: Engagement; Enrollment and advising (relating to courses and otherwise); Financial (scholarships and financial aid); Teaching and learning; and Ongoing Supports. Mr. Lettman added at UT they advise students based on their experience, ability and admissions requirements. He said at times they have to look at alternatives for some individuals.

Associate Vice Chancellor Visger shared the adult educational attainment in Ohio. He shared the data for ages 18 to 75+ (in ten year increments) in the following areas: No high school diploma; High school diploma or equivalent; Some college, less than a 4-year Degree; and a Bachelor’s Degree or higher. Secretary Lindseth asked what year this data was based on. Associate Vice Chancellor Visger replied that this data was based on a community survey from calendar year 2013.

IV. Overview of Adult Learner Data

Associate Vice Chancellor Visger provided an overview of the State of Ohio Adult learner data to the members. The members discussed the data. He said from those individuals who do not enter college immediately after high school 7% nationally and 25% in the State of Ohio earn a degree. This number increases at community colleges at 62%. The approximate completion rate at the Ohio Technical Centers is 55%.

Associate Vice Chancellor Visger said that they do not have the data on 'stop outs' – those that began college right out of high school, received some credits and then reengaged.

Assistant Deputy Chancellor See said that the data will be refined and as accurate as possible before its inclusion in the final report. He added that some institutions do not have data for 'non-traditional' students so that may be a challenge.

V. Institution Presentation – University of Toledo

Mr. Lettman thanked the BOR for inviting him to appear before the subcommittee to offer testimony about UT's great way of offering services for adult students– both traditional and non-traditional. He presented a PowerPoint presentation which can be found as Attachment #2. He said that adults attending schools is not what it used to be. He said with the advancements in technology and in the workforce most often individuals have to go back for additional training of some kind.

Mr. Lettman said there is a need to focus on adult degree completion. They are the following: Projected Gaps of a credentialed workforce; State funding has adopted the completion model; Projected decline in direct from high school population through 2022; the need to compete globally; and Improves economy to protect against job loss.

Mr. Lettman said that approximately 65% of the United States jobs will require some post-secondary education by 2020. In 2011, just 38.7% of United States adults between the ages of 25 and 64 had a two-year or four-year degree. He shared the highest levels of education for the State of Ohio residents, ages 25-64 and said that 59% of Ohio's jobs will require post-secondary education by 2020. He said the State of Ohio is behind and if it is to meet this goal there is a great deal of ground to make up.

Mr. Lettman shared the statistics about the actual and projected high school graduates in the State of Ohio and Michigan through the year 2022-2023. He also shared the national statistics growth rate of traditional and non-traditional learners during this same period. He said that the growth of non-traditional learners is occurring at nearly twice the rate of traditional-aged learners. Secretary Lindseth asked about the projected decline in high school graduates and wanted to know why this might occur. Mr. Lettman responded that this was partly due to the decline in population. He said that 75% of today's students are classified as non-traditional students (Financially independent; Attend part-time; Delayed enrollment; Work (or worked) full-time; Have dependents/are parents; or Veteran/Military).

Mr. Lettman said that some of the challenges that adult students face are the following: Time (how much time will it take them to get a degree – a sense of urgency); Money; Family/life/work responsibilities; Fitting in on campus /self-confidence; Technology (not able to adapt); and Too much red tape. He said you generally do not find these issues with students that are entering college right out of high school. Chair Kessler asked if a student asked how long it will take them to get a degree if they can provide that answer. Mr. Lettman replied yes; but the answer will vary per individual.

Mr. Lettman outlined the top ten changes in the last fifty years in academics and pedagogy. He said it was very important when he began at UT to look at how they could do better serving adult students. He said they lean heavily on the Council for Adult and Experiential Learning (CAEL). CAEL is the national educational organization that advocates and provides other resources on behalf of the adult students. He said CAEL has released their best practices that they believe an institution should have in place in order to effectively serve adult students and they are the following: Outreach; Life and Career Planning; Financing; Assessment of

Learning Outcomes (Prior Learning Assessment (PLA)); Teaching-Learning Process; Student Support Systems; Technology; and Strategic Partnerships. He said of these best practices life and career planning is extremely important as adults often times have unrealistic expectations of what they can and cannot do. They may not be aware of other options that might be available to them that may fit their needs better.

Mr. Lettman said that the key concepts that they thought were extremely important based on CAEL best practices at UT were the following: One-stop center for services for adults (for a single point of contact pre-admission through graduation; they work hand in hand with the admissions office); Recognize and award credit through PLA for knowledge obtained from training and experience; Organizational structure that empowers staff to advocate for adults and effectively lobby for institutional change; Flexibly structured degree programs delivered online and in innovative formats that meet the needs of adults; and Provision of specific incentives are effective in recruiting and retaining nontraditional students.

Mr. Lettman began to discuss the CALL which he said was nearly five years old. He said the mission of CALL is to provide access, career and life coaching, degree completion, and academic support to new, continuing and reentering adult learners in a respectful and nurturing environment. The CALL helps students transition to college life and establish a foundation for educational attainment, career success and lifelong learning.

Secretary Lindseth asked how the CALL was staffed. Mr. Lettman replied that the college is not staffed with permanent faculty. They use UT faculty who may be teaching in other programs; they employ part-time instructors that have expertise in the field of instruction; and the CALL staff instruct classes as well.

Mr. Lettman continued the overview of CALL and said they define adult students as follows: Financially self-supporting; Delayed initial college enrollment; Earned some college credit; Veteran or military status; and 25 years of age or older.

Chair Kessler said that they did not include veteran and military status in their definitions and she wondered if they should approach them as a separate population. Assistant Deputy Chancellor See said the veteran and military status is not separately delineated but that is a consideration. They do have a great deal of services around this population. Chair Kessler said in reviewing the materials that Mr. Lettman has there are issues that are unique to that population. Elizabeth Coulter, Communications Project Manager said that another report is being written that will deal with the veteran and military population. Assistant Deputy Chancellor See said the veteran and military population will fit their age parameters and they want the institutions to have services to meet their needs. Associate Vice Chancellor Visger said when they release the survey they could include specific questions relating to the veteran and military population. Assistant Deputy Chancellor See said regardless of what they decide they need to be mindful of the veteran and military population in the report.

Mr. Lettman said CALL is an Academic and Portal College because it serves the adult population and it has its own degree program. They have the following signature programs and services: Three Unique Bachelor Degree Completion Options (Individualized Programs – most popular, Adult Liberal Studies – more rigorous and where Honors Program is housed, and Professional Studies); PLA (term used to describe the process by which an individual's experiential learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training and is granted by four approaches); Military Service Center (dedicated staff with a host of services, waived admission fee and free parking, House Bill 488 compliant); and Student Success Coaching (much more focused on the holistic needs of a student, not just academics). Mr. Lettman shared a Success Coach video with the subcommittee members.

Relating to the Individualized Programs Secretary Lindseth asked if the student had a major. Mr. Lettman replied that the student has a focus or a concentration area. He said the program was very inter-disciplinary.

Secretary Lindseth followed up with another question and asked specifically how PLA credits are granted. Mr. Lettman replied that PLA credits are granted by four approaches and they are nationally standardized exams in specified disciplines such as CLEP; Departmental Credit by Exam; Evaluated non-college programs (e.g.

Military credit, ACE recommended; and Individualized assessments (e.g. Portfolios). Associate Vice Chancellor Visger added that they have been working on a statewide initiative for the last eighteen months to expand PLA. He said faculty members play a key role in this process.

Chair Kessler asked how much the admission and parking fees were. Mr. Lettman replied that the admission fee was \$40 and the parking fees were \$150 per semester. Chair Kessler said this was a good value of savings for military and veteran students.

