LEARNING TO EARNING
HIGHER EDUCATION AND THE CHANGING MARKET

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GLOBAL CAMPUS

CSUGlobal.edu

CSU-Global Campus

- Opened in 2008 with focus on providing working adults and non-traditional students an opportunity to study at a non-profit, public institution

- Degree completion, focused on the 43 million Americans with some college and no-degree

- Degree programs that focus on helping adults get and keep jobs, average age of the student body is 35 years.

- Undergraduates bring in an average of 55 credits.

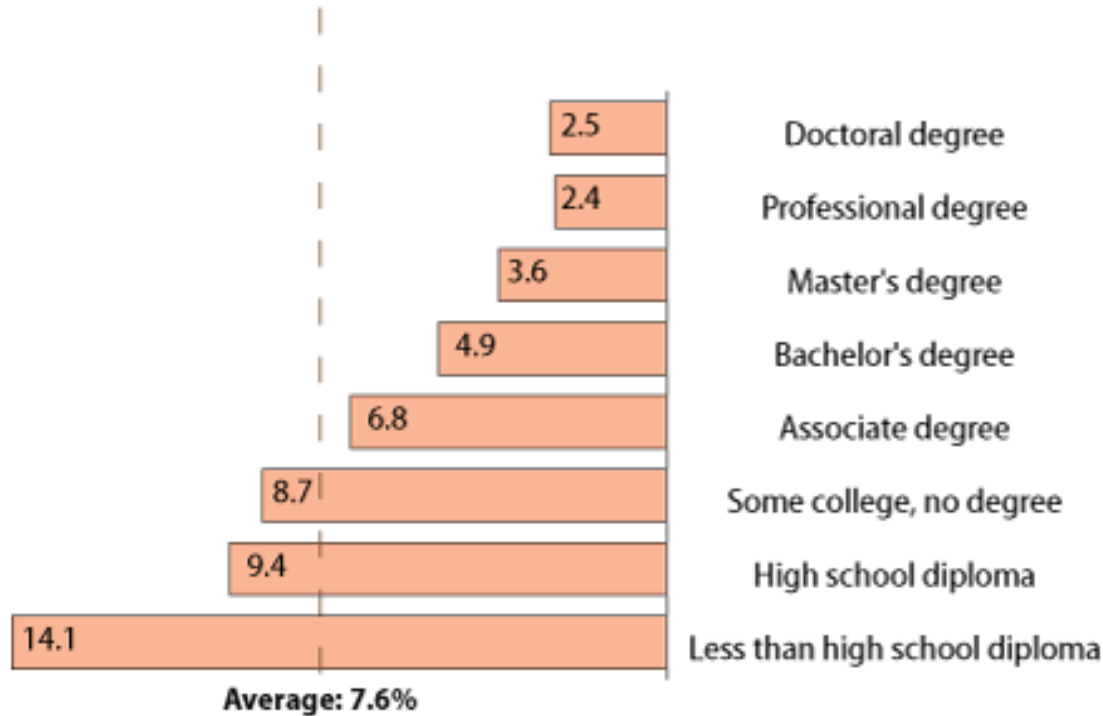- Focus on bridging theory and practice to provide students with skills necessary to succeed

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Colorado Paradox

- Colorado ranks 5th in the U.S. with percentage of residents (38%) that have at least a bachelor's degree[1]

- For students who graduate from a Colorado high school, that number is 27%, equivalent to 34th in the nation[1]

- Colorado does a very good job of recruiting educated workers, but does a poor job of educating its own citizens – importing skilled workers instead of developing its own citizens

- There are over forty-three million people in American with some college but no degree (wasted potential)[1]

