

The EvoLLution presents

2018

A Year in Review

From the Editor

Traditional higher education is dead. Long live traditional higher education!

Today's student is no longer exclusively 18 to 22 years old, enrolling straight from high school. Instead, today's student is more likely a parent trying to advance their career or start a new one while juggling multiple responsibilities.

Today's student is no longer exclusively living on campus. Students are enrolling from around the country and around the world. Even students who live within an institution's service area might not be on campus, but learning online.

Today's student is no longer exclusively looking for a degree. Instead, microcredentials like certificates, certifications and badges are helping learners meet their career objectives.

This is not to say that the traditional student has disappeared—but their numbers are shrinking. Meanwhile, there are a huge number of individuals who are not served by the traditional machinations of the academy looking for access to programming. They don't care where they get it, though. A university, a bootcamp, edupunk: The outcomes matter more than the format.

For institutional leaders trying to figure out how to serve this new traditional student population, I have one piece of advice: Leverage your continuing education divisions properly to adapt your institution appropriately. An innovative CE division will help you find ways to unbundle content that's currently gated and exclusive to degree-seeking students, allowing you to serve new learner populations. They will help you to be entrepreneurial and market-responsive. They will help you adapt to scale and evolve. They will help you keep content fresh and relevant.

They will help you to grow, and to truly fulfil your mission as a higher learning institution.

This Year in Review eBook shares stories from leaders across the higher education space reflecting on how they're shaping their institutions to adapt to these new market realities. If your institution is not moving in this direction, you'll gain some clarity on why this shift is important and how to go about it. If your institution is already moving this way, you'll come across some ideas for further transformation and growth.

Please enjoy the 2018 Year in Review eBook, and thanks for reading!

Sincerely,



Amrit Ahluwalia
Managing Editor, The EvoLLLution

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Chapter 1

Predicting the Future of Higher Education



PROFESSIONAL DEVELOPMENT

What Will Be Important in the Learn and Work Ecosystem in 2030? How Do We Prepare?

HOLLY ZANVILLE

SENIOR ADVISOR FOR CREDENTIALING AND WORKFORCE DEVELOPMENT, LUMINA FOUNDATION

This year's kindergarteners will graduate from high school in 2030. It's clear that they will need to prepare for a rapidly changing work-and-learn future, as will their parents and the nation's entire adult population. What isn't as clear yet: What will be important in 2030, and what actions do we put into place now to prepare for the future?

To help tackle these questions, Lumina Foundation recently sponsored the second of two convenings on AI Future Skills with the Institute for the Future (IFTF), an organization that has been forecasting ten-year futures for 50 years. IFTF has a well-tested foresight process, which we followed. We convened a diverse group of thinkers and practitioners and asked them to think about what will go away in 10 years, then think about what will be most important. We then ran four scenarios, painting four different pictures of what 2030 might look like based on research about the drivers of change. With each scenario, the group considered what actions would be needed should that scenario prevail.

This October, IFTF will issue a report on the convenings, which included experts in artificial intelligence, education, economics and workforce. The report will summarize the experts' views on what skills will likely be needed to navigate the learn-and-work ecosystem over the next 10 to 15 years, and their suggested steps

for better serving the nation's future needs.

Here are a few of their predictions about life in 2030:

- Computing speed will increase and massive computing space will be available, no longer dominated by systems maintained in the cloud as "edge computing," which will enable analytics and knowledge generation to occur at the source of the data. There will be significant growth in algorithmic thinking (allowing solutions to be automated by using sets of instructions or rules that, if followed, enable thinking with many levels of abstraction). With all of this computing power, we will be overburdened with data "noise" as algorithms migrate to the precise sources of data.
- Most people will live in approximately 20 "megacities" or regions. Our population will be diverse but polarized, marked by an aging population that is predominantly white, and a large young population that is largely non-white. Resource allocation will be strained as these differing populations essentially compete for services. People will live longer, and the working-age population will represent a broader spread; learners will begin learn-and-work programs at younger ages to optimize opportunities for growth, and many will work

well past their mid-60s, though workplaces are expected to change significantly (as will definitions of “work”).

- Many advances in technology and science will affect our lives, from synthetic biology, to low-cost—or even free—DNA sequences, to robotic assistants at home and in workplaces. Sensors will personalize the world of “things”—for example, sensors in cars, coffee mugs, and home appliances.
- The complexity of the issues we face in a data-dominated world will compel us to form more open and innovative partnerships.
- Human performance will be augmented by AI. As machines become increasingly seen as citizens with “rights,” policies about access and fairness will undergo drastic changes. Artificial reality and virtual reality tools will also accelerate learning in education/training systems.
- There will be serious challenges from cyber- and bio-terrorism, less human control over our environments, and potentially uninhabitable environments in some locations. These challenges will require new know-how, flexibility and coping skills. Humans will suffer serious psychological impacts as they face environments over which they have less control.

This context-setting sets the stage for exploring four future scenarios through the lens of a worker/learner (scenarios will be described in the October report). For each, we considered the same questions: What are the skill sets that will serve this future? What are the new vulnerabilities and new risks? What, if anything, is the safety net? What are the new opportunities? What action steps should be taken today in light of this scenario?

While each scenario generated actions specific to that scenario, some actions appeared in all four scenarios. This suggests it may not be as important to be able to precisely predict the future. Rather, it is more important to look at the main signals, trends and drivers of change, and determine the actions that need to be taken no matter the scenario.

These seven suggested actions—common to all scenarios—especially resonated with Lumina:

1. **Focus on learning:** All learners will need a range of competencies and skills, most critically: learning how to learn; having a foundation in math, science, IT and cross-disciplines; and developing the behaviors of grit, empathy and effective communication.
2. **Prepare all “systems”:** Schools will continue to be important

places to teach competencies and skills. Parents will be important teachers for children. Workplaces will also be important places for learning, and many learners will need instruction on how to work effectively as part of human/machine teams.

3. **Integrate education and work:** Education systems will need to be integrated with work in an education/work ecosystem. To enable movement within the ecosystem, credentials will be useful, but only if they are transparent and portable. The competencies and skills that stand behind credentials will need to be identifiable, using a common language to enable (a) credential providers to educate/train for an integrated education/work system; (b) employers to hire people and upgrade their skills; and (c) governments (federal/state/local) to incentivize and regulate programs and policies that support the education/work system.
4. **Assess learning:** Assessing competencies and skills acquired in multiple settings and modes (including artificial reality and virtual reality tools), will be essential. AI will enable powerful new assessment tools to collect and analyze data about what humans know and can do.
5. **Build fair, moral AI:** There will be a high priority on ensuring that AI has built-in checks and balances that reflect moral values and honor different cultural perspectives.
6. **Prepare for human/machine futures:** Machines will join humans in homes, schools and workplaces. Machines will likely be viewed as citizens with rights. Humans must prepare for side-by-side “relationships” with machines, especially in situations in which machines will be managing aspects of education, work and life formerly managed by humans. Major questions will also arise about the ownership of AI structures—what ownership looks like, and who profits from ubiquitous AI structures.
7. **Build networks for readiness/innovation:** Open and innovative partnerships will be needed for whatever future scenarios emerge. In a data-rich world, we won’t solve problems alone; networks, partnerships and communities will be key.

One action seemed to summarize best what we need to do to prepare for the future: focus on learning. We will all need to be learners throughout our lives. How learning will occur and what learning will be valuable are questions that still loom. We don’t have to predict the future precisely; multiple scenarios are possible. Still, we must prepare for the changes that are coming. For Lumina, that means providing opportunities for all learners to learn.



APPLIED AND EXPERIENTIAL LEARNING

The Silent Learning Revolution in Higher Education: Crafting Strategies for a Changing World

PETER SMITH

ORKLAND CHAIR AND PROFESSOR OF INNOVATIVE PRACTICES IN HIGHER EDUCATION, UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

*In June, Peter Smith published *Free Range Learning in the Digital Age: The Emerging Revolution in College, Career and Higher Education*. In it, Smith argues that technology has driven a “silent revolution” in higher education, where colleges and universities are no longer the gatekeepers to knowledge acquisition and validation. In this interview, Smith discusses the silent learning revolution and several associated concepts, arguing that colleges and universities must adapt to—or perish under—the weight of inevitable industry change.*

The EvoLLLution (Evo): What is the Silent Learning Revolution?

Peter Smith (PS): The Silent Learning Revolution speaks to the recent and permanent shift in access to education. Historically, universities have been an oasis of knowledge in a desert of information scarcity, but in the last 30 years the desert around that oasis has gone green with information. Technology is providing access to free-range, organized information: people can create pathways to learning, either on their own or through third-party non-profits or companies like MOOCs. They're pursuing knowledge for educational, economic and personal reasons, and they're doing so outside of the traditional university setting.

This is the Silent Learning Revolution. Colleges and universities

are no longer the exclusive gatekeepers to education. For the first time, campuses are in a position where they cannot control who learns what, when, where and how. There are obviously some exceptions to this—if you hire an engineer or a brain surgeon, you want to be absolutely sure that they've been certified—but for the vast majority of learning that people need throughout their lives, the context and the opportunity to do so has changed very dramatically and very quietly.

Evo: In the book, you talk about “learning discrimination.” How do postsecondary institutions perpetuate learning discrimination and what are its impacts on individuals and/or the economy?

PS: When an information-poor society gathers information within a university setting, the university sets the rules about

how that information is used. Oftentimes, the rules boil down to this: If you didn't learn it here, you didn't learn it. Historically, universities have only been interested in acknowledging learning acquired through the university itself. They set the terms and conditions: the curriculum, the sequence and the price. This has been the way universities have operated over the past 100 years, and how some operate even today.

Now, technological advancements have given us the capacity to recognize and capture learning whenever and wherever it happens, and assign it a value without having to defer to the university for validation. With experiential learning technology, we can assess and capture all of an individual's personal learning—that is, learning that happens away from school—then validate it in terms of a job or degree requirement.

In the Silent Learning Revolution, the old days of *if you didn't learn it here it doesn't count* are going to be replaced by *if you know it and can show it, we're going to value it*.

Given this shift, the system where the university dictated all the rules becomes logically unreasonable. Say I'm an accountant who has learned on the job and taken a professional development course. I have a set of skills, but I don't get the same consideration for a promotion because I don't have a certificate or a degree. That's learning discrimination: I am being judged based on *where* I learned my skills and abilities, not on *how well* I possess those skills and abilities. In the Silent Learning Revolution, the old days of *if you didn't learn it here it doesn't count* are going to be replaced by *if you know it and can show it, we're going to value it*. We've been doing that with advanced standing and prior learning assessment for years, but now we're going to open that up beyond traditional academic learning.

Evo: How does learning discrimination reflect the gap that exists between higher education and the workforce itself?

PS: It explains and defines it by the set of practices and policies that perpetuate it, versus the set of policies and practices that adult-friendly colleges and employers are beginning to implement.

From an economic perspective, there are millions of people walking around this country with untapped talent. Say there are approximately 60 million Americans with high school diplomas and no college degree. If you take the number of learning projects that one of these individuals does each year—around 9 or 10—and add them up, that amounts to an enormous learning asset that is being ignored. It's a social asset, an economic asset, an academic asset, and a jobs asset, yet it's wasted talent. It's skills and abilities that are lost to the person and the employer because we have not been able to recognize that talent and apply it. Now, we know how to tap into that knowledge and turn it into something of value to our communities, the economy and, frankly, to the country.

Evo: Another concept that you raise in the book is the idea of the "parchment ceiling." What is the parchment ceiling and what is its impact on individuals caught beneath it?

PS: There's a story I tell in the book about a woman named Linda, who decided to apply for a new job at her company. It was a job she had done several times, so she knew she could do it, but she overheard two people say that she wasn't going to get the job because she didn't have a degree.