Chair Kessler followed up with another question and asked if Success Coaches were full-time staff. Mr. Lettman replied yes; he said every student is assigned a Success Coach. Secretary Lindseth asked how many Success Coaches were on staff. He replied that he had three full-time Success Coaches and they have had the program for nearly two years. In that time they have seen their retention grow. Vice Chair Humphries asked how many students are assigned per Success Coach. He replied approximately 200-300 students but each student is given individualized attention by their coach. Chair Kessler wanted to know the background of the Success Coaches. He said they either they graduated from CALL or have a background as an advisor at a State of Ohio institution.

Mr. Lettman shared Success Coach initiatives. He said they do the following: First Impressions (Professional Clothing and Career Coaching); Table for Ten (Informal Lunch Gatherings); Meet Your Coach (Success Coaches are available at sites throughout campus to interact with students); Non-Traditional Student Week Events (Scholarship contest, Dine with the Dean, Veteran's Day events); and Finals Week Survival Kits. He said that UT participates in the 'Non-Traditional Student Recognition Week' which is a national event. He said last year they began the Non-Traditional Student of the Year Award. He presented the members with materials on these events.

Mr. Lettman outlined the points of pride for CALL. He said they have seen the following: Scholarships doubled in past year; Six semesters of continued enrollment growth; Nearly 50% of CALL students graduate with a grade-point average of 3.0 or higher; a Student satisfaction rating of over 90%; and They have been recognized for the 6th consecutive year by GI Jobs as Military Friendly. He also shared the following CALL graduate facts: 182 students graduated in 2013-2014; 18% earned honors at graduation of cum laude or higher and approximately 50% had a 3.0 or higher; and the program has the widest range in age of students, including an 84-year-old student who recently graduated cum laude from the Liberal Studies program. Mr. Lettman also outlined the various careers that CALL students select upon graduation.

Mr. Lettman said that an institutions can become more adult-friendly by doing the following: He said internally they can: Consolidate and streamline adult -focused services into a "one-stop" shop; Increase course options and participation in PLA; Enhance military and veteran support services; Establish flexible practices with business and pre-enrollment services; Expand portfolio of degree options offered in flexible delivery; Develop stronger campus awareness on the needs and characteristics of adult and veteran students. He said externally they can: Forge partnerships with other colleges, government agencies and community based organizations; Influence policy changes in federal financial aid that better meet the needs of adults; Influence policy changes at the state and national level that support degree completion options and adult student services. He said this is not an exhaustive list but these are very important.

Mr. Lettman finished by outlining the latest trends which were the following: MOOC (massive open-online courses - not sure if these are still trending); Competency-Based Education (student learns not based upon seat time but self-paced meeting competencies that is needed to complete a course or a body of work); Credit for Military training and experience; Hybrid/Blended/Flipped Classrooms (e.g. Kahn Academy); Experiential Learning (internships, field experiences, on-the-job training); Accelerated Degree Options (transferred credits from other institutions); and Badges (awarded in lieu of credit hours and more employers are recognizing these as credentials).

Assistant Deputy Chancellor See asked if UT had any direct partnerships with corporations to identify potential adult learners as it related to a recruitment strategy. Mr. Lettman replied yes; they have a program in CALL that is an arrangement with the Jeep/Chrysler Company. They are conducting cohorts of classes at the Jeep/Chrysler Company.

VI. Overview of Survey Instrument

Assistant Deputy Chancellor See provided an overview of the Condition Report survey instrument. The draft survey can be found as Attachment #3.

Chair Kessler asked who would be the recipients of the Condition Report survey. Assistant Deputy Chancellor See replied that they plan to route the survey to the Provosts and if there are specific contacts at institutions they are aware of they will contact them as a secondary source to complete the survey as well. Associate Vice Chancellor Visger added that they have some institutional contacts from their work on the PLA project.

Assistant Deputy Chancellor See said their goal is to have the survey finalized and distributed on February 9th. He said they would like to have the responses back by the end of the month.

Secretary Lindseth commented that it would be helpful to pose questions about long-range planning in this area. Assistant Deputy Chancellor See said that this is a valuable consideration and if there are any other questions that the subcommittee members feel should be added to the survey please let him know before February 9th.

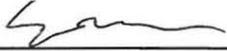
VII. Next Steps

The subcommittee members began to discuss the next steps in the 8th Condition Report drafting process. Assistant Deputy Chancellor See said that the Education Advisory Board was the source of most of the read ahead documents that were shared with the subcommittee members. They have offered to send one of their principal researchers to appear before the subcommittee to offer testimony. Secretary Lindseth said this was an excellent idea and the subcommittee would welcome a principal researcher to appear before the subcommittee.

Secretary Lindseth asked who was responsible for drafting the Condition Report. Assistant Deputy Chancellor See replied that it was a collective effort and that the report was drafted by a team of BOR staff.

VIII. Adjournment

Chair Kessler asked if there were any further items to be brought before the subcommittee. There being none, Chair Kessler declared the meeting adjourned.