  – 35.2% of the Canadian population has some college but no degree (incomplete tertiary) according to The World Bank
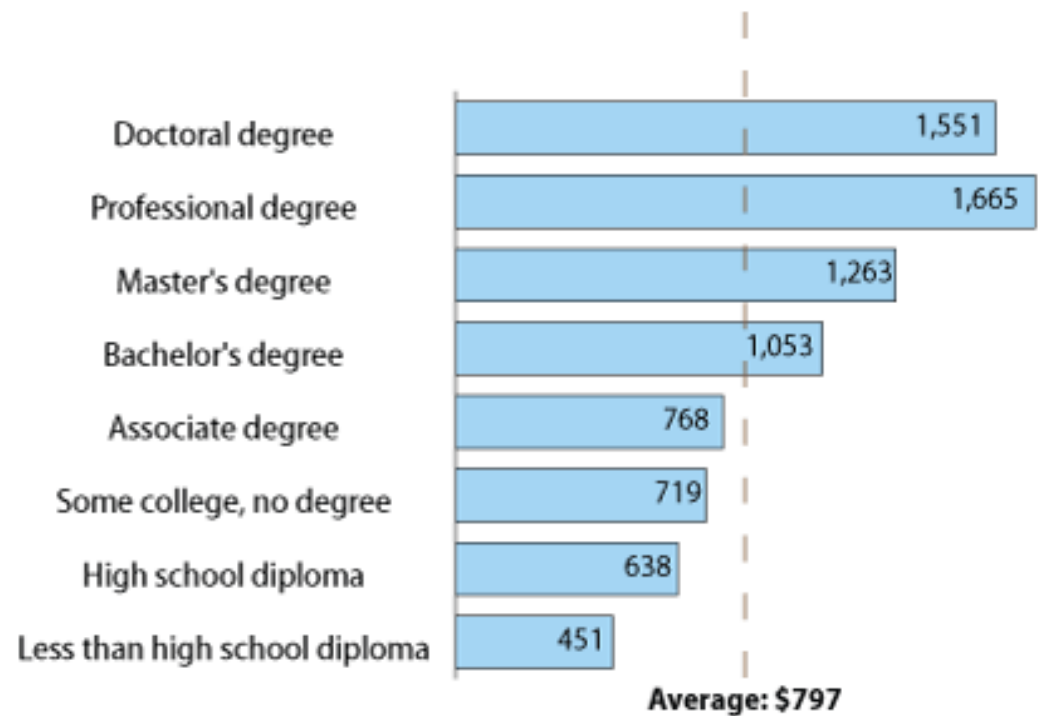
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The Continuing Value of a Degree

Education Pays

Unemployment rate in 2011 (in %)

Rate	Degree	Earnings
2.5	Doctoral degree	1,551
2.4	Professional degree	1,665
3.6	Master's degree	1,263
4.9	Bachelor's degree	1,053
6.8	Associate degree	768
8.7	Some college, no degree	719
9.4	High school diploma	638
14.1	Less than high school diploma	451

Median weekly earnings in 2011 (in $)

Average: 7.6%

Average: $797

Source: Bureau of Labor Statistics, Current Population Survey

Skills vs a Credential - A Degree is Not Enough for Working Adults

- By 2018, 63% of jobs in the U.S. will require at least some college[1]

- Yet, less than half of U.S students who start college don't finish

- Learning must bridge theory and practice and include relevant skills

- To decrease time to graduation, there needs to be a focus on helping students to demonstrate knowledge through non-collegiate credit:
  - CLEP, DSST, workplace training, industry certification, MOOCS such as Udacity

1. U.S. Bureau of Labor Statistics

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Skills vs a Credential - A Degree is Not Enough for Working Adults

- Learning must help fill immediate knowledge gaps – help students now and later

- Assessment of learning must require students to demonstrate knowledge through real-world activities, not tests

- Ideally, industry <u>certification</u> is built into the degree program

- Any education must prepare students in the three C's: Critical Thinking, Communication, & Collaboration[1]

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How Higher Education can Meet this Need

Educational institutions that focus on educating working adults need to have systems in place to support success and measure outcomes:

- Link learning with theory and industry needs
  - Will have over 20 industry certifications by 2013
- Continuous assessment of skills knowledge including critical thinking to determine efficacy
  - The overall score on the ETS Proficiency Profile is 58% percentile for fall 2011 incoming students and 87% for fall 2012 graduates (includes reading, writing, critical thinking & math)
- Electronically collect assessment data to determine if students are indeed learning the necessary skills
  - CSU-Global collects data linked to every learning outcome and triangulates that data with external certification exams and survey data

How Higher Education Can Meet this Need

Educational institutions that focus on educating working adults need to have systems in place to support success and measure outcomes:

- Retention systems that support student completion
  - For fall 2009 new students, 73% have either graduated or are continuing their studies
- Developing career transition centers designed for working adults and tracking the impact of their learning experiences.
  - 38% of grads report getting a better job in their field, 27% got a job in a new field, 41% got a promotion in their current organization, overall 64% felt they were more secure in their organization

