SKC TCU Summer Meeting: CBE & Other Emerging Opportunities
August 4, 2016
37 TCUs – More than 75 Campus in U.S. – 16 States

- Serving 160,000+ American Indians in 16 states through academic and community education programs.
- 34 TCUs are chartered by their respective Tribal governments; 3 are chartered by the U.S. government.
Key Issues in Higher Education:
Data Analytics & Completion Goals

Student Outcomes: National Education Goals

Demand v. Supply: Employment in Field of Study

Adult Learners: Credentials v. Degrees; Prior Learning; Seat Time & Cost

Accountability: Accreditation Reform – Data Driven Decisions
Fall TCU Enrollment Trends, 2003 - 2014
Degree-attainment rates among United States residents (ages 25-64), by population group

- White: 44.47%
- Black: 28.14%
- Hispanic: 20.27%
- Asian: 60.07%
- Native American: 23.86%

Source: U.S. Census Bureau, 2011-13 American Community Survey PUMS File

Graphic: Lumina Foundation
Some college, no degree

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

- Less than ninth grade: 7,849,104 (4.72%)
- Ninth to 12th grade, no diploma: 11,958,503 (7.19%)
- High school graduate (including equivalency): 43,843,773 (26.37%)
- Some college, no degree: 36,174,067 (21.76%)
- Associate degree: 14,710,826 (8.85%)
- Bachelor’s degree: 32,970,178 (19.83%)
- Graduate or professional degree: 18,740,174 (11.27%)

Source: U.S. Census Bureau, 2013 American Community Survey

Graphic: Lumina Foundation
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.
- **75%** of students work on average **19 hours per week**.
- **40 percent** of community-college students work 20 or more hours per week.

**38 percent** of all today’s undergraduates are older than 25.

**Older and More Racially Diverse**

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- **Enrollment among Hispanic students** tripled since the mid-1990s.
- **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.

To view all sources for data used in this document, please visit www.luminafoundation.org/todays-students-citations.
Today’s College Students…

FINANCIALLY SUPPORT THEMSELVES... AND OFTEN STRUGGLE TO MAKE ENDS MEET

ALMOST HALF OF TODAY’S STUDENTS ARE ON THEIR OWN FINANCIALLY. HALF OF THOSE STUDENTS (25%) HAVE FINANCIAL DEPENDENTS OF THEIR OWN.

4.8 MILLION POSTSECONDARY STUDENTS ARE PARENTS, AND OF THOSE, 61 PERCENT HAVE NO MONEY TO CONTRIBUTE TO THE COST OF COLLEGE.

88 PERCENT OF SINGLE STUDENT-PARENTS HAVE INCOMES BELOW 200 PERCENT OF THE POVERTY LINE.

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.

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National Education Goals:

- **Obama**: Lead the world in college graduates by 2020

- **Lumina Foundation Goal 2025**: By 2025, 60% of *all* Americans will hold a college degree, certificate, or credential.

![AI/AN College Attainment Rates v. US & Goal](chart.png)
Principles for Effectively Serving Adult Learners

1. Outreach
2. Life & Career Planning
3. Financing
4. Assessment of Learning Outcomes
5. Teaching/Learning Process
6. Student Support Systems
7. Technology
8. Strategic Partnerships
9. Transitions
10. Using DATA to help make Decisions
AIHEC-ATD Initiative: Funded by Helmsley Foundation:

Engage in Foundational Services:
Data Driven Decision Making for Student Success

Community Of Practice
Convening and Working Together; Mentors & Experts

Integrate with Other Data Collection & Student Success Efforts:
AACC-VFA, etc.
AIHEC Adult Learner Success Initiative

- Webinar Series: CBE, PLA, Career Counseling
- Case Studies
- Annual Convenings
- CAEL ALFI Survey
- Mentor led-Learning Communities
The ALFI Process Offers

- Insights based on conversations between institutional members focused on adult learners
- Analytic comparisons with other similar institutions
- When completed across institutions, the opportunity to inform consortium-wide responses and changes
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
Prior Learning Assessment Can Help Students

- Save Time
- Save Money
- Graduate Faster
CAEL Research Tells Us Credit for Lifelong Learning Helps

Baccalaureate students are 2.5X times more likely to persist to graduation.