Ohio Board of Regents

3/18/15

Date



Attachment #1

Adult Student Success

Ohio Board of Regents
Conditions Report Subcommittee
Thursday, January 29, 2015



Board of Regents
University System of Ohio

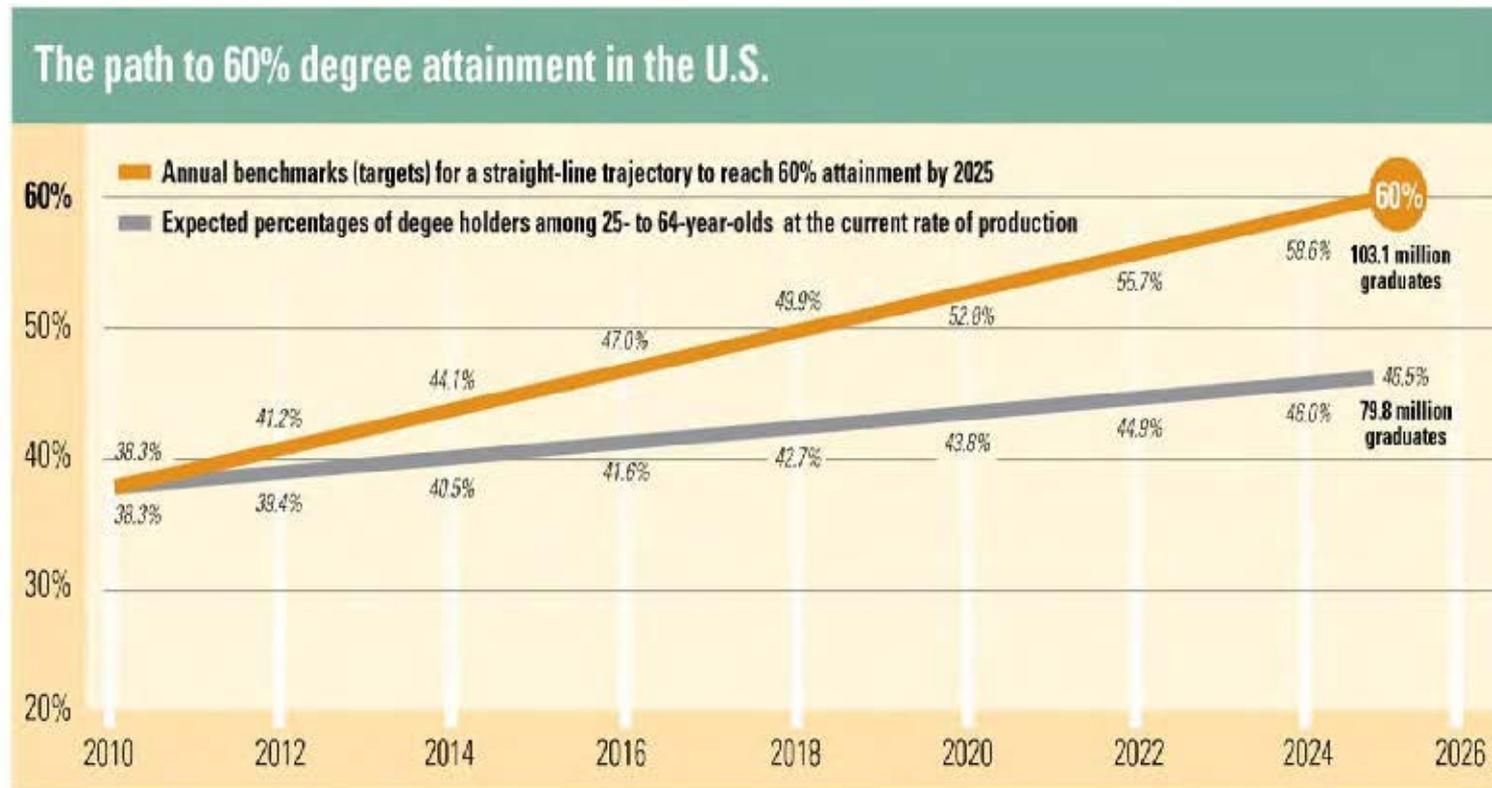
OhioHigherEd.org



Towards 60%

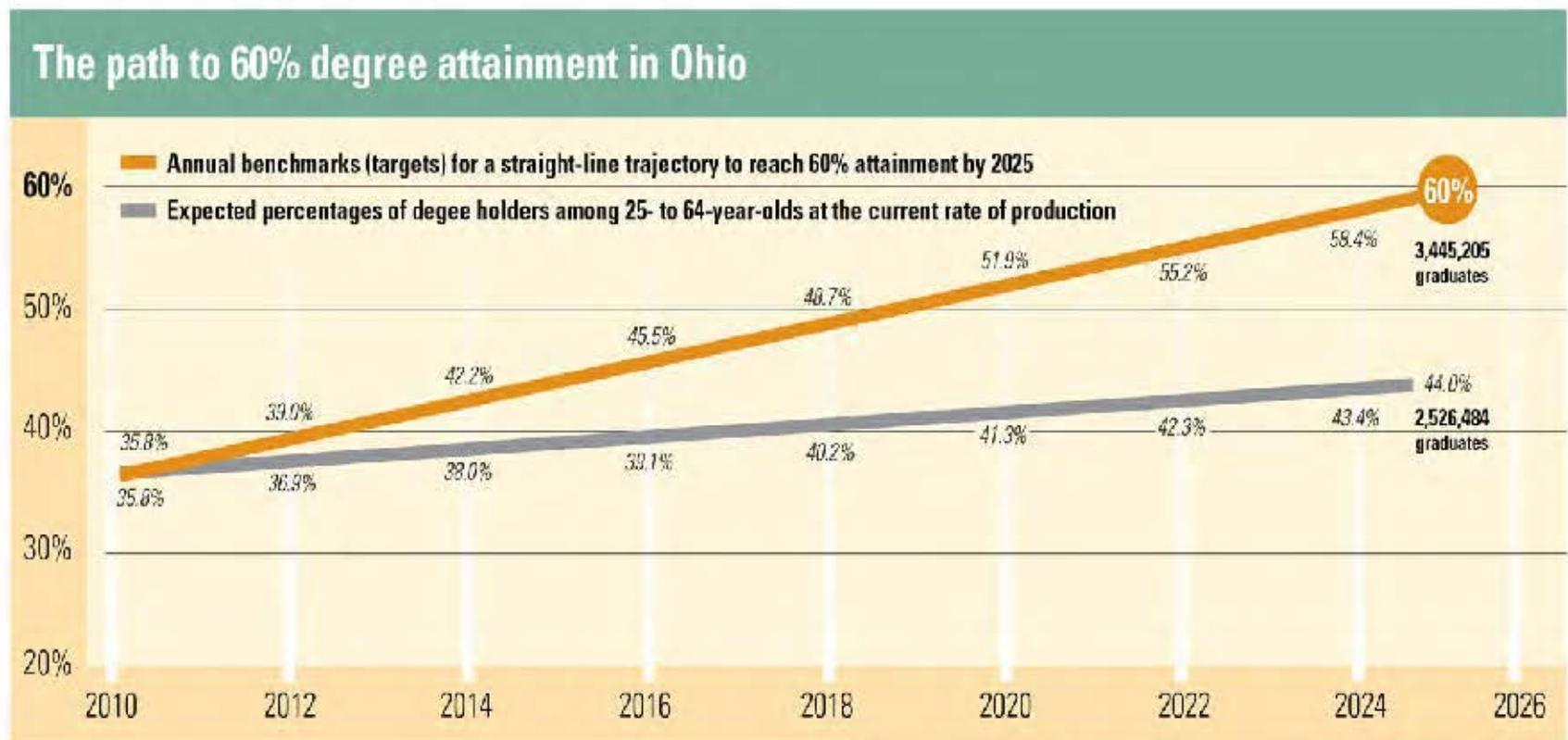
- **Projected 60% of jobs in 2025 will require postsecondary skills and credentials.**

Towards 60% nationally



Source: U.S. Census Bureau, 2000 Census and 2010 American Community Survey

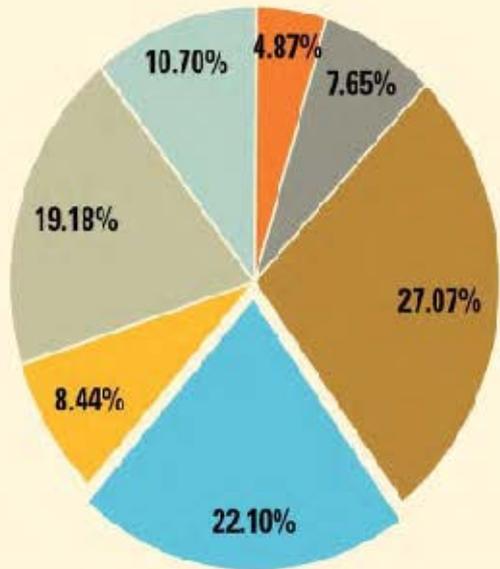
Towards 60% in Ohio



Source: U.S. Census Bureau, 2000 Census and 2010 American Community Survey

More graduates needed nationally

Levels of education for United States residents, ages 25-64

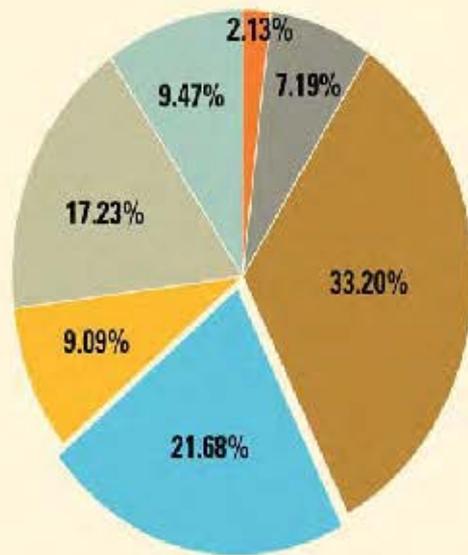


Less than ninth grade	7,972,497	4.87%
Ninth to 12th grade, no diploma	12,539,457	7.65%
High school graduate (including equivalency)	44,350,497	27.07%
Some college, no degree	36,209,776	22.10%
Associate degree	13,832,109	8.44%
Bachelor's degree	31,423,077	19.18%
Graduate or professional degree	17,527,995	10.70%
TOTAL	163,855,408	100%

Source: U.S. Census Bureau, 2010 American Community Survey (Includes all states and the District of Columbia.)