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Maximizing Student Potential while Minimizing Debt

- A degree can open doors, but debt can erase those gains

- Graduates are competing in a global market place, there needs to be a good *return on investment*

- Avg debt of University student
    - United States $26,600 (USD)[1]
    - Canada $25,474 (CND)[2]

1. American Communities Survey – U.S. Census
2. Statistics Canada

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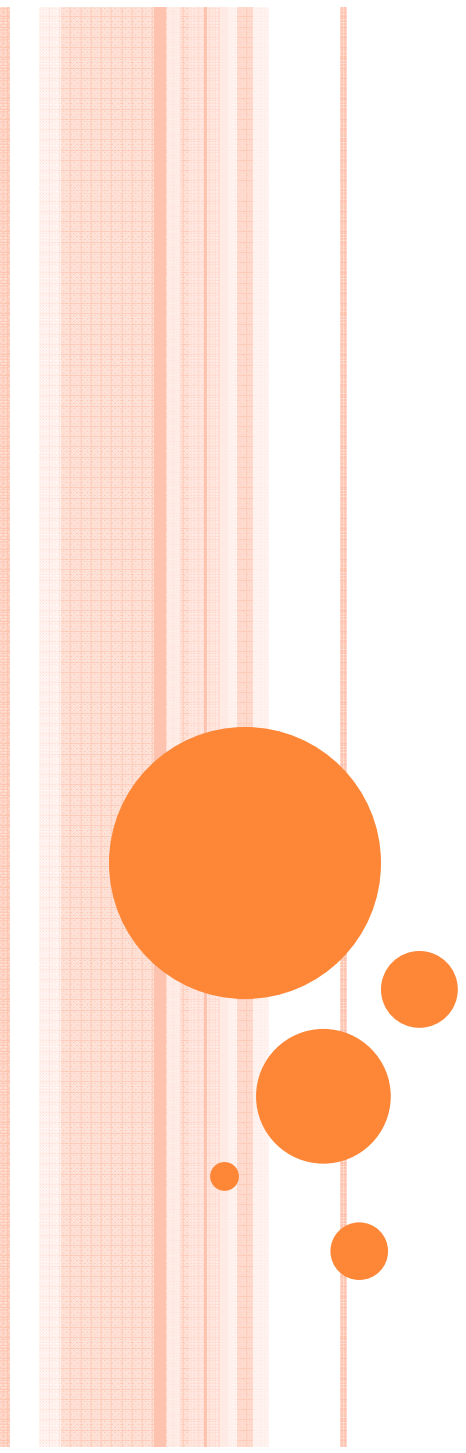GLOBAL CAMPUS

Ten Propositions in Search of a System

1. Skills training is ever more important to meet the needs of increasing skill levels. This is particularly true for those lacking a high school diploma.

2. The main reason for this is the pending skills shortage, unlikely as it seems right now.

3. Employers tell us, workers in low wage work show us, that many entry level jobs are "menial no more".

4. LES, therefore, must be re-defined as broader than our former definition of prose, document and minimal numerical literacies. Increasingly important are "complex communications and "problem solving in technology-rich environments".

Ten Propositions (cont'd)

5. To be effective, an "enhanced LES" program cannot be provided in isolation. It must be redesigned as part of integrated skills training.

6. It (these integrated programs of technical skills and enhanced LES) need to be sector specific and developed through an "industry shared" approach.

7. It (these integrated programs) need to be laddered to more "traditional" college PS programs, with industry-recognized credentials

Ten Propositions (cont'd)

8. It needs to have "assured quality", with systems that collect and analyze data systematically; systems that ensure that programs and practitioners are learning from that data; a QA system that focusses on outcomes and that demands program improvement.

