

SHIFTING FUTURES FOR USA HIGHER EDUCATION --ADULT LEARNERS & WORKERS

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THREE EXPLORATORY FRAMES

- **NATIONAL USA DEMOGRAPHICS**
- **CURRENT HE LANDSCAPE POLICIES & PROGRAMS
ADULT LEARNERS/WORKERS,**
- **IMPLICATIONS FOR POLICIES**
- **CURRENT POLICIES/PROGRAMS
MULTICULTURAL EDUCATION
AND OUTREACH
OLDER ADULTS**

NATIONAL DEMOGRAPHICS

AGING AND DIVERSITY

❖ AGING SOCIETY

- ❖ 13.7 % - 65 or above population**

One in seven Americans are 65 years of age or older

20% of workers are 50 years of age or above

❖ MULTICULTURAL SOCIETY

- ❖ 50.4% of Children under the age of 1 are minority**
- ❖ Caucasians – median age is 42**
- ❖ Hispanics – median age of 28**
- ❖ By 2060 – Hispanics will be 1/3 of American population**

Adult Workforce Learning Needs

- **Job Access based on Credentials --Focus upon minimal two-years of college**
- **Continuing Education - Required yearly updating...Employers concerned about generative knowledge development**
- **Major shifting of knowledge and skill needs – no longer a “triangle of expertise”**
- **Impact of aging workforce (retirements) and cultural changes – growing minorities and millennials**

Adult Learners in HE

- 32% of undergraduate learners are adults
(25 age and above)
 - Total 17.3 million undergraduates (2013)
5.5 million are adults
- 40 million adults (25 & above) identified as college **non-completers** (In 2012)
- **FOCUS ON A “KNOWLEDGE-CENTRIC WORKFORCE**

Adult Workers as Learners

- Full-time workers – 40% of adult students

- 60% are part-time students
- 40% are also full-time students

Part-time adult workers - 42% of adult students

- Non-work adults = 18%

❖ Tuition Reimbursement primary support for workers [over half of part-time students/full-time workers receive tuition reimbursement]

Key Policy/Program= Distance Education

27⁰% - of all undergraduate students enroll in DE courses in 2012-2013

- 14⁰% - have taken at least one DE course, plus**
- 13⁰% - enroll exclusively in DE program [93⁰% are adult students]**

Key Policy/Program

Stylized programs for adults

Accelerated degree programs –

[4-6 week courses], credit

assessment alternatives,

adult-support services

recruit non-completers (2 ½ years)

private (nonprofit/for-profit) college

Evening programs-

Weekend programs-

Key policies - Access

- 1) **TRANSFER POLICIES** - state policies, as well as institutional policies
- 2) **ALTERNATIVE ASSESSMENT STRATEGIES** - several national testing options, course assessment options, portfolio assessment (PLA)
- 3) **ADULT-ORIENTED** recruitment, counseling, advisement, career counseling

Key policies – access (cont'd)

4) FLEXIBLE ADMISSIONS (Open Access), AND RESIDENCY POLICIES

5) VARIED STRATEGIES OF OUTREACH AND SCHEDULING

- Including distance learning, off-campus, cable
- State programs targeted to re-entry adult workers

Key policies focused on Knowledge/Skills

- 6) RECONFIGURED CURRICULA AND OFFERINGS**
 - Competency-based, Business- influenced
 - Rethinking noncredit (including MOOCs) for assessed credit
- 7) ACADEMIC FACULTY TRAINED For Teaching
ADULT LEARNERS**
- 8) FACULTY AS WORK PRACTITIONERS**

KEY STATE POLICIES

NEW POLICIES REGARDING FINANCIAL AID SUPPORT

- Institutional /State – fixed tuition with completion in four years of coursework
- Several states offering free tuition for re-entry adults --- particularly focused on vocational training

STATE –FOCUSED SUPPORT POLICIES ON ADULT STUDENTS

- Tennessee, Alabama, Kentucky, Connecticut, Indiana and WICHE consortium (Arkansas, Colorado, Nevada, New Jersey, North Dakota and South Dakota)

Future Policy Implications

- **Contractual partnerships between business/industry and HE institution**
 - Offering academic programs and professional development courses on-site of businesses
 - Co-Designing curricula
 - High school/two-year college joint degrees – vocational-oriented
- **Growing trend in Certificates, Nanodegrees (micro-degrees) focus upon vocational/technical - credit/noncredit “Stackable credentials”**

Futuristic implications

- **Georgia Tech Scenario...Lifelong Education**
 - **Two years of coursework and then coming back into college throughout lifetime. Believing that major learning is episodic based upon changing work and life needs**
- **Nonformal/informal learning sector -
Entrepreneurial efforts
New non-HE offerings, certificates,**

Multicultural undergraduate programs and policies

- **Collegiate Racial/ Ethnic Distribution in 2014**
 - Hispanic – 16%
 - Asian – 6%
 - Blacks – 15%
 - American Indian/Alaska native - .08%
 - Whites – 59%

Institutional Background

- **Federal & State Anti-discrimination laws**
- **Over 59-64% of minorities attend minority-serving institutions (1,240 institutions) (not HBCU's or Tribal colleges), more often two-year institutions located close to regional minority communities. More often these minorities were first-generation, lower-income, and women than men. Valued because of closeness to families, lower cost, and community supported**
- **Historic Black Colleges & Universities (HBCU) – 100**
- **Tribal Colleges - 34**

Institutional responses

- **Mission - students, faculty and staff are multicultural**
 - **Focus on multicultural competency**
 - **Create welcoming environment, training**
- **Targeted recruitment and outreach**
 - **Pre-entry and entry support programs**
 - **Financial aid supports (low-income students)**
- **Racial Climate Focus – classroom and on-campus**
- **Academic focused programs on Race/Ethnicity**

Older, senior learners

- **State policies providing tuition waivers for 65 and older in public universities with space available**
- **Many CE units offer noncredit programs targeted to senior adults – on a cost recovery basis**
 - **Osher Lifelong Learning Institute – OLLI/ Encore or other institution designations**
 - **Alumni College weekends**
 - **Road Scholar (Elderhostel), Senior trek, others**
- **College/ Community partnerships – Retirement communities, CE professional Ed – gerontology focus.**