That's the parchment ceiling. The term was coined by Norma Augustine, who wrote the introduction to the book, and it's a consequence of learning discrimination. Linda had worked at this company for fifteen or twenty years, but she was being denied an opportunity because she didn't have the piece of paper to show that she had the skills she demonstrated at work every day.

What did Linda do? She went back to Charter Oak State College, earned her degree, and got promoted, but the fact remains that there are people all over the United States who have the skills they need for advancement but they're being overlooked because they don't have a degree.

Many companies and non-profits are developing pathways to job skills validation that allow adult learners to prove they have the aptitudes they claim to have, so that they can receive promotions and opportunities. These pathways are being created within "adult-friendly" colleges and outside the collegiate track in formats like bootcamps.

Evo: How can colleges and universities start to work to evolve the postsecondary ecosystem into an environment that better recognizes and rewards people for their skills and talents?

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A DESTINY SOLUTIONS ILLUMINATION

PS: To evolve, a college has to become a student of organizational culture, which, quite frankly, is easier said than done. Culture is not just a set of beliefs. It involves reinforcing those beliefs.

For example, think of a university that spends more than it makes on football. If it decided to give up football and put that \$40 million they invest in football into scholarships and better faculty, the alumni would go crazy because football is an inherent part of that university's culture. Culture is really hard to change, and we underestimate it at our own peril.

Having said that, college cultures will have to change because the business of higher ed is going to change. Colleges are going to move away from the teaching business and into the learning recognition business, where the teaching they provide will be friendly to the needs of adult students. They'll offer evening, weekend, and online classes; daycare availability; and deals with employers to reduce the cost of workplace-based learning. Things are going to change structurally, which will impact academic culture. Postsecondary education is going to become a much more personalized undertaking than it could ever have been even five years ago.

Evo: You mentioned culture. What are some of the other significant roadblocks that you expect change-makers to face in trying to disrupt the status quo in higher education?

PS: The biggest obstacle will be changing a university's economic model. If you create a new institution, it will by definition be far cheaper than changing an existing institution's economic model, because if you build new learning services using the most expeditious technological options available, you can increase quality and lower costs.

Converting an existing economic model is much more difficult, because it scares the existing college that says, "but I need the tuition I'm getting, because I'm having a problem recruiting students."

One of the best examples of an existing college being successful in adopting a new economic model is Georgia Tech's computer science master's program. They have a traditional, campus-based master's program, which is one of the best in the country, and they've created an exclusively online master's program that runs alongside it. The online program costs around 20 percent of the campus-based model. When it launched, there was great concern that the campus-based model would suffer, but exactly the opposite has happened. The campus-based model has

done very well, and the online model has done very well at a fraction of the cost but with over 1500 active students. It's the same content, packaged differently. The online model lowers the cost while increasing overall enrollments, and both models have prospered.

Think of Uber or Lyft as opposed to a traditional taxi company. For all the controversy, what you're seeing are new, technologically enhanced business models. They're putting the older business model for taxi service very much at risk.

Evo: Is there anything you'd like to add about the Silent Learning Revolution and what it's going to take for institutions to keep pace?

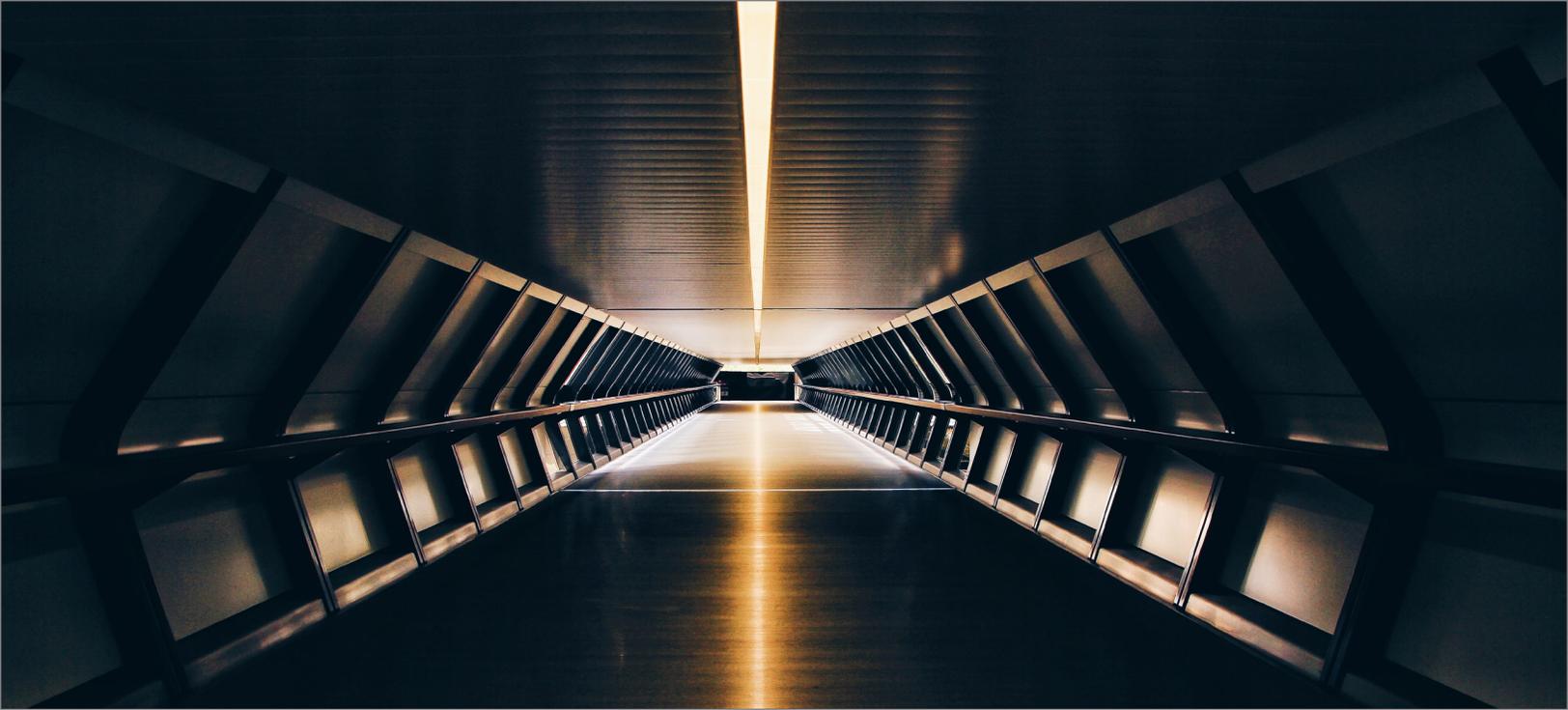
PS: Somebody asked me the other day whether I think traditional undergraduate education has had its day. Not at all.

I'd say to students who can afford a two- or four-year degree program, take it while you can get it—but think of that degree as the beginning, not the end, of your educational journey. Even youths are going to have to continue learning consciously throughout their lives.

The Silent Learning Revolution is not about good people versus bad or good methods versus bad. It just is what it is: an inevitable industry disruption, where practices that were considered legitimate ten years ago are being replaced by alternatives made possible through technology. Every college is going to have to figure out its own response to it. There's no-one-size-fits-all solution because every college has its own culture, history, problems and geographic location. But colleges are going to have to adapt and adopt.

We should all be moving towards a culture of continuous improvement and renewal because all we know for sure is that these opportunities to strengthen learning outside the classroom are only going to grow. This is going to be dynamic change, as far as the eye can see, so developing a culture of data-driven renewal and improvement is going to be extremely important. Some colleges are already doing this—I use four or five examples of adult-friendly colleges in the book, but there are many more that are already crafting their response. Hundreds, maybe, but not thousands. These schools recognize that customer service and high-quality support are going to be critical components for successfully adapting to this new world.

This interview has been edited for length and clarity.



PROFESSIONAL DEVELOPMENT

Lifelong Learning Will Prepare Students For Jobs That Don't Yet Exist

JEFFREY S. RUSSELL

DEAN OF CONTINUING STUDIES AND VICE PROVOST FOR LIFELONG LEARNING,
UNIVERSITY OF WISCONSIN-MADISON

News flash: The future is murky.

We all know that accelerating technological change makes it hard to tell what the workforce will look like 20 years from now. Or even two years from now.

In its report *The Future of Jobs*, the World Economic Forum found that, by 2020, most occupations will require core skills that weren't considered crucial in the mid-2010s. We can't even safely predict which occupations will still be around in the next decade.

"Together, technological, socioeconomic, geopolitical and demographic developments and the interactions between them will generate new categories of jobs and occupations while partly or wholly displacing others," the report says.

So where do all these disruptions leave higher education? With the seemingly impossible task of preparing students for jobs that don't yet exist.

But maybe it isn't impossible after all. Like other educational

institutions, the University of Wisconsin-Madison has found a key to the uncertain future in lifelong learning. If people continually learn new skills, they'll be ready for whatever curveballs the job market throws at them.

As Thomas Friedman argues in *Thank You for Being Late*: "When the pace of change gets this fast, the only way to retain a lifelong working capacity is to engage in lifelong learning."

For higher education, the tricky part is developing lifelong learning opportunities that solidly connect with modern-day students. As the dean of UW-Madison Continuing Studies, I've seen profound changes in teaching and learning over the past few years, including experiments that have worked and experiments that haven't. Through trial and error, we've made progress in retooling our curriculum to meet the demands of the 21st-century workplace.

Opening the Doors

A top priority has been making our programs more

accessible to lifelong learners. People who are busy with jobs or families often can't manage a traditional residential experience, or even a weekly face-to-face course with set starting times. To open our doors to such students, we've expanded our menu of flexible degree and certificate programs and made them easier to find on a web portal called Advance Your Career. They include online, blended, and accelerated courses that focus on building skills for those who hope to make progress in their jobs or to prepare for new careers.

Given constantly evolving conditions in the workforce, we must constantly evaluate our offerings to ensure their relevance.

We've seen tremendous growth in these flexible programs, confirming that they fill an urgent need. But that doesn't mean we can rest on our laurels. Given constantly evolving conditions in the workforce, we must constantly evaluate our offerings to ensure their relevance.

For example, two years ago UW-Madison launched a series of professional programs in geographical information systems. With demand spiking for GIS experts, enrollment took off. Very quickly, however, we recognized that students needed additional options. And so, in fall 2018, the university will introduce three additional credentialing options in this space. There will be a GIS Fundamentals Capstone Certificate, an online program that teaches the skills for an entry-level GIS job in a year or less. We'll also offer the Advanced GIS Capstone Certificate, another online program for those already working in GIS. Finally, we'll offer the Accelerated/Non-Thesis Master of Science in Cartography and GIS, a traditional face-to-face program that leads to a postgraduate degree in only a year.

Our new lineup of GIS professional programs will help students earn exactly the credentials they need, in a format that suits their career goals. And as the GIS field continues to evolve, we must be nimble enough to keep adjusting our offerings.

Nimbleness rarely comes easy, of course. But it will be essential in serving lifelong learners in an era of rapid change.

Keeping Up With the Challenges

Our GIS professional programs are pointing toward the future in several other ways. The professional master's degree in GIS & Web Map Programming gives students the chance to earn alternative credentials. After completing a particular set of courses, they receive a digital skill medal, which demonstrates their qualifications for certain jobs. An array of these stackable credentials will show a potential employer exactly what a student can do.

Our professional master's degrees in GIS also have a lifelong learning component, in which alumni gain access to lab updates to perpetually sharpen their skills.

Such innovations at UW-Madison and elsewhere should put our minds at ease about coming disruptions in the workplace. It's true that major challenges lie ahead, evident in almost daily headlines. According to the *LA Times*, "Robots could take over 38 percent of U.S. jobs over the next 15 years!" BigThink chimed in by adding, "47% of jobs will disappear in the next 25 years, according to Oxford University."