9. It needs to be community-based and local (as well as sector specific), and part of a broader system.

10. Most of all, we need to start. And we need to "learn by doing", rather than waiting for "policy".

HEQCO CONFERENCE: LEARNING TO EARNING | HIGHER EDUCATION AND THE CHANGING JOB MARKET

Dr Celia Popovic - Director of the Teaching Commons, York University, Toronto

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'CREATING FUTURE-PROOF GRADUATES'

- NTFS Project 2007
- £200,000 from Higher Education Academy + contribution from University
- A Partnership Approach -
  - staff from across the university
  - FE College partner
  - Employers from different sectors
  - HEA Subject centre
  - Centre for Recording Achievement
- Built on interest in games
- 8 resources addressing key skills
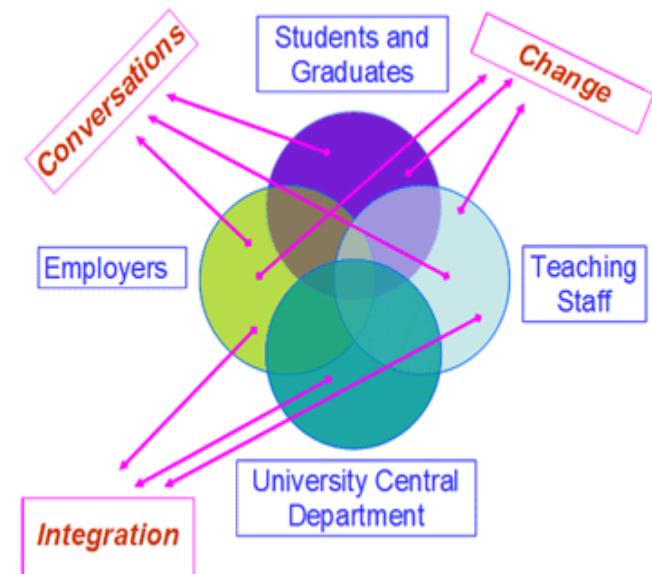
CFPG's - Our solutions

Skills Gap

- Cultural awareness
- Providing relevant answers
- Professional ethics
- Networking and social confidence
- Unexpected and extreme emotions and reactions
- *Social responsibility*
- Research skills
- Bullying and the misuse of power

Resource Created

- No Offence Meant
- Too Much Information
- Ethical Dilemmas
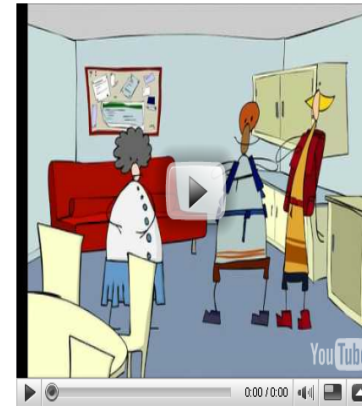- The Networking Game

- Expecting the Unexpected

- *Stone Soup*

- Who, What, Where
- Getting on with it

CFPG's - Social responsibility aka Stone Soup

- Reworks the Brothers Grimm story, where a stranger encourages villagers to produce a nourishing soup by offering to make the meal using nothing more than a stone.
- By encouraging the villagers to contribute seemingly inconsequential additions such as an onion or a carrot, the whole community is soon enjoying a meal together.
- The animation is used to trigger discussion of social responsibility in relation to contemporary workplaces.
- It also develops understanding of story telling in modern society, and encourages contextualisation of team work and social responsibility beyond the classroom.
- http://www.bcu.ac.uk/about-us/futureproof/resources/stone-soup

CREATING FUTURE-PROOF GRADUATES - OUTCOMES

Research findings

- Students who engage with the VLE (technology) perform better than those who don't

- The attitudes of staff to the use of 'technology'

- how willing are academic / support staff to 'have a go' when they aren't technologically very adept

CREATING FUTURE-PROOF GRADUATES - OUTCOMES

Evaluation

- Resources **well received and valued** by the students

- All elements have been rated as **useful** by students

- **Highest value** - most active elements such as role play and discussion

- **Confidence** – biggest increase in confidence seen in full time undergraduates with limited work experience

RESOURCES

- **Creating Future-Proof Graduates project**: http://www.bcu.ac.uk/about-us/futureproof

- Pedagogy for Employability – revised edition 2012: http://www.heacademy.ac.uk/resources/detail/employability/pedagogy_for_employability_update_2012

- Employability Developers Group:
  - To join the 'employability-development' list go to http://www.jiscmail.ac.uk/EMPLOYABILITY-DEVELOPMENT and click on the option 'join or leave employability-development'
  - Once you have received notification that you have been accepted you can email the list: EMPLOYABILITY-DEVELOPMENT@JISCMAIL.AC.UK