More graduates needed in Ohio

Levels of education for Ohio residents, ages 25-64



Less than ninth grade	130,077	2.13%
Ninth to 12th grade, no diploma	438,532	7.19%
High school graduate (including equivalency)	2,023,731	33.20%
Some college, no degree	1,321,348	21.68%
Associate degree	553,785	9.09%
Bachelor's degree	1,050,246	17.23%
Graduate or professional degree	577,352	9.47%
TOTAL	6,095,071	100%

Source: U.S. Census Bureau, 2010 American Community Survey

Neo-traditional students

- 73% of students can fit within the definition of “nontraditional student.”
- These characteristics include:
 - entry to college delayed by at least one year following high school;
 - having dependents;
 - being a single parent;
 - being employed full time;
 - being financially independent;
 - attending part time; and
 - not having a high school diploma.

Adult learning theory

- Adults tend to:
 - prefer self-direction in learning;
 - bring a vast reservoir of experience that should be considered in planning learning experience;
 - exhibit a readiness to learn that is based on a need to know something or do something;
 - exhibit an orientation to learning that is task- or problem-centered rather than subject-centered; and
 - exhibit a relatively high degree of internal motivation.

Disconnection for non-traditional students

- **69% of institutions track non-traditional students;**
- **77% don't know current degree completion rate for non-traditional students; and**
- **58% of institutions have “some initial ideas” on non-traditional student attrition.**

Success rates of adult students

- The probability of bachelor's degree completion goes down with each year of delay:
 - 40% of students who started directly out of high school earned a bachelor's degree;
 - 16% of students who delayed between one and 2.5 years earned a bachelor's degree; and
 - 7% of students who delayed more than 2.5 years earned a bachelor's degree.
- Delay does not appear to make associate degree attainment any more or less likely.
- Students who delay entry are more likely to earn a certificate.

Addressing adult student needs

- Engagement
- Enrollment and advising
- Financial
- Teaching and learning
- Ongoing Supports

Adult educational attainment in Ohio

	No high school diploma	High school or equivalent	Some college, less than 4-year degree	Bachelor's degree or higher
18 to 24	160,000	364,000	408,000	139,000
25 to 34	119,000	467,000	449,000	450,000
35 to 44	91,000	448,000	356,000	478,000
45 to 54	120,000	656,000	370,000	454,000
55 to 59	78,000	344,000	211,000	122,000
60 to 64	61,000	291,000	146,000	181,000
65 to 74	183,000	388,000	216,000	219,000
75+	204,000	431,000	117,000	125,000

Adult enrollment in Ohio

- 25% of all students at university main and regional campuses
- 62% of students at community colleges
- Approximately 55% at Ohio Technical Centers
- 65% are women

*Defined as either waited at least four years after HS graduation to enroll OR were at least 22 at first enrollment



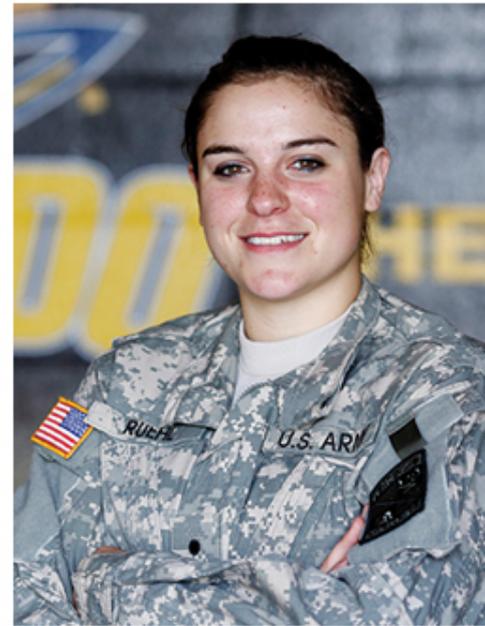
QUESTIONS ?



Attachment #2

**COLLEGE OF ADULT AND
LIFELONG LEARNING**

THE UNIVERSITY OF TOLEDO



Ohio Board of Regents January 29, 2015

**Dennis Lettman, Dean
College of Adult and Lifelong Learning**

Projections for the 21st Century Workforce

- Postsecondary learning and credentials are key to success in the new economy
- States with more postsecondary degree holders have more competitive and innovative economies

(Council for Adult and Experiential Learning (CAEL), 2007)

The Chronicle of Higher Education:

April 2, 2009

Recession Has Changed Views Among Prospective Adult Students, Study Finds

By Eric Hoover

Nearly half of adult students believe the value of college has declined since the economic crisis, according to a survey released by a consulting firm.

January 19, 2010

To Reach Obama's 2020 Goal, Colleges Need to Support Adult Students, Panelists Say

By Libby Nelson

Washington

Many more adults will need to enroll in college for the United States to meet President Obama's goal of having the world's largest share of college graduates by 2020, government officials and higher-education experts said at a panel discussion on Capitol Hill Tuesday.

The panelists encouraged colleges to take nontraditional students' needs into consideration and urged lawmakers to replicate and expand successful programs that support adult students.

The United States cannot attain the president's goal if people focus only on efforts, by Education Secretary Arne Duncan and others, to improve elementary and secondary education, Jane Oates, assistant secretary for employment and training at the Labor Department, said at the panel, which

The Many Facets of Adult Students

May 10, 2010, 10:00 pm

By Eric Hoover

University Park, Pa.— As labels go, “adult learners” is imp

Why Focus on Adult Degree Completion?

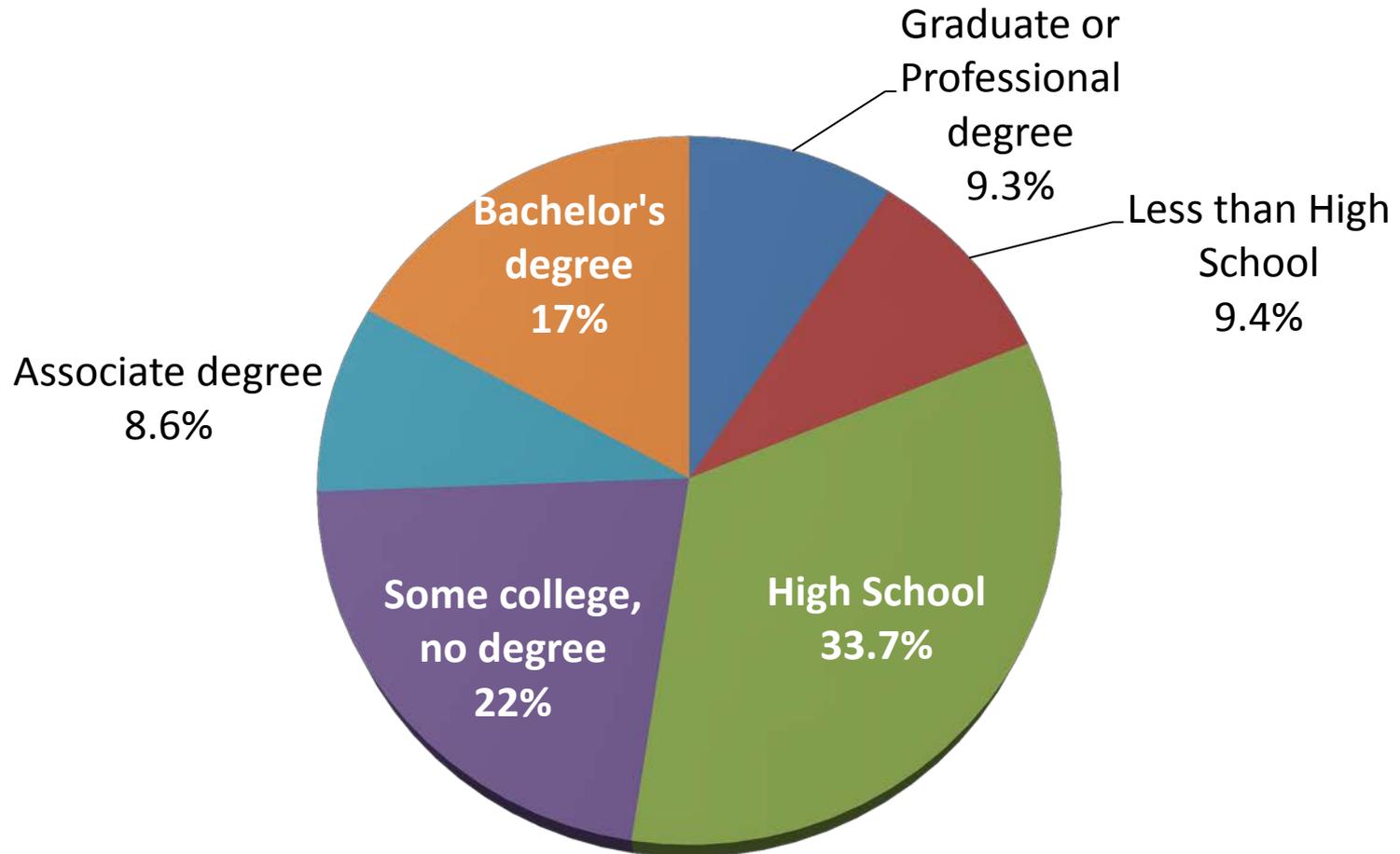
- Projected Gaps of a credentialed workforce
- State funding adopts completion model
- Projected decline in direct from high school population through 2022
- We need to compete globally
- Improves economy, protects against job loss