In response to such startling news, a significant number of technology experts say they have no confidence that education will evolve quickly enough to meet labor market demands.

But from where I'm sitting, those experts underestimate our resourcefulness. As technology transforms the workplace, higher education can train lifelong learners to keep up with the changes. If our institutions adapt to shifting conditions, we can help turn the future from murky to bright.



NEW AND INNOVATIVE MARKET OPPORTUNITIES

Looking to 2040: Anticipating the Future of Higher Education

RICHARD DEMILLO

DIRECTOR OF THE CENTER FOR 21ST CENTURY UNIVERSITIES,
GEORGIA INSTITUTE OF TECHNOLOGY

*In April 2018, the Center for 21st-Century Universities' Commission on Creating the Next in Education (CNE) released *Deliberate Innovation, Lifetime Education*, a report that explores the future of higher education. Using the year 2040 as a long-term vantage point, *Deliberate Innovation* makes recommendations on alternative educational models to reduce costs, improve the effectiveness of current methodologies, and increase opportunities to serve the needs of the next generation of learners. In this interview, Rich DeMillo, who co-chaired the Commission on Creating the Next in Education, discusses the future of higher education, and points to why institutions need to expand the scope of their strategic planning initiatives to meet the challenges of a rapidly changing industry.*

The EvoLLLution (Evo): Why is it important to envision a new future for higher education?

Rich DeMillo (RD): Typically, universities and colleges plan on a five- or ten-year basis, analyzing contemporary forces causing industry change to anticipate what the impact of those changes will be on the college ten years in the future. This allows us to make strategic investments to meet anticipated challenges.

The nature of students is changing. The nature of the workplace is changing. The science of learning and teaching is changing. Fundamentally, society is changing at an unprecedented rate. It's hard to know what effect those changes are going to have beyond our usual ten-year planning cycle.

A few years ago, we realized that unless we started to have those conversations about what the world and our industry will look like in 2040, we were not going to be able to give our successors a set

of investments that were going to carry them into the future.

Evo: What does the more lifelong vision for education shared in *Deliberate Innovation, Lifetime Education* mean for the structure of the education ecosystem and the place of postsecondary institutions?

RD: When we were conducting research for our report, we were told by specialists that the K–12 view of the world is shrinking: in the future, primary and secondary education will be a matter of kindergarten through 10th grade. What we used to think of as the gap between high school readiness and the freshman experience is being replaced by something else. We're not quite sure what to call it, but there's a steady reach of higher education into secondary schools: we can see it in advanced placement exams and international baccalaureate programs. That's going to continue. As we began to think about that, the idea that there were natural boundaries between the spheres of education became far

less relevant. We now know that we are going to have to engage learners much earlier, and engaging early learners is very different from engaging 18-year-old high school graduates.

At the same time, there's a reach towards older learners. There's a lot of data that backs up the idea that learners will be engaging with the university past 24 years old; at Georgia Tech, we've seen that in the growth of our online master's programs. We have to think about erasing barriers on the older side, too.

We anticipate that future learners are not necessarily going to be looking for degrees.

We know that Georgia Tech graduates are entering industries where the pace of change is accelerating. In our report, we call this the churn of knowledge. Georgia Tech is good at giving people skillsets, but we're not terribly adept at giving them skills to adapt to changing work environments. What do they need to know when the fundamentals of their industry shift out from underneath them? We understand undergraduate education, but we have to learn more about other two bookends: the younger learner and the older learner. That's where we have make investments if we're going to be successful in the future.

Evo: Continuing Education serves as the entry point for both older and younger audiences, but it's a very small doorway into a very large institution. Are you envisioning that the institution itself will start to serve these audiences directly rather than through CE?

RD: We anticipate that future learners are not necessarily going to be looking for degrees. They're going to be looking at higher education as a lifelong partner as they go from point A to point B. Young professionals aren't finding homes in large corporations but at desks in co-working spaces, and they need education to make the next step in their careers.

At the younger extreme, the world is very complex. A high school sophomore is already confronted with so many more choices than we had at their age. Who is going to be their trusted advisor to help them navigate all of their options? Managing that complexity is beyond what the current system of higher education can handle. We envision that higher education will bear a responsibility for supporting that population of learners throughout their educational journey.

Evo: When you're looking at this vision of the future institution—one that's focused on globally understandable outcomes and lifelong engagement with learners—how do you expect to see the traditional, four-year postsecondary experience evolve?

RD: For the last 150 years, higher education has focused all of its attention on delivering quality educational experiences to 18- to 22-year-olds, but that is a shrinking population. The demographics simply don't favor a continued focus on high school graduates. Fewer and fewer of them are choosing to pursue higher education.

That said, there's a great unmet need for higher ed outside of the traditional population. When we launched Georgia Tech's Online Master of Science in Computer Science, we were surprised to find that most of the people enrolling didn't currently have access to quality graduate education in computer science. They were working 30-year-olds with families in California. They didn't have the ability to sell the house and pack up the kids to go to Berkeley for two years to earn a master's degree. That entire population of unserved—not underserved, but unserved—educational consumers hit us like a ton of bricks. It really was a driving force behind why we started looking at how we might package new educational products.

Evo: What are a few critical steps that higher ed administrators need to take in order to prepare institutions for this new vision of lifelong postsecondary education?

RD: First, we need to help learners cope with the complexity of choices that they're going to face. While we do have college advisors on campus, they don't play a strategic role; they help students with course selection, but they don't have the tools to help them navigate broader educational choices. We wanted to investigate how technology can help us scale personalized consultation, advising and counseling services. As we move into K-12, more and more learners will be looking for that kind of trusted advice.

Second, we must invest in the technology needed to make that happen. At Georgia Tech, we've made a big investment in artificial intelligence and data analytics for personalizing services, and we decided to turn some of that expertise loose on the problem of personalization at scale for the numbers of people that we will be serving over the next 20 years. That layer of research has been very important.

Third, it's critical we maintain personal connections. We realized early on that there's a danger in losing the personal contact that students have with their institutions if we try to do everything through technology. That said, Georgia Tech's students will be coming from all over the world, in the future. We had to rethink

how to provide face-to-face, person-to-person contact between the institution and its students, regardless of where they're located. What services should be available to students around the world, and what will the business model be for delivering them? We're not exactly sure yet, as we're in the very early design stages, but we know it will not look like a vertically integrated campus. It will be much more organically embedded in global communities, and attuned to the needs of the people who are attending Georgia Tech.

Evo: How do employer and government approaches to higher education need to evolve to facilitate that shift in what students are looking for and what institutions are capable of delivering?

RD: It's always a delicate dance, and one of the things that we have to work out is how to marry employers' expectations with what we think their needs are going to be. I've written extensively on the need for universities to equip students with marketable skills, and institutions like Georgia Tech do a very good job of doing so, but we're also hearing a lot about "21st-century" skills: equipping students with the kind of adaptability that's going to prepare them to handle changes in judgment, changes in how people view teamwork and leadership. These are the types of things that employers are asking for. We can't develop courses to teach those skills. Those aren't degrees. Those are immersive experiences that develop the kinds of skills that employers are telling us are going to matter. It makes sense to provide students with the skills to adapt to change after they graduate.

Evo: From a government perspective, how do approaches to tuition assistance and financial aid need to evolve to make sure that learners have access to affordable programs that are recognized by stringent quality control standards?

RD: First off, the trend towards MOOCs will continue moving forward. That means there will be a free component to education that doesn't put a burden on the institutions that offer it but broadens their reach to anyone who has access to a computer.

Beyond that, the productivity increases that you get by using technology actually brings down costs for everyone. If we can efficiently provide students with coding skills, for example, and use the cost savings from that part of the curriculum to provide 21st-century training in leadership, that's a good investment for us. Don't think about it as adding something that's costly to an already costly model: think about shifting resources and focusing them on places that are going to matter most.

We're not focused on tuition, necessarily. We're focused on tiers of services that will be available at all kinds of price points for all kinds

of people. We know, for example, that there's a market out there for a \$6,000 master's degree in computer science. We also know that there are sub-components within that program that students who aren't enrolled in the master's program want to access. Every time we unbundle a set of services that we normally think of as a single product and break it into component parts that people can pick and choose from, it positively affects affordability.

Finally, the marketplace will determine the quality of educational products, rather than third-party accreditors. This will have some real cost advantages.

Evo: Is there anything else you'd like to add about how higher education is going to evolve over the next 20 years?

RD: We spent a lot of time thinking about how to transform the mindset of institutional leaders and faculty members to make this vision a reality, and we've chosen the term "deliberate innovation" to capture it. At a research university like Georgia Tech, people think very hard about how to structure their research programs to anticipate future needs, but they spend relatively little time thinking about how to innovate on the academic front. We want to create an immersive culture where all of the incentives and all the rewards flow to individual institutional leaders and faculty members who are consciously rethinking how to deliver education. This idea of deliberate innovation comes from a branch of organizational psychology that has done fairly deep thinking about anticipating needs in order to keep ahead of rapidly changing environments. We didn't invent the concept, but we're applying it where it has never been applied before, which is to education itself.

This interview has been edited for length and clarity.



NEW AND INNOVATIVE MARKET OPPORTUNITIES

Reflections on Trends and Disruptions That Can Support Higher Education's Continued Relevance

ELISA ROBYN

EXECUTIVE DIRECTOR OF ADULT OUTREACH, REGIS UNIVERSITY

LINDA LUJAN

PRESIDENT, LAMAR COMMUNITY COLLEGE

If institutions of higher education have a key role in advancing and disseminating knowledge—within the individual and within society—then these institutions exist as a public good. Yet, higher education in the United States is increasingly under attack for being elitist, expensive, irrelevant, and out of touch. While we may see ourselves as a public good and vital for the country's future, others may not.¹

As a result, we find ourselves justifying structures and practices for which we may have little evidence of effectiveness. Our own processes and traditions inhibit us from asking hard questions about who we serve, how we serve, and how well we serve. If we wish to continue to play an important transformational role for students and communities, we must adapt and change.

Unlike many other nations, America has no national system

of higher education. Each institution has a unique history, structure and customs that have been a source of pride for individual colleges and universities and often led to beliefs and behaviors steeped in tradition, not innovation or adaptability. Another source of pride is institutional autonomy, yet colleges and universities currently find themselves bound by established structures, standards and federal legislation that define such things as credit hour, academic calendars, faculty workload, financial aid, accreditation, academic majors, grant eligibility, and funding ratios. This has led to a system of higher education that, despite the claims of college marketing departments, is often more alike than different.

Another similarity is in the way we often categorize and treat students as relatively homogenous and of similar age, culture, background, preparation and needs. Yet, new contemporary students have a greater diversity of

experiences, needs, desires and dreams than ever before.² They typically have more complicated lives than students of the past, which often interferes with the traditional notion of what institutions must do to meet their needs and help them be successful.

As the student demographic shifts from the classic traditional student who is looking forward to a traditional four-year collegiate experience, to the new contemporary student who needs to save time and money while earning a credential or degree that leads to a career, higher education institutions have already had to adapt.

Structurally, there are some changes most institutions have already made as they seek to attract and retain the new contemporary student. But there are other changes looming and we can either embrace and accept them or find ourselves less and less relevant in today's market. Here are some trends the authors believe higher education should embrace, some things we need to consider, and some disruptive game changers on the horizon.

These are some things we should have already started or stopped:

1. Stop the debate regarding the validity and effectiveness of online learning. It is here to stay, and studies have demonstrated the success of the model.
2. Stop believing coursework must be delivered only in 16 weeks and 45 contact hours. Accelerated courses and competency-based outcomes enhance degree completion, meet student schedule needs, and help the contemporary student focus intensely on one topic at a time, increasing deeper learning.
3. Start offering multi-dimensional student support. Contemporary students often need to learn social/life skills they did not learn in high school or at home, as well as receive advising and academic tutoring, and personal counseling.