Graduation Completion Rate

- Did not earn degree or credential
- Other
- Earned Bachelor's Degree
- Earned Associate's Degree

Comparison:
- Did not earn PLA credit (n=46,881):
  - Did not earn degree or credential: 78%
  - Other: 1%
  - Earned Bachelor's Degree: 15%
  - Earned Associate's Degree: 6%
- Earned PLA credit (n=15,594):
  - Did not earn degree or credential: 44%
  - Earned Bachelor's Degree: 43%
  - Earned Associate's Degree: 13%
The Variety of PLA Methods

- Evaluated Non-College Training
- Standardized Tests
- Industry Recognized Certificates
- Student Portfolios
- College Credit, College Completion
Getting to Scale with PLA

- Not enough colleges granting credit for prior learning, and even when they do, marketing to students is weak.
- Adult learners are not aware of PLA so they often repeat what they already know.
- Need for consistent application of standards.
- Need for a national, accessible online approach.
- Requires faculty experts nationwide for portfolio review using assessment rubric for high quality assessments.
One Option: CAEL’s LearningCounts Service?

- Online Portfolio Development Course
- Portfolio Tool and Guidance
- Individualized Assessment by Faculty
Competency-Based Education

- Measures what students learned, not how much time spent in a classroom
- Instruction customized to meet students where they are
- Does not need to be based on the credit hour, but usually is
- Many CBE programs include PLA
What is a Competency

Knowledge + Skill = Competency
Why Competencies?

Quality

• Clearly define what graduates are expected to know and do

• Communicate these expectations to students, employers and other stakeholders. *(Provides transparency)*

Some say an important reason to do it is to accelerate progress toward a degree and thereby reduce the cost
Competency-Based Assessment

Hybrid Models
• Most popular
  • 1 Competency Unit = 1 Credit Hour
  • Still have course organization

Direct Assessment Model (fewer than ten institutions using this approach)
• Such as College for America
  • Totally divorced from the credit hour and seat time.
  • Competencies established first, then built out how they could be attained
Best Practices in Assessment of Learning Outcomes: Competency-Based Programs

- CBE Jumpstart – CAEL and Lumina
- The Incubator – Educause and Gates Foundation
- C-BEN - Public Agenda and Lumina
- Quality Collaboratives and GEMs – AAC&U and Lumina, Hewlett and Gates
- Hundreds of colleges across the country starting CBE initiatives
What is the Difference between CBE and PLA?

• They are not the same
• But are based on the same principles
• In practice, they are ideal companion tools to help adults complete
What CBE and PLA Have in Common

A common philosophy

• Value what a student knows and is able to do, regardless of how or where the student learned it
What CBE and PLA Have in Common

Shared Approach to Learning Assessment
• Clearly defined learning outcomes
• Uniform process of assessment against pre-determined criteria

Operational compatibility, existence on a continuum
• Most CBE programs integrate some form of PLA in order to recognize extra-institutional learning
• PLA can be a gateway to a CBE program
The Continuum

Not Competency-Based
- Course- and Credit-Based Program
  - No PLA or CBE
  - Credit only awarded for learning within a college classroom or learning experiences overseen by college faculty

Partially or Wholly Competency-Based
- Course-Based + PLA
  - PLA shifts course-based programs towards CBE

- Hybrid CBE + PLA
  - CBE offered in credit format with multiple pathways to degree
  - PLA is integral to this model
  - Follows the traditional academic calendar and pricing

Wholly Competency-based
- Direct Assessment
  - Student progresses only by successful demonstration of competencies through program-designed assessments
  - PLA is not a feature of these programs
  - Does not follow the traditional academic calendar and pricing structure

Least Flexible

Most Flexible

Moderately Flexible
TCU Vision

Strong Sovereign Nations through Excellence in TRIBAL Higher Education.