About 65% of U.S. jobs will require some postsecondary education by 2020. In 2011, just 38.7% of U.S. adults between the ages of 25 and 64 had a two-year or four-year degree.

(Lumina Foundation, Strategic Plan 2013 to 2016)



Highest Levels of Education for Ohio Residents, ages 25-64



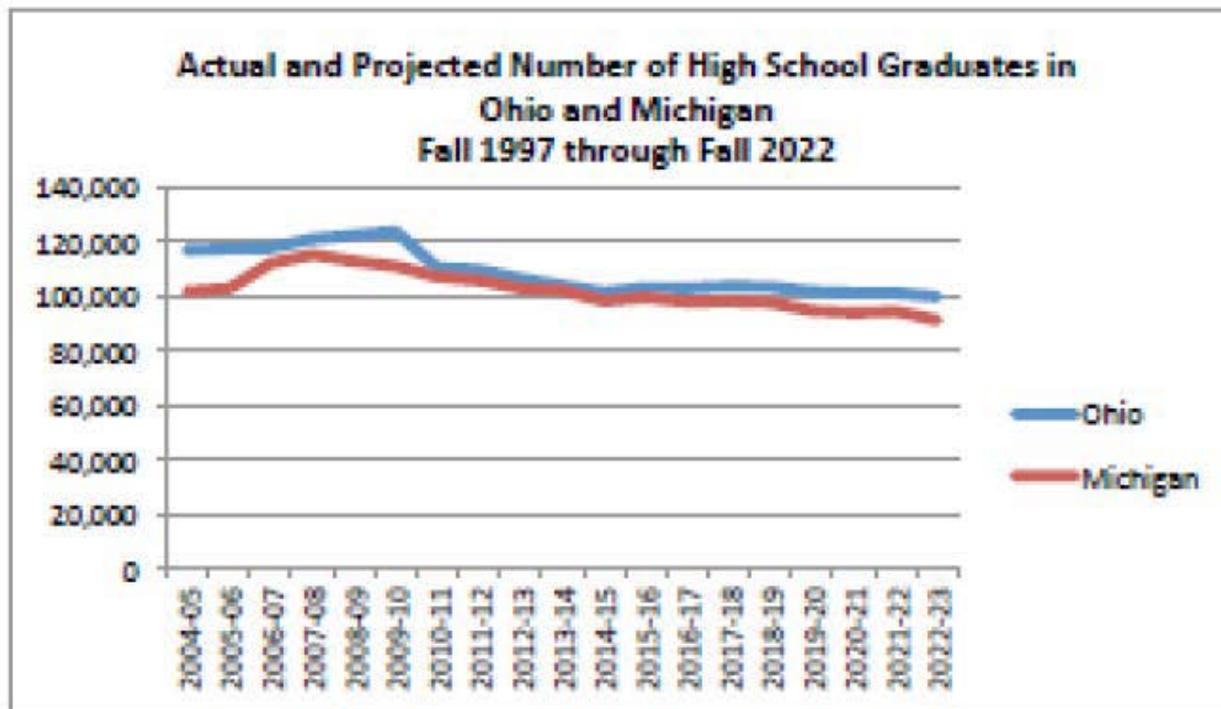
Source: US Census Bureau/Lumina Foundation, 2010

Projected Gaps in Ohio

59 percent of Ohio's jobs will require postsecondary education by 2020.

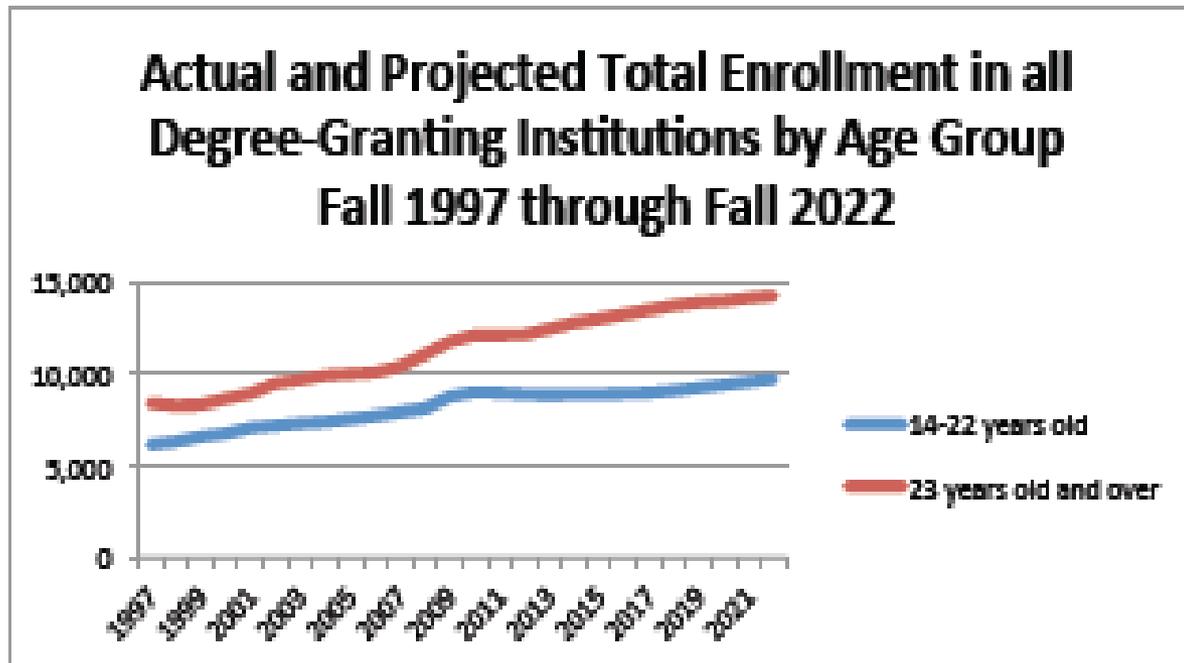
Source: Georgetown University Center on Education and the Workforce

Projected Decline in HS Grads



National Center for Education Statistics, 2014

Growth in Nontraditional Learners



The modern college student majority population is made up of students who have been out of high school for a number of years and possess life challenges that make earning a college degree more difficult. Further, **the growth of nontraditional learners is occurring at nearly twice the rate of traditional-aged learners.**

The Reality is...