There are several trends every contemporary institution needs to embrace now:

1. Build interactive learning classrooms with live video

and sound systems so students from across the street or from around the world can attend class virtually. Concurrently train faculty to facilitate deep learning in these environments.

2. Build stackable credentials so that skills learned can help employability and concurrently lead to degree completion. Develop these in partnership with employers, so that outcomes match expectations and students and the people who will be hiring them are served.
3. Reinvent the core and degree plans into interdisciplinary bachelor's-plus degrees that better integrate the liberal arts with career and technical education. We continually hear from industry that students need soft skills, and yet the students with technical skills are the most employable. We need to do both.

And there are clearly bigger disruptions on the horizon. Contemporary institutions should not ignore key trends:

1. The finance model for higher education is undergoing shifts, with both government and individuals balking at the cost of supporting traditional models. NACUBO is doing research on what will be sustainable in the future.³ The authors have no preferred model, but like others, they are sounding the warning so higher education leaders start thinking differently about who is willing to pay, and for what.
2. The role of faculty is shifting.⁴ While American research is among the best in the world, researchers are not always the best teachers. Nor is tenure a guarantee of classroom quality and student learning. In more and more cases, institutions will find themselves seeking faculty who have contemporary workplace skills that can be directly shared with students versus lifetime faculty members.
3. As virtual reality technology becomes more affordable, we will see science and technical labs using holograms, gaming systems and augmented reality, which could open the academy to a more diverse student body and provide richer learning experiences.⁵ This will ultimately save time and money for both the institution

and the student.

Finally, we have two wild predictions that could be game changers. First, contemporary colleges will augment the 120 credit-hour model with variable degrees an adult can complete in less time and for less money. There are currently graduate degrees that do not require a completed bachelor's, only a demonstration of competencies. Anglo American University in Prague has a 90-credits BA, and is accredited by WASC and has current MOU agreements with several California Community Colleges. The authors have discussed a plan for a 60+60 degree that takes a student through an AA or AS directly into a competency-based MA program, all of which would be completed in 120 credits. The structure of higher education will be fundamentally changed if discrete credit hours no longer serve as the measure of degree levels.

Second, imagine the day that Amazon partners with Credly (digital badges) and colleges to build coursework that is available to students on demand at an affordable price. Any student could build a schedule based on her needs. The badges would inform employers the student is gaining skills, be bundled into a degree awarded by an accredited higher education credit consolidator, and have no geographic boundaries. Even traditional students might prefer to build their schedule this way.

The world is changing, and higher education must change with it. In a world built on the increasing speed of technology and distribution of information, as well as personal choice, it is time to become contemporary institutions in order to serve the new contemporary student.

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Chapter 2

The Evolving Expectations (and Demographics) of Non-Traditional Students



INFRASTRUCTURE

Leveraging Technology to Simplify the Back-End and Improve the Front-End

PATTY MACIEL

BUSINESS ANALYST, UC BERKELEY EXTENSION

REBECCA ROOS

BUSINESS SYSTEMS ANALYST, UC BERKELEY EXTENSION

ROBIN SEASE

BUSINESS ANALYST, UC BERKELEY EXTENSION

The expectations on colleges and universities today are different than they used to be. Traditionally, postsecondary institutions were responsible for ensuring programming was high quality. Eventually, there were expectations for greater flexibility. Then, for new modalities. Then, for specific outcomes. Today, postsecondary institutions—and especially divisions that serve non-traditional students—must meet all these expectations while also delivering a customer experience that matches what individuals are used to receiving from companies like Amazon.

Bringing in technological tools and systems to address this gap is becoming increasingly common and, at UC Berkeley Extension (UCBX), they turned to the Destiny One Customer Lifecycle Management (CLM) system. In this interview, Patty Maciel, Rebecca Roos and Robin Sease discuss the impact Destiny One has had on operations, staff workloads and the student experience at UCBX.

The EvoLLLution (Evo): How is the new CLM impacting the management structure of UCBX?

Rebecca Roos (RR): I was a program coordinator at the time that we started using Destiny One so I was pretty heavily impacted by that change. Destiny One shifted the whole course- and term-planning process. The system we were using was really outdated, and Destiny One gave us a

lot more options.

Just having the course level and housing all of the sections was a really interesting feature. Having every class offering as a separate instance, for example, is one way that Destiny One helped us get more organized with our course planning.

Patty Maciel (PM): The systems that we were using before were very compartmentalized and departmentalized, so they wouldn't speak to each other. Destiny One is more cohesive—it's more of a Swiss Army knife that all of Extension can use. Additionally, the different parts of the system speak to each other within the CLM, making collaboration much easier.

Robin Sease (RS): When we brought on Destiny One I worked in the Online Learning Department, which was separate from the rest of Extension. We had our own student information system, but we also used the SIS and registration system that Extension used. The implementation of Destiny One allowed us to incorporate and embed the online courses into each of the departments and their corresponding academic unit course load. This allowed each division to manage their own online offerings rather than having an additional Online Learning division working parallel to everyone else.

Before Destiny One, we didn't have any student portals. Students didn't have any place to visit apart from a bulk-standard website so having the ability to see all of their courses is huge for our student population.

I then joined the Information Systems (IS) team, and one of the first things I did in IS was help decommission a number of different applications as we moved people onto Destiny One. We were able to decommission at least a hundred different applications, shadow systems and processes as Extension moved fully onto Destiny One.

Additionally, because the online courses were being embedded into their respective academic units—rather than managed separately—it became easier for units to coordinate how many sections they were running and where their students were coming from.

Evo: How is the new system changing the way you work at UCBX?

RR: Information is a lot more organized and easier for staff to find. If someone had to jump in on something they weren't previously working on, it became a lot easier for them to find critical information they needed and get up to speed in Destiny One than it previously was. That helps us support our students and our instructors.

RS: After moving over to Destiny One we had a web catalogue that was produced by Destiny One, with all the content already in it rather than having to be manually transcribed from one system into the marketing material. We eventually moved away from having a paper catalogue and began spending more money on advertising that brought people to the website itself. That was a huge process change for us that was enabled because of the move to Destiny One.

Evo: What impact has this growth had on revenue and enrollments?

PM: Enrollments are definitely increasing due to the retention of existing students.

Before Destiny One, we didn't have any student portals. Students didn't have any place to visit apart from a bulk-standard website so having the ability to see all of their courses, see other course offerings, see any advertisement for anything else that they could possibly be interested in is huge for our student population.

RS: Part of the problem we had with re-enrollment in the past was that we couldn't track it. Now we can track it.

PM: We couldn't track re-enrollments because we did not have unique student identifiers.

RS: Our ancient system was a transactional system, so each time a student enrolled they created a new entry in the system. They didn't really have an account, they just provided whatever information about themselves that they wanted to in order to register for the offering.

There was no transcript compilation either, so if a student asked for a transcript the staff had to find all of the student's entries—which were potentially under different names, different addresses—and manually create a transcript.

With the Student Portal, we significantly improved our student experience and that has made a difference for re-enrollment.

PM: That jumps back to the initial question around how the system is changing the way we work. Obviously, the staff experience is very different now compared to before, because with Destiny One staff just go into the system and look for a student, as opposed to going back and looking for 16 entries for the same student.

Evo: Which reports and data are most helpful to you?

RR: When I was a program coordinator I used the enrollment count report to keep an eye on each term's enrollments. Since classes don't all start at the beginning of the semester, but throughout the term, it's critical that we monitor enrollment numbers daily.

We were looking for low enrollments, for possible cancellations, or looking for classes that were full to manage those numbers. Perhaps classes that were so large that they might not fit in the classroom that they were originally scheduled in.

RS: We also run a section schedule summary report every day in order to make a print out for students to know which classes are going on that day.

Additionally, by moving instructor payroll to the new system, they can cut a whole number of processes because now the instructor payroll staff can simply run their different reports. They run one that we created specifically for our continuing enrollment courses to pay instructors as soon as all their students have been graded. Now we're no longer at risk of staff missing something, resulting in late payments.

Evo: What is an example of a major shift that could be facilitated by data-driven intelligence?

RS: One of the hopes is that our data analysts will find that we're over-offering courses—that we offer a particular course every single term and it really is mostly just popular in one term, and if we moved it into just the fall term then we would have a larger set of students applying to that

particular time slot.

PM: A major challenge with over-offering courses is in classroom usage. By offering a course every term, we wind up with courses that have maybe 5 to 8 students in them, and they're taking up classroom space that could've been used for larger courses.

It means small classes won't take up large classrooms, and large classes will have the space available to offer more sections. The physical limitations of what our inventory of classrooms looks like really does have an impact on how many classes we can offer.

Evo: Where has Destiny One had the most significant impact on the work you do at UCBX?

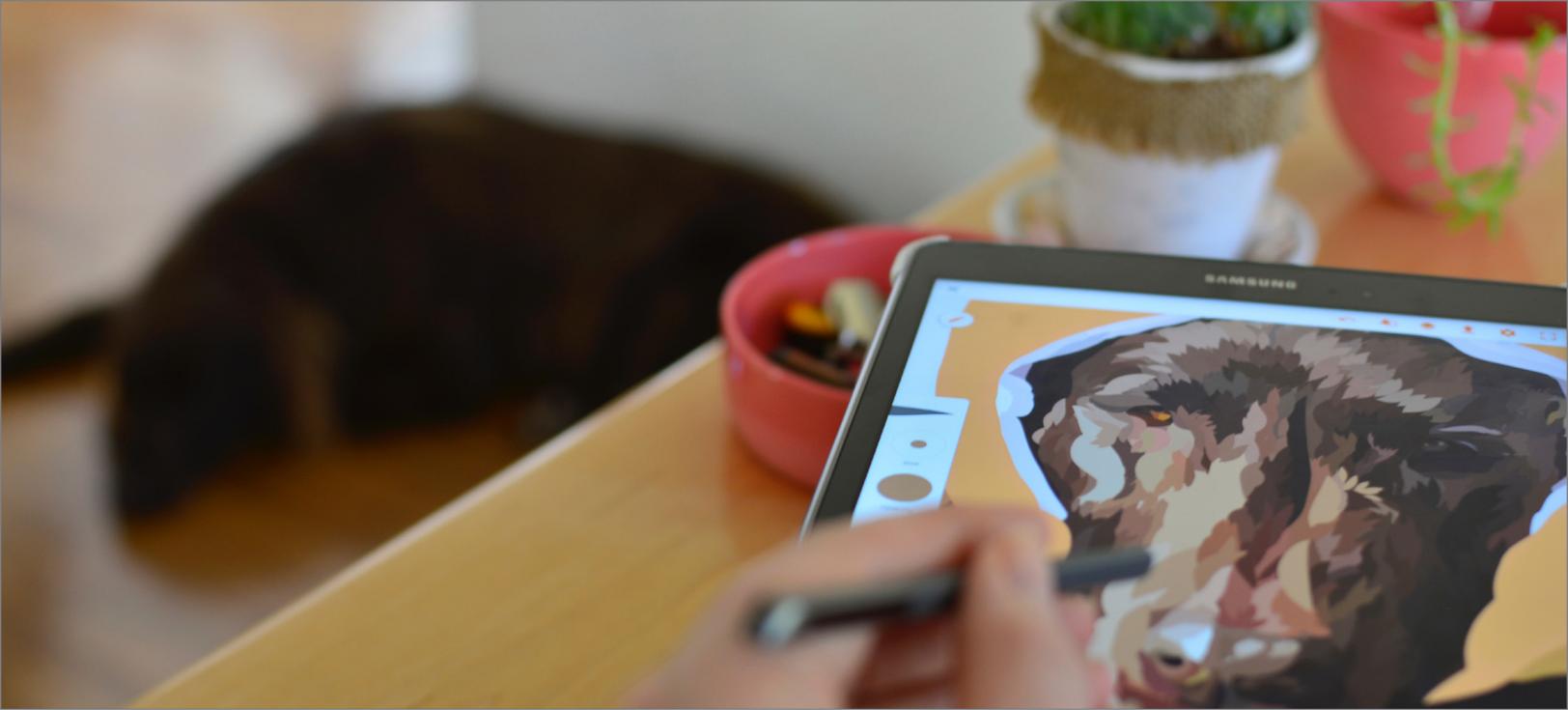
RR: From my program coordinator days, I was the most excited about the fact that students would be able to see their own grades online. They aren't calling us asking when they are going to get their grades in the mail anymore.

RS: I think my favourite thing is that it has allowed us to automate a lot of things that we used to do manually or on paper. For example, allowing students to use discounts when enrolling online or enforcing that only certain students can enroll in a class—things of that nature.

PM: Enrollment restrictions, the use of the portal—there are so many things that Destiny One has provided to improve our student experience, I can't rave enough about.

I also see how everything is intertwined with each other from module to module. The Destiny One environment is really well connected and simply structured, and it makes a big difference.

This interview has been edited for length and clarity.



TECH TOOLS AND RESOURCES

How a Great Back End Impacts the Student Experience at an Arts School

LISA BARR

DIRECTOR OF PROJECT DEVELOPMENT IN THE OFFICE OF GLOBAL INITIATIVES AND EXTENDED STUDIES, CALIFORNIA INSTITUTE OF THE ARTS

HILARY DARLING

DIRECTOR OF THE SUMMER INSTITUTE, CALIFORNIA INSTITUTE OF THE ARTS

JEN HUTTON

PROJECT DIRECTOR OF ONLINE EDUCATION AND RESEARCH, CALIFORNIA INSTITUTE OF THE ARTS

MARY MOYLAN

ADMINISTRATIVE ASSISTANT IN THE OFFICE OF GLOBAL INITIATIVES, CALIFORNIA INSTITUTE OF THE ARTS

Even at a world-famous institution like CalArts, delivering a great student experience is critical for student satisfaction and success. For CalArts' Extended Studies division, the design of their back-end infrastructure made the delivery of such an experience difficult to achieve. Navigating their complex environment and managing a number of manual processes was hard work for everyone involved, but a new Customer Lifecycle Management (CLM) system helped right the ship. In this interview, the leadership team from CalArts Extended Studies reflect on some of the challenges the Destiny One CLM software platform helped them to address, and discussed some of the benefits of their new infrastructure.

The EvoLLLution (Evo): What makes Extended Studies at a school of art different than the more traditional offerings of continuing and extended education divisions at other institutions?

Hilary Darling (HD): When I think of people trying to

access education through an Extended Studies school, I think of more practical, textbook or skill-based classes and programs. What's unique about what CalArts is offering through Extended Studies is that we're offering something that is a luxury item.

I know that people can use their arts skills and their art practice for practical purposes, but really a lot of people look at art school extended studies as a nonessential item. As such, we have to focus on making it the most unique and inspiring creative education experience we can.

Evo: What kinds of demographics make up the students who are enrolling in Extended Studies programming?

Lisa Barr (LB): Currently we have pre-college students who are interested in applying to art schools and developing their portfolios. We also have college-level students who are at colleges elsewhere, maybe pursuing degrees in liberal arts or science, but they want some art classes. We've found they're interested, in particular, in animation.

HD: One of the things we found this last year in our animation residency is a really high percentage of applicants who were coming from other arts colleges. They're studying animation, and what you need to know in a CG-based animation program. What these students were coming to us for was an infusion of hand-drawn animation and design skills, which they don't necessarily get at their school. It's not even a matter of better or worse or wanting to transfer. It's an opportunity to infuse their goals and their missions with a little bit of the CalArts style.

LB: We also have international students coming in, through a partnership program we established with Hongik University in Korea. Students come to our campus for a month for intensive classes in graphic design.

Another area we serve is professional training programs for outside animation companies.

HD: Additionally, we have a very small amount of matriculated CalArts students that, whether they're behind or trying to work ahead, are taking some classes in the summer.

Evo: What are a few of the most significant challenges you face as an extended education division creating programming targeted at a very specific demographic of students?

HD: One of the issues I grapple with, as the Director of Summer Institute, is that our audience sees Extended Studies as a more economical way of accessing education. The fact of the matter is that delivering art programs—whether it's in a four-year matriculated degree program or whether it's a four-week immersive residency—is expensive, because it's high touch and often based on studio work and a workshop environment.

We bring tremendous value to our learners in connecting them to industry professionals and the skills they need to grow professionally.

People think they're accessing a discounted CalArts through Extended Studies but that's not necessarily the case. Some of our programs do have credits attached and there's value in that but we grapple with trying to create low-cost models that have the same high quality. We also bring tremendous value to our learners in connecting them to industry professionals and the skills they need to grow professionally.

LB: CalArts is a unique and storied brand. As a separate entity from the main campus, one of the other things that is challenging to us is branding. We're a separate entity from the main campus at CalArts, which strictly offers residential matriculated degree programs. We face the challenge—both internally and externally—of explaining what we do and who our target audience is.

Evo: Before implementing your new CLM, you were reliant on the main campus system and had to engage in a number of manual “paper-and-pen” processes to make ends meet. How did this infrastructure exacerbate the challenges you were facing?

LB: We were able to use the main campus system only to a certain point. It became apparent that we couldn't grow anymore. We really couldn't expand our offerings because the way we were doing things wasn't sustainable or user friendly. We recognized that our audience, which is not

the four-year matriculated degree audience, really wanted more of a shopping cart experience, wanted a quick and easy way to make the transaction. In addition, there was no way to scale.

HD: Using the systems we had in place for the main campus enrollment was fine if you're just signing up for your entire year at once and paying. However, if we needed the student to submit an application to be considered for our program as an Extended Studies student, it was a seven-step process.

One of the things that we like about Destiny is the ability to control the look and feel of our outwardly-facing site.

The systems that we put together took a huge amount of time just to process enrollments. The lag-time may have caused students to consider other options outside of CalArts. Why would you want to sign up for a technology-based class at an institution that could not manage to sell a class in one fell swoop? It's not a good sign. People would get frustrated and I understand why they would get frustrated. I could be buying a book online right now while we're talking and that's how easy it has to be to sell our classes. It's not even just the ridiculousness of the processes we had before.

Additionally, if we wanted to scale up we couldn't because there was no way I could process more students at a faster rate. The drain our processes were putting on our registrar's office was problematic, and was taking their energy away from serving the matriculated students. We needed something that would allow us to help our students and help them.

Evo: What were some of the key functions you were looking for in a new system?

LB: One of the things that we like about Destiny is the ability to control the look and feel of our outwardly-facing site. The back end was important, but the fact that we could, out of the box, create something that was visually

pleasing and easily understood was a huge benefit.

HD: It was really important that people come to our website and see something that looks good because of the nature of what we're selling.

The old system was labor intensive and time consuming. Having done all this really laborious processing of students, one thing that I found frustrating with our old system was having to have go through all these gatekeepers to do what we needed to do. They tried really hard to help our office, but the fact of the matter is they had other work that they had to get done before us, so oftentimes we would end up waiting.

I wanted a product that would enable us to have the power to do things for ourselves, to be a self-service registration and payment system. It was very clear in conversations with our registrar that our information couldn't just live on our system, it had to be able to speak to the main campus's information system, so that was also really important.

We also needed a system that had the ability to accept application fees and portfolio submissions. When you're selling an art experience to someone, you don't want someone to come in who's going to fail in the class—you want them to succeed. It was really important that our new system could process applications and portfolio submissions.

Mary Moylan (MM): I was fairly new to the department when this process began. When I started, Jen, Hilary and Lisa were working on a wish list of what they were looking for in a product. For the most part, the Destiny One out-of-the-box product had pretty much everything they were looking for.

Evo: How does the Destiny One CLM ameliorate some of the issues you experienced working with the main campus?

Jennifer Hutton (JH): We now have access to data at our fingertips, whereas before it was usually only available through a request—we would have to request certain reports, or the data was delivered in a way that wasn't useful to us or made it very difficult to migrate it into the

forms that we needed.

Now, we have complete control over our student records within the system.

HD: If you could see the look on one of our Associate Registrar's face when she realized that so much of what we were asking her to do before, we were going to be able to do ourselves. She had the biggest, most wonderful smile on her face.

LB: Additionally, our schedule doesn't necessarily align with the academic calendar, the schedule of the registrar's office, or the schedule of the accounting offices. Being autonomous in this way takes a huge burden off of them.

HD: To that point, one of the crunch times for us is in spring when our graduation for the matriculated students is coming up. Under the old model, people were scrambling to make sure their transcripts were in order and that they had the credits they needed to graduate or advance.

I don't mean to imply we do everything last minute, but it's a rushed time at the registrar's office because they're processing grades for people who are graduating and making sure everyone's academic progress is in order. That was happening right when I needed my summer students to complete their registration and payment. This created a bit of a registration bottleneck in that office, because they don't have infinite time to do everything.

This way we can avoid burdening them, and we also don't have to compromise our deadlines based on their workflow.

Evo: How will the new CLM help to improve back-end efficiency and the student experience?

LB: Like in many institutions, Extended Studies here at CalArts is a place where you can experiment with new programs much more easily than you can with the degree programs. There's a nimbleness and flexibility that's required in order to be able to turn programs around or pilot programs quickly and effectively and efficiently. Destiny allows us the ability to do that.

We can build a class, set it up and mobilize it very quickly,

whereas in the past we hadn't been able to do that. It allows us that autonomy to be able to test things quickly.

JH: From the student perspective, there are major benefits. We're working with a group of students who, prior to this, did not have access to their grades or have an understanding of what their course schedule was. Now they have a portal where they can log in and have control over that information.

LB: The data Destiny One houses is key to us being able to make decisions. Prior to this, we haven't had ready access to our own data.

Additionally, with the flexibility of the system we now have a place where we can really point our marketing towards. Whereas before we were buried in the main campus website, now we have user-friendly URLs that we can push out to market new programs.

HD: We just went through our first significant enrollment cycle. We're still learning how to use this tool, but what I see is this bright horizon in front of me where I'm freed up from managing enrollments in a really tedious way to really being able to focus on programs.

This interview has been edited for length and clarity.



TODAY'S LEARNER

Supporting Post-Traditional Students Drives Broad and Significant Benefits

LOUIS SOARES

CHIEF LEARNING AND INNOVATION OFFICER,
AMERICAN COUNCIL ON EDUCATION

JONATHAN GAGLIARDI

ASSISTANT VICE PRESIDENT OF STRATEGY, POLICY AND ANALYTICS,
LEHMAN COLLEGE

Calls for change are familiar to many of us in the higher education community, and in recent years they have grown louder. Government, members of the media, employers, and most importantly, the public, have settled on the notion that a college education lacks value. However, we know that is not the case, particularly for those who earn a credential. Unfortunately, not everyone earns a degree, and for those who don't, all bets are off.

This is important to note because the U.S. population continues to age and diversify, while at the same time knowledge acquisition and learning have become anchors of the contemporary world. As these trends accelerate, helping older and more diverse Americans earn a college credential has become more important than ever. But helping them do so has proven challenging for a number of reasons, and the reality is that these student populations have yet to see improved outcomes on a large scale.

ACE has a long history working with both non-traditional learners and the higher education institutions that serve them. We review military and corporate training to recommend college credit, provide technical assistance to universities on how to better serve non-traditional students, and are moving into providing digital badges for reviewed training.