75% of today's college students are classified as **nontraditional students**

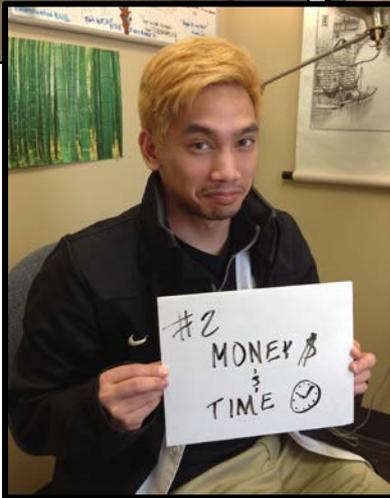
- Financially independent
- Attend part-time
- Delayed enrollment
- Work (or worked) full-time
- Have dependents/are parents
- Veteran/Military

Education Dynamics, 2011

Challenges Nontraditional Students Face



- Time
- Money
- Family/life/work responsibilities
- Fitting in on campus /self-confidence
- Technology
- Too much red tape



Lett(er)man's Top 10: Changes Then & Now

THEN

10. Homogeneous (age, ethnicity, background, preparation)
9. Classes almost exclusively in lecture format
8. Course/program delivery convenient for institution
7. Faculty authoritative, direct learning
6. Students had limited delivery options
5. Financial aid awards exceeded tuition costs
4. Institutions had wide latitude in policy/ curriculum decisions
3. Students attended full-time, limited obligations
2. A cell phone was something you got in jail
1. **The Chicago Cubs hadn't won the World Series in almost 50 years**

NOW

10. Increasingly diverse, older, wide range of backgrounds/preparation
9. Adaptive learning technologies, flipped classrooms, multiple modalities, integrated classroom tools
8. Student needs influence course/program delivery
7. Faculty facilitate collaborative learning with active student participation
6. Expansion of accelerated & online programs
5. Contraction of PELL, increased eligibility requirements, higher interest rates
4. Increased oversight at state and federal levels, assessment reporting & measures
3. Full-time enrollment is one of many obligations students attempt to fulfill simultaneously
2. Everyone has one
1. **The Chicago Cubs haven't won the World Series in over 100 years**

Best Practices in Serving Adults

According to the Council for Adult and Experiential Learning (CAEL), the following eight principles are needed to effectively serve adults:

- Outreach
- Life and Career Planning
- Financing
- Assessment of Learning Outcomes (PLA)
- Teaching-Learning Process
- Student Support Systems
- Technology
- Strategic Partnerships

Key Concepts Based on Best Practices

- **One-stop office** with wrap-around services for adults (provide a **single point of contact** pre-admission through graduation)
- Recognize and **award credit** through **prior learning assessment** for knowledge obtained from training & experience
- Organizational structure that **empowers staff to advocate for adults** and effectively lobby for institutional change
- **Flexibly structured** degree programs **delivered online and in innovative formats** that meet the needs of adults
- Provision of specific **incentives** are effective in **recruiting and retaining** nontraditional students (e.g. priority registration, deferred billing, free parking)

MISSION

The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion, and academic support to new, continuing and reentering adult learners in a respectful and nurturing environment.

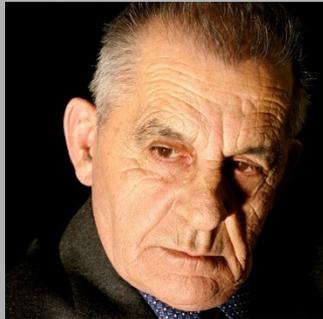
CALL helps students transition to college life and establish a foundation for educational attainment, career success and lifelong learning.

Academic & Portal College

CALL serves new, continuing, returning, exploring and prospective students who meet any one of the following criteria:



Financially
self-
supporting



Delayed
initial
college
enroll-
ment



Earned
some
college
credit



Veteran/
military
status



25 years
of age or
older

CALL Signature Programs & Services

- ❖ Three Unique Bachelor Degree Completion Options
- ❖ Prior Learning Assessment
- ❖ Military Service Center
- ❖ Student Success Coaching

Undergraduate Degree Programs

Individualized Programs (B.A. or B.S.)

- Customized to the needs, interests and background of the student
- Allows flexibility in design and ability to incorporate classes from variety of departments/programs at the University
- Capstone class provides synthesis of program and portfolio of learning outcomes
- Opportunity to complete internship or field experience within program
- Maximize the applicability of transfer credit

Adult Liberal Studies (B.A.)

- Topical seminars in the humanities, social sciences and natural sciences
- Ability to incorporate a variety of minors
- Acceleration available through CLEP and 4-hour seminars
- Can be completed 100% online
- Students may earn Honors at department or college level
- Research-based Senior Thesis capstone prepares students for seamless transition to graduate school.

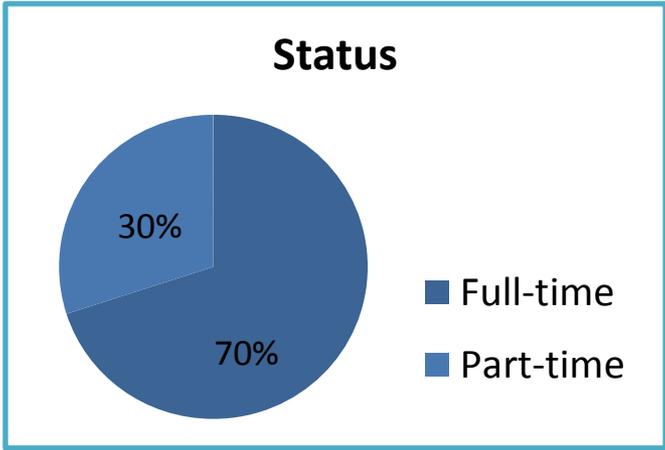
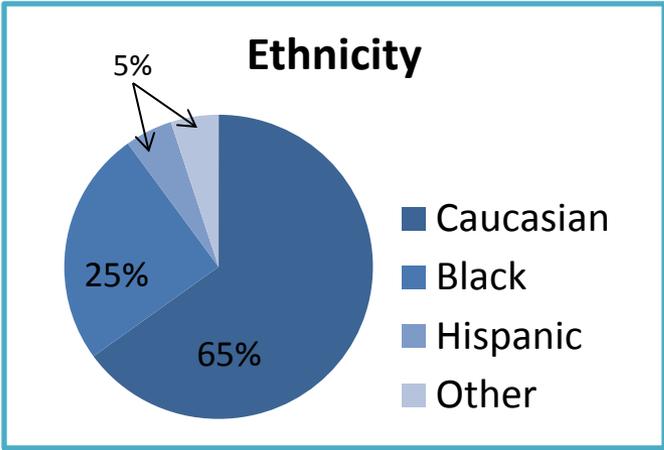
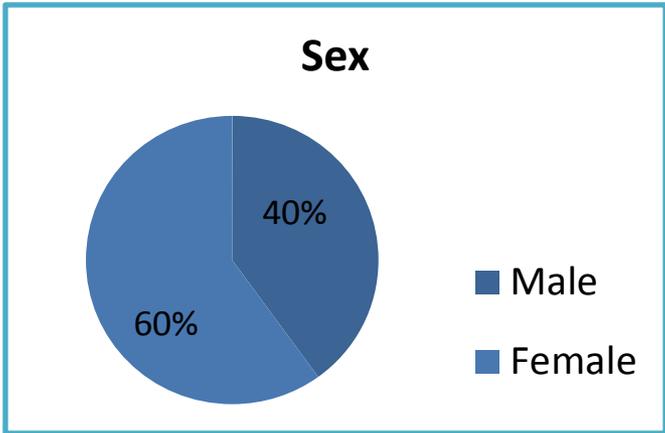
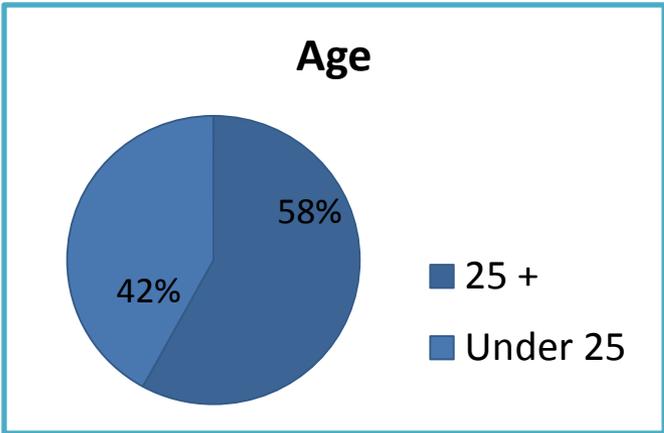
Undergraduate Degree Programs

Professional Studies (B.A. or B.S.)

- Career focused degree completion programs with embedded minors and concentrations
- Current minors in entrepreneurship and small business, electronic commerce, and professional sales
- Designed to complement technical background/degrees
- Courses delivered in evening, modular, on-line and hybrid formats
- Specialized courses in Information Literacy for Professionals, Organizational Communication and Diversity Management

Some areas may be completed online

Degree Program Demographics



The University of Toledo Office of Institutional Research, October 2013

Prior Learning Assessment (PLA)

Gaining College Credit for Learning through Experience

•**Prior learning** is a term used by educators to describe learning that a person acquires outside a traditional academic environment. This learning may have been acquired through work experience, employer training programs, independent study, non-credit courses, MOOCs, volunteer or community service, travel or non-college courses or seminars.

•**Prior learning assessment (PLA)** is the term used to describe the process by which an individual's experiential learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training.

CAEL, 2012 *Competency-Based Degree Programs in the U.S.*



PLA: Four Approaches

Northwest
Ohio



- Nationally standardized exams in specified disciplines such as CLEP DSST (DANTES), AP & IB
- Departmental Credit by Exam
- Evaluated non-college programs, e.g. military credit, ACE recommended
- Individualized assessments, e.g. Portfolios

(CAEL, 2007)



Military Service Center

The University of Toledo Military Service Center assists the following students:

- Former and Active Duty Military
- National Guard and Reservists
- Dependents of disabled or deceased veterans
- VA Vocational Rehabilitation students
- Spouses and dependents of veterans

*Named as a Military
Friendly School by
GI Jobs from 2009 - 2014*



Services include:

- Assisting in applications for GI Bill education benefits
- Certifying students to receive GI Bill
- Obtaining and posting military transcripts
- New student military orientation
- Student Veteran Lounge
- Campus and community referrals
- Yellow Ribbon Program participant
- Transition Services – military life vs. civilian life
- Military Payment Plan Options
- Admission application fee waived, free parking & priority registration
- **House Bill 488 Compliant**



Success Coaching

- Success Coaches provide one-one-one communication and support, and remain a resource throughout the student's entire academic journey.
- Coaches proactively deliver key University messages by way of phone/notes/email and social media and are a single point of contact to assist students with any questions, problems or concerns related to their University experience and connect students the appropriate person/office for resolution.



Turn Lifetime GOALS into Lifelong ACHIEVEMENTS

Success Coaching/CALL Initiatives

- ❖ First Impressions – Professional Clothing and Career Coaching
- ❖ Table for Ten – Informal Lunch Gatherings
- ❖ Meet Your Coach – Coaches available at sites throughout campus to interact with students
- ❖ Non-Traditional Student Week Events – Scholarship contest, Dine with the Dean, Veteran's Day events
- ❖ Finals Week Survival Kits

2014 Points of Pride

- ❖ CALL Scholarships doubled in past year and awarded new Non-Traditional Student award
- ❖ Six semesters of continued enrollment growth
- ❖ Nearly 50% of CALL students graduate with a grade-point average of 3.0 or higher
- ❖ Student satisfaction rating over 90%
- ❖ Recognized for the 6th consecutive year by GI Jobs as Military Friendly

Graduate Facts



- **182** students graduated in Academic Year 2013-2014
- **18%** earned honors at graduation of cum laude or higher and **50.5%** had 3.0 or higher
- CALL has the widest range in age of students, including an **84-year-old student** who recently graduated cum laude from the Liberal Studies program

Aaron Gibbons, AL '08, interned with an online fishing magazine as part of his individualized degree program. He appeared on the cover of the Summer 2007 issue.

Alumni Careers

- director of minority programs, American Heart Association
- director, Institute of Irish History & Culture at Trinity College, Ireland
- public information manager, Toledo MetroParks
- senior VP of Marketing, Fifth Third Bank
- VP of human resources, St. Luke's Hospital
- sport information director, Texas A & M University: Commerce
- director of political education, Ohio Farm Bureau Federation
- Lucas Co-investment executive, Paine Webber
- chief probation officer
- social worker, Seneca County
- training and development director, St. Luke's Hospital
- Manager, wine gourmet shop
- commander of special investigations, U.S. Air Force
- sales development manager, Coca-Cola
- senior financial advisor, American Express
- executive director, Read for Literacy
- social services coordinator, Luther Home of Mercy
- director, Center for Business & Industry, Southern State Community College
- nursing home administrator, Beverly Enterprises
- playwright and independent film maker
- branch manager, YMCA
- graphic designer, Hart Associate
- executive VP & chief operating officer, St. Charles Hospital

What can you do to become a more adult friendly institution?

Internal

- Consolidate and streamline adult focused services into a “one-stop” shop
- Increase course options and participation in PLA
- Enhance military/veteran support services
- Establish flexible practices with business/pre-enrollment services
- Expand portfolio of degree options offered in a flexible delivery
- Develop stronger campus awareness on the needs and characteristics of adult and veteran students.

External

- Forge partnerships with other colleges, government agencies and community based organizations
- Influence policy changes in federal financial aid that better meet needs of adults
- Influence policy changes at the state and national level that support degree completion options and adult student services



Turn Lifetime GOALS into Lifelong ACHIEVEMENTS

Latest Trends

- MOOC (massive open-online course)
- Competency-Based Education
- Credit for Military training & experience
- Hybrid/Blended/Flipped Classrooms
- Experiential Learning
- Accelerated Degree Options
- Badges



Questions??