Our Center for Policy Research and Strategy (CPRS) is also involved—in 2013, CPRS released *Post-Traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders*, which highlighted the importance of helping these individuals succeed in today's economy. As manifestos do, it provides a broad scan of available data on non-traditional learners and innovative analytical tools with which to explore old challenges, and offers principles for designing new education models. It was a first step in making the higher education community more aware of the current nature of the undergraduate student

body.

To further that awareness, CPRS analyzed data from the National Postsecondary Student Aid Study 2011-12 to better understand the disconnect between the historically held beliefs about exactly who today's undergraduates are. That analysis, *The Post-Traditional Learners Manifesto Revisited*, revealed that nearly 60 percent (13.3 million) of all undergraduate students (23.1 million) were post-traditional, meaning they were older than 24, worked full time, were financially independent, or were a current, former, or spouse of a member in the military.

What Do We Know About These Post-Traditional Learners?

They have different backgrounds

The demographic profile of post-traditional learners differed from other undergraduate students. Nearly half (48 percent) had dependents, and more than a quarter (26 percent) were single parents. Post-traditional learners were more likely to be women (60 percent) than other students (53 percent). This new majority of undergraduates were also more likely than their peers to be people of color (44 percent vs. 39 percent).

Post-traditional learners sought different credentials

The data from NPSAS:12 also revealed that post-traditional learners sought out different credentials more often than other undergraduates. They were more than twice as likely to be enrolled in a certificate program (11 percent) in comparison to other undergraduates (4 percent). Half of all post-traditional learners were enrolled in an associate degree program, which was 18 percent higher than other students (32 percent). They were less likely to be enrolled in a bachelor's degree program (35 percent) in comparison to other students (62 percent).

Post-traditional learners engaged in higher education in a distinctive fashion

The distinct identities and experiences of post-traditional learners appears to shape how they go to college in unique ways. Post-traditional learners were 18 percent more likely than other students to attend two-year institutions (53

percent vs. 35 percent). Additionally, they were six times more likely to attend for-profit, four-year institutions than their other undergraduates (13 percent vs. 2 percent). Post-traditional learners were less likely to attend college exclusively, full time, when compared to other students (41 percent vs. 64 percent), and were eleven times less likely to live on campus than other students (2 percent vs. 26 percent).

Post-traditional learners were more likely to return for another credential

Greater work intensity, dependent care, and other important life roles also seem to impact the nature of the credentials post-traditional learners sought. Post-traditional learners were four times more likely to have previously earned a certificate or degree than their traditional counterparts (41 percent vs. 10 percent). The need to juggle a host of responsibilities could increase the appeal of shorter-cycle credentials to post-traditional learners who, simply put, may not prefer to—or be able to—make the time commitment to longer-cycle degrees and credentials, even if the long-term benefits are greater.

There are many more post-traditional learners out there

Based on our most recent estimates of data from the U.S. Census Bureau's 2016 Current Population Survey, there are more than 36 million adult Americans with some college but no degree. Four out of five of these adults attended college for one year or more. That boils down to 31 million Americans who are right at the doorstep of earning a credential.

This is important to note given the acceleration of economic changes in the aftermath of the Great Recession. More jobs require the ability to create knowledge, think critically, and communicate effectively; skills that a college education—regardless of major—is designed to provide. Many jobs that don't are being phased out or automated. In fact, during the Great Recession, these types of jobs were hit the hardest and have yet to recover, and many now expect these positions to never return to pre-recession levels, let alone levels that kept the majority of Americans working and thriving in previous generations. If these trends continue, these post-traditional learners will need to return to college in order to upskill and retool. Policymakers and campuses

leaders will need to improve their ability to help them do so, which requires a deeper understanding of how they prefer to learn.

How Can We Help Post-Traditional Learners?

The analysis revealed patterns that have major implications for how post-traditional students engage in learning, and for how policymakers and campus leaders design policies, programs, and services that meet their needs. Post-traditional learners need academic programs that are stackable and which offer more structured entry and exit points to and from employment. Many would benefit from flexible learning models that give credit for applied and experiential learning, and which focus less on traditional measures of seat time. Better articulation agreements across campuses and within systems could help hedge against the potential for credit-loss that occurs in the transfer process. Services that make it easier for them to be parents, soldiers, full-time employees, and students could also help post-traditional learners integrate work, life and school.

Each of these suggestions would require institutions to make better use of data. This includes building on ongoing improvements to the Integrated Postsecondary Education Data System (IPEDS) that allow us to better identify, understand and track the college-going patterns of these students. Many would benefit from tapping into the growing capabilities of State Longitudinal Data Systems to better understand the relationship between post-traditional learners' learning journeys and outcomes.

How Do You Align the Public Policy with the Needs of Post-Traditional Learners?

Federal policies also could be altered to better align with the needs of post-traditional learners. For some students, the prospect of financing college can be overwhelming. Policymakers should continue to invest in federal financial aid programs, particularly Pell Grants, in ways that ensure affordability.

Pell Grants help over 7.5 million students continue their education after high school, the vast majority of whom come from families making \$40,000 or less. But the program faces potential problems this year in both the House and Senate. While the bill approved by the Senate

Appropriations Committee for FY 2018 would increase the maximum Pell Grant award from \$5,920 to \$6,020, it also proposes rescinding \$2.6 billion from Pell Grant reserve funds. The House budget resolution for FY 2018 proposes a cut of nearly \$3.3 billion from the surplus, and the Trump administration's budget for FY 2018 proposes a \$3.9 billion cut. Taking funds from the reserves could put the future of the program at risk and harm students down the road—the students most in need.

The Federal Work-Study (FWS) program offers up yet another opportunity to better map public policy to the needs of post-traditional learners. This program fares slightly better under funding proposals for FY 2018: The Senate is proposing a slight increase, while the House would level fund it from 2017. The Trump budget proposed stripping FWS of nearly half of its funding.

Finally, while unemployment insurance (UI) policies offer some assistance in pursuing a postsecondary education, they tend to focus on a narrow selection of shorter-term programs. It has been shown that many of these shorter-term programs available through UI do not insulate students from future unemployment and can lead to lower long-term wage potentials. They should be refashioned to help post-traditional learners invest in credentials that offer greater value.

A Formula for Institutional Sustainability and Economic Prosperity

Helping post-traditional learners earn a degree also helps society. The benefits are manifold, and include higher tax revenues, greater civic engagement, and less reliance on public assistance. Institutions also stand to gain from making post-traditional learners a focal point, particularly as the number of high school graduates plateaus over the next two decades and once reliable sources of funding (e.g., state funding) grow more volatile. These forces will undermine the viability of many colleges and universities unless their leaders begin to think more entrepreneurially.

Many presidents see the success of post-traditional learners as an institutional imperative and a sustainability strategy. Simply put, serving the needs of America's post-traditional learners is a win-win proposition.



TEACHING AND LEARNING

Stop Talking and Start Doing: How to Deliver 21st-Century Student Engagement and Education

MICHELLE R. WEISE

CHIEF INNOVATION OFFICER AND SENIOR VICE PRESIDENT OF WORKFORCE STRATEGIES, STRADA EDUCATION NETWORK

It's interesting to see the evolution of the conversation within education reform circles. The "college for all" access agenda seems to have had its day. Getting *in* is no longer enough; many are recognizing the need to get better at the *through* and *out* parts, as well.

At the Strada Education Network, a national nonprofit that invests in higher education, we've made our mission "Completion with a Purpose." We believe in focusing on outcomes and educational well being, ensuring that all students have the opportunity to make it *in*, *through* and *out*, to achieve meaningful careers and lives.

It's what motivated us to create the nation's largest database of consumer insights on postsecondary education. For the past two years, we've interviewed 350 Americans every day with Gallup. So far, we've heard from more than 250,000 Americans aged 18 to 65 with experiences at more than 3,000 schools and programs. Students (of all ages) tell us over and over again that their main motivation for pursuing higher education is for job and career outcomes. In their own words, more than double any other motivation, they tell us that the reason why they

enroll in higher education is to get a good job.

And yet within that same survey, only 36 percent of our currently enrolled students feel ready for the workforce.

Our students are telling us that a trajectory is not enough. We can't just promise them that in 20 years, they'll see the return on their educational investment. "Here, make one of the biggest investments of your life and just you wait and see: It'll all be great!" That's not working for our students, especially now that the cost of higher education is so high.

It used to be that, by pursuing almost any bachelor's degree program, a postsecondary credential would equate to an automatic ticket into the middle class. That was in 1970. That just isn't the case anymore. We now have 4,700 four-year degree-granting institutions that will need to differentiate themselves more obviously from one another by making something more than vague promises of future success.

Small tweaks here and there will not be enough. Booting up online programs geared toward the new traditional student—

the adult learner—or pursuing international students and creating new campuses in foreign countries will not be enough. A reimagination of something much more fundamental will need to take place.

What is required for the future is a more substantial overhaul of our curricula that might even involve dismantling the fundamental structures of a college: departments. For hundreds of years, we have artificially separated subjects from one another. Salman Khan, founder of Khan Academy, captured the arbitrary ghettoization of subjects like genetics, physics, and chemistry as separate fields in his book, *The One World Schoolhouse: Education Reimagined*, arguing: “All of these divisions limit understanding and suggest a false picture of how the universe actually works.”

As a result, students are not adept at making connections across disciplines, connecting one domain of knowledge and another. One of the most infamous examples was when a film crew asked newly minted college graduates from Harvard and MIT’s engineering programs to light a bulb with a battery and a wire. Most of them failed to turn on the light.

Stephen Kosslyn, former Dean of the Faculty of Arts and Sciences at Harvard and the creator of the curriculum at Minerva Project, often talks about this inability for students to move from near to far transfer: “Probably the single biggest challenge that you see in the science of learning is a problem transfer, by which I mean you learn something in one context, typically in a classroom, and then you fail to use it when it’s appropriate in different contexts.” All too often, students are unable to make connections between their knowledge and real-world applications.

And yet, most of the current literature on the “future of work” underscores the need for power skills, such as systems thinking, creativity, critical thinking, high emotional intelligence, communication, agility, resilience, and flexibility. Employers are looking for candidates who can respond well in highly ambiguous situations and demonstrate a strong grasp of initiative, resolve and ethical judgment. And yes, many are also looking for STEM skills.

So how exactly do we prepare the students for uncertain futures when we continue to teach in siloes? How do we build in creativity and resilience in scenarios with high ambiguity when we continue to scaffold learning in artificial ways?