Contact Us:

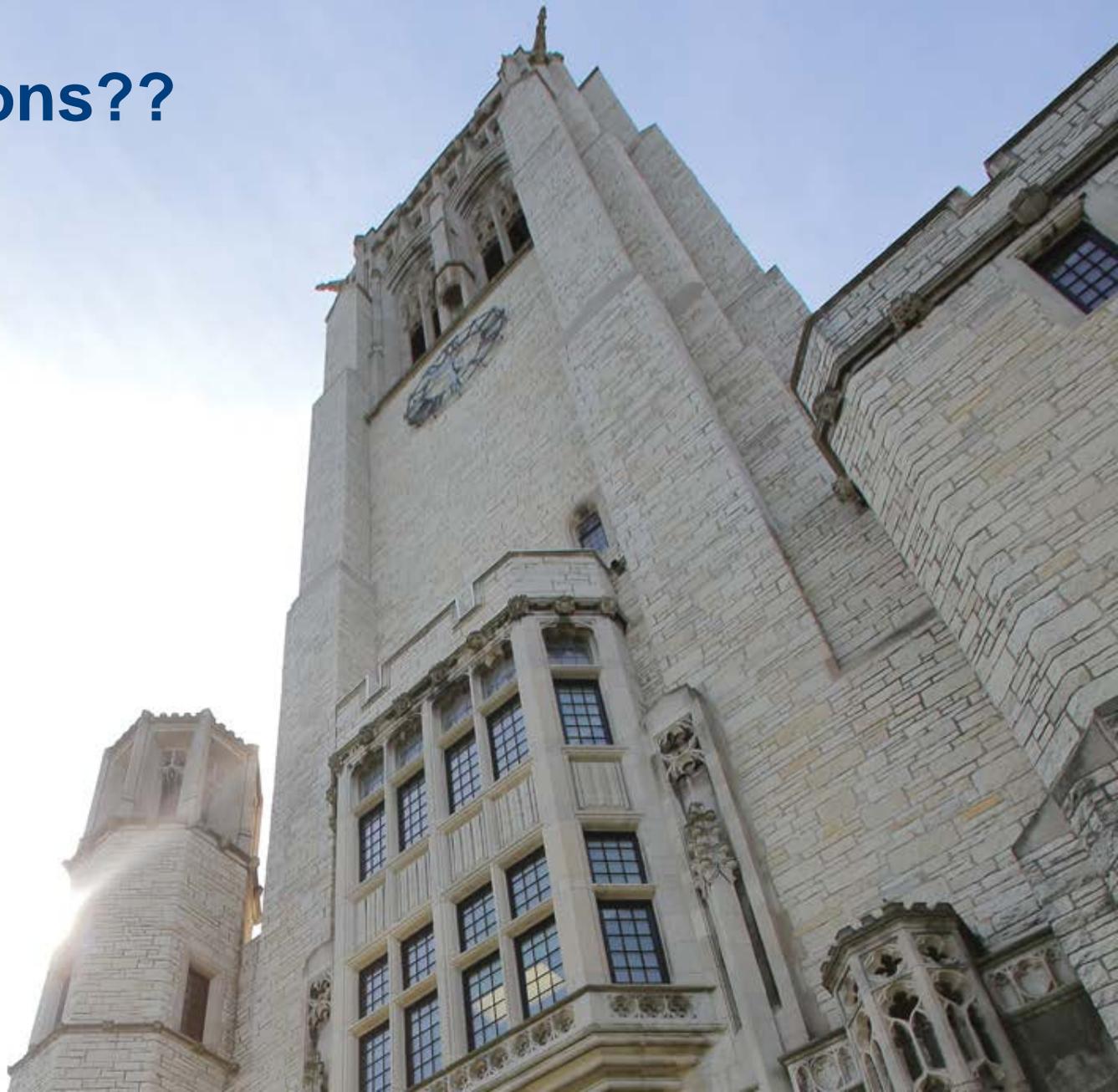
CALL@utoledo.edu

(419) 530-3072

Visit Us!

www.utoledo.edu/CALL

@UTCALL



DRAFT FOR DISCUSSION PURPOSES**Introduction:**

If Ohio is to reach the goal of having 60 percent of our workforce with a postsecondary credential – certificate, associate or bachelor’s degree – by 2025, we must enroll more adult students. There are many variables that could be considered in defining adult learners. For our purposes, the Ohio Board of Regents is focusing on individuals between the ages of 20 and 44 who are returning students who started but did not complete postsecondary education or who delayed entry into college for more than two years after graduating from high school.

To determine the higher education services currently available in Ohio for adult learners, the Ohio Board of Regents is conducting a survey of all Ohio higher educational institutions. Your response to this survey is crucial to inform our efforts to develop a centralized online information center for adult learners.

Institution Name:**Survey respondent name, title and contact information:****Adult student population:**

Defining which of your institution’s students fit the target population is critical. For purposes of this survey, we are interested two significant groups: students who did not enroll in any postsecondary institution within two years of graduating from high school AND/OR returning students aged 20-44 and who had not previously earned any postsecondary credential (certificate, associate or bachelor’s degree).

- What is the number and percentage of currently enrolled adults aged 20-44 who did not enroll within two years of graduating from high school?
- What is the number and percentage of currently enrolled adults aged 20-44 who are returning students with previous postsecondary education who did not earn a credential?
- What is the historic graduation rate at your institution of students in the two target groups mentioned above?

DRAFT FOR DISCUSSION PURPOSES

Making contact with adult students

The following section seeks information on the types of marketing activities your institution is actively using to recruit adult learners.

- Briefly describe the types of recruitment strategies or tools used to attract adult learners. Please select all that apply.
 - Direct mail (hard copy)
 - Email
 - Outdoor advertising
 - Print advertising
 - Radio advertising
 - Recruitment events at area employer sites
 - Recruitment events in community settings, e.g. unemployment offices, community centers, shopping malls, churches
 - Recruitment events on your campus(es)
 - Social media
 - Television advertising
 - Other _____

- Does your institution have partnerships with other organizations or institutions geared toward enrolling more adult students? **y/n**
 - If yes, what are these activities?

- Are there different characteristics in your recruitment efforts for adult students than more traditional students?
 - If yes, please describe.

Overcoming barriers to enrollment:

- Do you offer extended hours for campus offices to accommodate adults' schedules? **y/n**

- Do you provide targeted planning to identify adult learners' life and career goals prior to enrollment? **y/n**
 - If yes, who provides these services, e.g., advisors, recruiters, faculty?

- Please describe explicit strategies that your institution employs to help reduce barriers faced by adult students to enrolling.

DRAFT FOR DISCUSSION PURPOSES

Enrollment

- Do you offer opportunities for returning adults to refresh their academic skills prior to taking their placement test? **y/n**
 - If yes, please describe the skills refresher opportunity, structure, and any associated cost to the student.
- Does your campus have special times available for registration for adult students? **y/n**
 - If yes, please list the times available.
- Does your institution provide coursework in blocks of time to allow students to plan how they will balance school and other responsibilities? **y/n**
 - If yes, please describe.
- Are courses offered at times that accommodate working adults? **y/n**
- Do you have an office or identified individuals focused on advising adults? **y/n**
 - If yes, how many staff are in this office?
 - If yes, what days/hours is this office open?
- Describe how adult students receive advising, e.g., who provides the advising services. Please include details about the modes of delivery for advising, e.g., face-to-face, by phone, online.

Financial

- Do you offer flexible payment options that can help adults better pay for their coursework? **y/n**
- Do you have scholarships targeted toward adult students? **y/n**
- What percentage of the target population receives financial aid?
 - Federal?
 - State?
 - Institutional?

DRAFT FOR DISCUSSION PURPOSES

Teaching and learning

- Do you promote assessment of prior learning that did not take place at an accredited degree-granting institution and review to award credit? **y/n**
- Is there faculty professional development explicitly geared towards increasing effectiveness of teaching for adult learners? **y/n**
 - If so, please describe.
- What percentage of the enrolled targeted population is taking online coursework?

Providing ongoing support

- Which of these academic support systems does your institution offer that promote adult student success?
 - Tutoring
 - Math Labs
 - English Labs
 - Peer Tutoring
 - Academic Workshops
 - Study Skills Workshops
 - Academic Coaching
 - Online Tutoring
 - Disability Services
 - Other _____
- Which of these other, non-academic support systems does your institution offer that promote adult student success?
 - Residential Services.
 - Counseling
 - Health
 - Information Technology Support
 - Career Advising
 - Childcare
 - Commuter Services
 - Other _____
- Does the career services office offer targeted services to adult students?
- Describe any strategic partnerships or collaborations with other organizations in order to develop and improve educational opportunities for adult learners.
- Please describe any additional supports for adults not included above.