We are going to have to present our students with real-world problems to solve. They’ll need to struggle with connecting

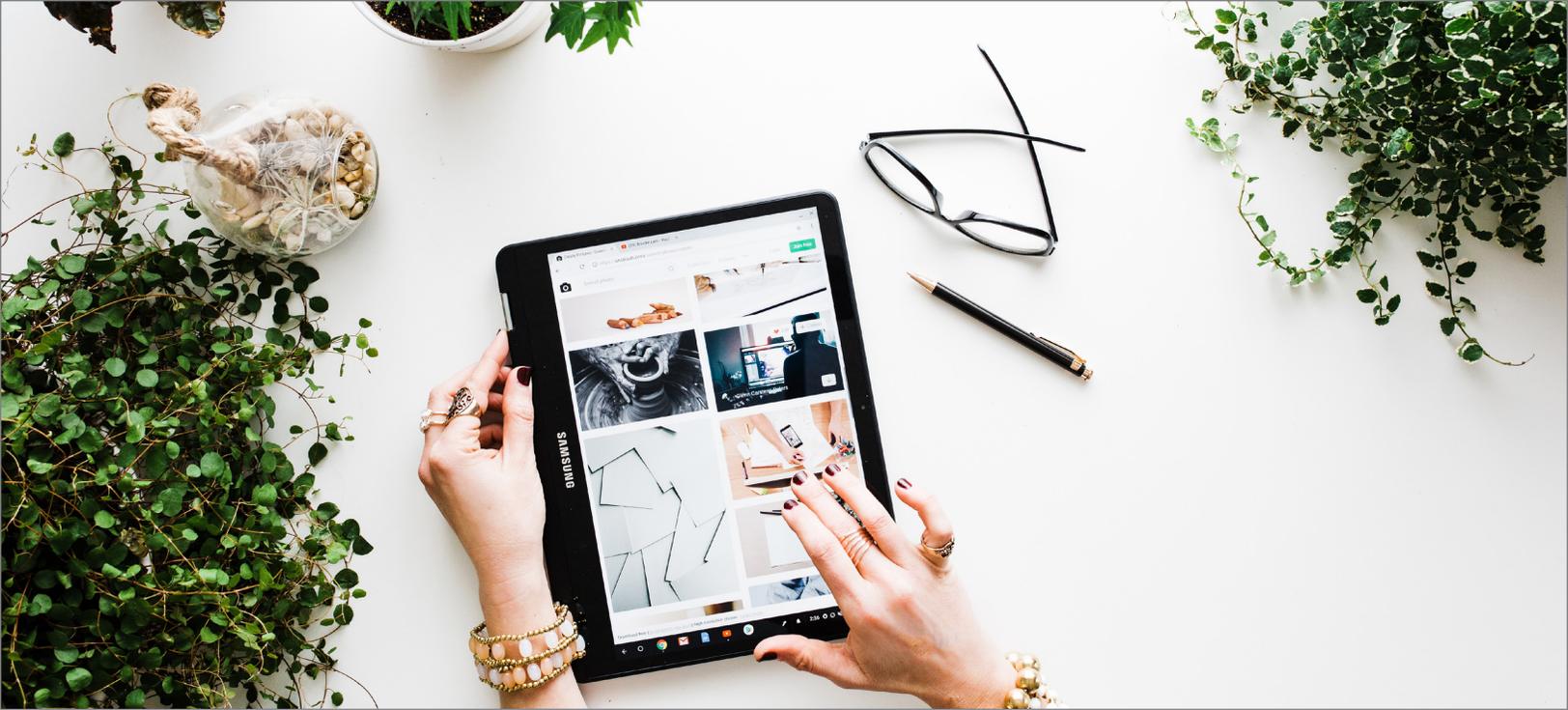
concepts across a multitude of disciplines. And in the context of that problem-based learning (PBL), they will learn—*just in time*—the kinds of theories, mathematical or other concepts needed to apply to the challenges ahead. Olin College embodies this philosophy by not housing different departments. Students and faculty engage in learning but through a blurring of boundaries that centers on problem-based learning. At times, even a single course can combine what in most universities would be three different courses into one.

This doesn’t mean, however, that the opportunity to engage in PBL is only apropos disciplines like engineering or computer science. Despite the fact that the National Academies of Engineering came up with the Grand Challenges Scholars Program in 2007 to prepare undergrads with a hands-on, interdisciplinary, research-based curriculum that encourages entrepreneurship and global, service learning, problem-based inquiry, PBL is not just for the future engineers of the world. This goes for all of the disciplines we teach on a campus or online, and there is no reason why we cannot do the same kinds of problem-based challenges in K-12 systems, as well.

Whenever we solve any problem in the world, it is and will be, by nature, transdisciplinary. As much as colleges and universities believe that they are preparing students with the skills to adapt to any conceivable situation, the underlying structures of our postsecondary system betray how siloed our efforts are. A core curriculum, distribution requirements, cross-listed courses—these are inadequate and artificial ways of creating the next generation of systems thinkers. How might we better empower our students to be more nimble agents of the future?

The world will need more agile and resilient thinkers with a serious handle of various technologies and digital literacies. Those who will be able to navigate the turbulence of the workforce of 2030 or 2040 will need new ways of learning how to connect the theory to the application of knowledge. We must do more to transform in truly radical ways what is clearly not working for our students now and will continue to not work for them in preparation for the exponential changes ahead.

Using the same methods that we used to train the clergy will not be enough. Let’s stop *talking* about how we produce critical thinkers and instead reexamine our methods and leverage the latest learning science to engage our students differently and with more impact than ever before.



TEACHING AND LEARNING

How eCommerce Best Practices Impact Student Expectations and Enrollment

JEFF FANTER

VICE PRESIDENT FOR ENROLLMENT, COMMUNICATIONS AND MARKETING MANAGEMENT, IVY TECH COMMUNITY COLLEGE

Online retailing is changing how we shop, work and interact as consumers—and higher education is not immune to its influence. In this interview, Jeff Fanter discusses how eCommerce is changing the way postsecondary institutions market, recruit and enroll students, and argues that colleges and universities must keep pace with students' changing expectations around immediacy, security and access, both within and outside the classroom.

The EvoLLLution (Evo): How are students' expectations of their college experience shaped by the experience they get from companies like Amazon and Uber?

Jeff Fanter (JF): Major eCommerce companies like Amazon and Uber provide an instant response, instant gratification and instant service mindset. Even if something doesn't arrive immediately, the consumer receives a confirmation that the product or service is on its way. This expectation of immediacy carries over into how students expect things to go when enrolling online.

I'll give you an example. We get people applying to Ivy Tech who will telephone our call center and say, "I applied. Have I been accepted?" The agent on the phone will ask, "When did you apply?" The student will respond, "Twenty minutes ago."

They're expecting to get an instant response, but there's still a process that needs to take place before they get an email saying whether or not they've been accepted.

That may sound a bit silly, but I was recently speaking at a conference where I asked the audience, "Did you go online to book a hotel room to come to this conference?" Of course, everybody raised their hand. I said, "Did you receive a booking confirmation within fifteen minutes of booking online?" Again, nearly everybody raised their hand. So, why wouldn't our students think that they should receive an instant response when they apply to college? This is particularly true in the community college setting, because so many of our learners are first-generation and they may not know that an application takes time on our end. Online companies have set this expectation, not only for higher ed but for other industries, of an immediate response, even if that response is just to say that

their information was received and they're going to hear from us soon.

This expectation also feeds into the online classroom experience. Students want instant responses from professors. They want to know that when they ask a question, it's not going into a black hole; it's reaching someone who is going to answer. I teach a class online, and often, the positive comments I receive from my students have nothing to do with my teaching—they're about my communication style. Not that I'm a poor teacher, but students really appreciate that I respond quickly to their questions, particularly when they have a short window of time to complete homework or assignments.

Evo: What are a few other key characteristics of the shopping experience provided by these kinds of eCommerce and industry leaders?

JF: The digital space gives companies the ability to truly tailor their products and services to the consumer, which is why so many of big-box department stores are shutting down. Online retailers take the information that you give them and use it to predict what products you might be looking for, or to recommend products or services you didn't know you needed through any number of channels, including emails or ads. That kind of targeted marketing is something we all can learn from, because it allows you to serve individuals on their own terms.

The online world is radically changing marketing strategies for different industries. Soon, Amazon will be telling me what my kids want for Christmas. It will package the whole list for me. I'll press one button and receive a box with all my kids' Christmas gifts. We're not too far off from that.

We are trying to use those same tactics in our digital marketing strategy. Online retailers are very good at using a customer's historic data to predict, and then feed back, what they believe he or she will be looking for next. That's something we can use in higher education.

Evo: What does it take to deliver an integrated, seamless, sensible and convenient experience in the postsecondary environment?

JF: Here at Ivy Tech, we're in the process of starting to develop our own app. While apps are not new, too many institutions see them as essentially glorified websites that take you to all the resources that already exist on the web.

Our approach is different. We're using what we know about our students to develop an app that will be of real use to them. Let's say an entry-level student comes to us to take refresher courses. Based on their prior performance we might know that they are an SAP (Satisfactory Academic Progress) student, which means they're at risk of losing their financial aid. We already have that information within our Student Information System.

There's a way to use that information to feed relevant content back to the student via an app or an automated email. We can specifically target students who fall into that SAP risk zone and feed them information about how to find out how to fill out a FAFSA PR, or about a workshop telling them how to keep themselves one step ahead of SAP-ing out. They don't need to see that information until it's relevant to them.

That's going to become increasingly important in the future: feeding people information based on what's relevant to them. We're doing this now based on what they look at, but we can start to feed them specific advertisements that relate to the content they're looking at on our website. For example, if we see from an IP address that a potential student has been to our nursing page multiple times, guess what the next digital ad they're going to see on ESPN or Disney's page is going to be? *Look how great Ivy Tech's nursing program is!*

We've got to capture that type of information and pay attention to it, because then we're making ourselves more relevant to prospective learners, as opposed to just raising our hand and saying, "Hey, we're Ivy Tech, we're here." People know we're here already. Why do they want to come through our door? Why do they need to take advantage of our services? There are ways to get the right information into the right hands. Our IT folks meet with Amazon and Google regularly to learn how we can use our data to be more proactive in reaching current and potential students.

Evo: What are the limits of the lessons that colleges can learn from companies like Amazon when it comes to delivering a great postsecondary experience?

JF: There is a fine line in digital marketing where you can go from knowing just enough information about a customer to knowing too much, and it can make people very reserved about the information that they share. When you get over-the-top aggressive and begin over-communicating with potential or current students, it can quickly become bothersome. When you reach that point, the student cuts off the channel that we've spent all this time trying to build.

We've all experienced it, where people have concerns about the security of their information because the marketing gets too targeted. Quite frankly, it can get almost creepy. People begin to say, "You know too much about me, so now I'm not going to share my information with you." It's a balancing act, and we have to learn how to hit that balance.

Evo: How important is data security from a marketing perspective? How important is it to be able to say your institution can protect its learners and their sensitive data?

JF: It's extremely important. Let me give you an example. We do a lot of dual credit programs with local high schools, which means there are courses taught in high schools that are aligned with our curriculum so that students can get high school and college credit at the same time. Obviously, we have information on these high school students. We have no idea if they intend to go to Ivy Tech.

When we started trying to recruit those students to Ivy Tech, we had a few cases where parents reached out and said, "Look, when my son or daughter signed up for this class, they didn't sign up to be recruited by your institution. Stop bothering them." The trouble was, we didn't pay close enough attention to the birth year on those students' registration profiles when we were making recruitment calls. We were calling them in the middle of the day, when they were in school. That was a mistake we made, and we learned from it: Pay attention to the data. If you're going to call them, call them in the evening when they're not at school.

Data is a very high priority for our institution, as it should be for all institutions. Our IT team is phenomenal in prioritizing information security. We have to protect any information that current or prospective students provide to us. Security is a high priority and it needs to be a high priority for everybody.

Evo: Is there an opportunity to provide students with a single account that stores information so that they can use it over the course of their career as they upskill, perhaps to register more quickly when they stop out and come back?

JF: Yes. In fact, we're exploring the concept of the single account.

Imagine you're a student picking five classes for a semester at college. It's not always easy, because you've got to weed

through different online pages and pathways to get to the courses you need. What if we flipped the coin and said, "You've indicated what your program is; tell us when you're free to take classes." You might block out Thursdays because you don't have childcare, and block out Tuesdays from 12 to 4 because you have to work. Press a button, and then we'll give you five ideal schedules based on the courses we know you need, and based on when you tell us you're free. Hit one button, and you're registered for those five classes.

That's the model we have to move towards, and we're exploring how to best do it. We also want to look at how we can take that one step further, by linking it to our bookstore so that, after you've registered, you can click one button to buy all your books.

As consumers, we already do this every day. You can make a grocery list online and someone will put your groceries together and deliver them. That's what students are expecting of higher education. It's not about when we offer the classes—it's about when they can take them.

Evo: Why is it so important to pay attention to the enrollment and registration experience that an institution provides to its prospective learners?

JF: I think it's fair to say that a student looks at higher education not only as an experience, but also as a commodity. They're purchasing a product, which is knowledge, and they can choose whether or not to purchase it from our institution. They can choose to go elsewhere. So why wouldn't we make the purchasing process—that is, the enrollment process—as easy as possible?

When I sold my last house, I signed the sale documents on my phone. Why shouldn't students be able to do the same thing when they enroll in college? When you can do everything else on a phone, from buying a house or a car to getting a hotel room or planning your next vacation, why shouldn't higher education be moving in the same direction? We shouldn't be surprised that students don't want to have to come to campus to drop off registration papers. That's why it's important from a marketing perspective. We can get them all excited about coming to school here, but if they're working adults and they don't have the time to come do the things we want them to do on campus to get enrolled, then we may lose them to another institution that better accommodates their needs.

This interview has been edited for length and clarity.



Chapter 3

Meeting Workforce Needs Through Collaborative Programming



WORKFORCE DEVELOPMENT

Filling the Middle-Skill Jobs Gap: Career Education Starts and Ends with Local Employers

SUNITA COOKE

SUPERINTENDENT AND PRESIDENT, MIRACOSTA COMMUNITY COLLEGE DISTRICT

As a California Community College educator and administrator for more than 25 years, I find that it is a very exciting time in our evolution, as community colleges are being increasingly recognized for the critical role we can play in fueling the local economy and providing social mobility for our citizens. California Community Colleges are the largest provider of workforce training in the country, and the San Diego and Imperial Valley region offers both short-term certificates and associate degrees in more than 175 occupations and educates more than 100,000 individuals each year in industry-specific workforce skills. While developing a trained workforce has always been a foundation of our colleges' missions, California's commitment of \$248 million annually through its Strong Workforce program will allow each college to enhance career education by aligning programs with in-demand industry sectors, helping to fill middle-skill job gaps.

Middle-skill jobs, which require education beyond high school but not a four-year degree, make up the largest part of the labor market in California and the other 49 states.

All too often, regional industries are unable to find enough sufficiently trained workers to fill these jobs. This skill gap keeps states' economies from growing and employers from hiring. California Community Colleges are perfectly poised to fill this gap.

During my career, I have worked on meaningful economic and workforce development efforts at the local, regional and state levels. I've served in positions including College President, regional Strong Workforce leader for the San Diego and Imperial Region, and Chair of the California Task Force on Workforce, Job Creation and a Strong Economy. A robust relationship between community colleges and local industry partners is the foundation for strong workforce development programs that prepare students for specific middle-skill jobs in each region.

In San Diego County, middle-skill jobs constitute a significant and growing portion of the labor market. In 2017, 38 percent of the jobs were middle-skill, according to a study published last month by the San Diego-Imperial Center of Excellence

for Labor Market Research (COE).

Demand for these jobs will continue, with the number of middle-skill jobs in the region projected to increase by nearly seven percent between 2017 and 2022.

Not only are middle-skill jobs in demand, they are also well paying positions with opportunities for income mobility. While the average median hourly wage of all jobs in the region is \$19.30 (or \$40k annually), the COE study found in San Diego County, workers in the top 100 middle-skill jobs earn a median hourly wage of \$26.70 (or \$55.5k annually)—nearly twice as much as the Self-Sufficiency Standard. The average middle skill job pays \$22.10.

From aligning programs with regional job openings to understanding the skill set required for job placement, local business partnerships are the key to successfully linking students to job openings and supporting the regional economy.

To effectively meet the regional demand for middle-skill workers, career education begins and ends with employers. In the San Diego and Imperial Region, we have strong relationships between our community colleges and local employers. Industry input is invaluable for planning and technological innovation, and provides an up-to-date awareness of the needs and expectations of employers. These relationships also afford students at our region's 10 community colleges internship and apprenticeship opportunities with employers, mentorships from professionals, interactive labs, and other work experience forged through each college partnership. From aligning programs with regional job openings to understanding the skill set required for job placement, local business partnerships are the key to successfully linking students to job openings and supporting the regional economy.

Each career education program also benefits from the insights of industry advisory committees made up of business professionals who work in the field and college faculty that

help shape the educational process to train the workforce. Together we work to ensure that college training programs meet industry needs. Advisory committee members also identify current and emerging technologies and often help our college districts by donating equipment for training.

By providing work-based learning opportunities, career education students spend less time in the classroom and more time in hands-on learning environments. These opportunities in the work environment and interactions with industry professionals enhance the classroom and lab experience, and often help graduates gain employment.

Our community colleges also provide students access to a wide network of potential employers through valuable faculty relationships and a coordinated regional employer engagement model. Career education faculty have vast experience in their fields, along with a wealth of contacts in their respective industries. Both instructors and campus career center staff use these relationships to place students in positions of employment, helping them to satisfy course requirements and gain real-world experience to add to their resumes.

There is no doubt our community college-industry partnerships are paying off for students. According to Launchboard, a statewide data system for all California Community Colleges, 71 percent of career education students in the San Diego region who complete a program are employed one year after finishing.

At the intersection of higher education, regional economies and workforce development, community colleges are poised to successfully fill the job gaps and, more importantly, make a real and positive difference ensuring all members of our community are productive in the thriving regional economy.



CORPORATE PARTNERSHIPS

Injecting Creativity and Breaking Down Siloes: How Universities Can Grow their Share of the Corporate Learning Market

CATHERINE JONES

ASSOCIATE VICE PRESIDENT OF WORKFORCE DEVELOPMENT,
MCHENRY COUNTY COLLEGE

The corporate training market is incredibly lucrative, with some estimates valuing the space between \$161 billion and \$177 billion per year. For colleges and universities to increase their market share of this space, however, it's critical for institutional leaders to conduct a frank assessment of their competitive advantages and to clearly identify areas where they lag behind private-sector competition. In this interview, Catherine Jones shares her thoughts on the advantages postsecondary institutions have in this space and reflects on how colleges and universities can address some of their weaknesses to increase market share.

The EvoLLLution (Evo): What are a few of the central advantages corporations can get from partnering with a university for customized education?

Catherine Jones (CJ): From a corporation's vantage point, the key benefit of partnering with a university to create customized education revolves around the core idea of access. It's access that includes connection to a broad range of subject matter expertise provided through skilled faculty teaching in diverse programs of study across the institution. It's also this access to faculty that supports the introduction of cutting-edge research

into the classroom and encourages the use of proven adult learning strategies in program design. And, as anyone who has ever participated in a training session held in a repurposed banquet hall will appreciate, it's access to campus facilities, instructional technology, and amenities that are specifically designed to create an environment for learning.

Depending on the particular interests of the corporate partner and the extent of the proposed training solution that is required, working with a university provider can provide access to credit-bearing certificates or degrees, with the ability to contextualize instructional content to

the needs of specific industries. This provides an excellent opportunity to achieve the benefits of customized education while supporting the lifelong educational goals of employees. Finally, an educational partnership with a university has the advantage of reaching well beyond just training and development by increasing access to a broad range of available workforce resources such as internships, apprenticeships and recruiting.

Sustaining external responsiveness over time requires the cooperation and collaboration of everyone involved in selling, designing and delivering workforce education.

Evo: Conversely, what are some of the drawbacks a corporation can expect to run into when engaging in a corporate training partnership with a university?

CJ: Corporations express concern over the responsiveness, agility and relevance of university-based providers. Universities need to be cognizant of and successfully manage these perceptions, whether the perceptions are based in the reality of a previously negative experience with another institution or are merely based on a lack of awareness. The primary concern, both perceived and real, is a lack of responsiveness. For institutions that move at the pace of academic time that is framed by semesters, the urgency and immediate responsiveness required to partner successfully with the business community can present a significant challenge. Sustaining external responsiveness over time requires the cooperation and collaboration of everyone involved in selling, designing, and delivering workforce education.

Agility and relevance are the two additional drawbacks that all too frequently end up impacting the success of corporate partnerships. While the extent of available subject matter expertise within a university represents

one of the greatest competitive advantages of university-based providers, it is a double-edged sword that can just as easily become one of the greatest liabilities if faculty members are not skilled in adapting curriculum to address specific workplace requirements, or are unwilling to do so. Repurposed slide decks with out of date references that were originally designed for semester-long courses have no place in short-duration customized programs.

Multinational corporations in need of global training solutions may overlook university providers in the assumption that only local or regional offerings are available. While teaching schedules and on-campus obligations do make extensive travel difficult for faculty members, deploying instructional technology can extend reach and remove a previous barrier.

Evo: On the flip side, what are some of the advantages of working with a non-institutional education provider to deliver customized training to employees?

CJ: There is a wide range of diversity when we look at non-institutional providers. It's a group that includes individual practitioners, consulting firms that maintain training divisions, and specialty firms. Interestingly, each type presents its own set of unique advantages and accompanying challenges.

Specialty firms and consulting organizations provide clients with the benefit of dedicated focus and deep expertise in specific subject areas and are often structured to provide global reach. However, there is a tendency for this expertise to lead to a one-size-fits-all approach that stems from proprietary methodology and an investment in published materials rather than the design of a client-specific solution. It may be easier for individual practitioners to offer truly customized learning experiences, yet they typically operate without the infrastructure that easily allows a training solution to be scaled for effective broad delivery.

Evo: To your mind, how must university-run

corporate training divisions evolve to minimize the competitive advantages non-institutional providers have?

CJ: University-based providers have one unique and powerful competitive advantage that sets them apart from other providers and that is the ability to bring together resources from across the institution on behalf of the partnership. More difficult in practice than on paper, it requires breaking down the institutional silos of academia and shifting focus from a transactional to a solution-based orientation. With the proper internal structure in place, an educational institution is well-equipped to support all aspects of workforce development, from assessing the alignment of a partner's current workforce with their corporate strategy, to designing and delivering customized training that develops existing employees, and then providing appropriate post-training follow-on services that embed learning into the workplace. The partnership should extend to securing the future talent pipeline through internships, apprenticeships, and access to on-campus and alumni recruiting. And what better place than a university for a corporate partner to be part of a vibrant learning community that provides exposure to new ideas and innovations?

In a solution-based model, the emphasis shifts from reacting to needs by "order taking" to operating in a proactive manner, monitoring emerging economic and employment trends and translating these trends into workforce solutions that address emerging needs. Placing greater attention on relevance and agility may require providing curriculum development resources to faculty during the process of creating and customizing curriculum for adult learners. One effective design technique aids in agility and supports relevance by breaking down core theory into modularized sections that are then paired with experiential exercises, simulations, and case studies that are unique to the client and/or the industry.

I have two final recommendations to add to the competitive to-do list for university training divisions.

First, explore the instructional technology that already exists within the institution that can be leveraged on behalf of corporate partners. The creative use of course management systems, video lecture capture, and synchronous and asynchronous course delivery tools make a global reach possible with limited infrastructure investment. Second, another great way to extend global reach on behalf of corporate clients is to establish partnerships with other educational institutions that are located near a client's international locations. This approach can be very beneficial when there is a need for translation or contextualization of content to the local culture.

Each of the components that add up to sustainable competitive advantage is within reach for university-based providers; they just require the addition of a solid dose of creativity, the willingness to work across institutional silos, and a shift from a reactive to a more proactive standpoint.

This interview has been edited for length and clarity.



ACCESSIBILITY

Bridging to University: Collaborating with Colleges

WILLIAM GOUGH

VICE PRINCIPAL ACADEMIC AND DEAN, UNIVERSITY OF TORONTO SCARBOROUGH

Bridging programs that allow access to university education for students who are unable to gain direct entry are not new, although the names—bridging, pathway or articulation—may be relatively recent.

My father's life was transformed by one such bridging program in the 1950s. My father was an excellent athlete, a runner, the City of Toronto 1-mile and 2-mile champion in the early 1950s. However, for various reasons he failed to successfully complete his last year of high school, which severely limited his prospects. He was talented, gregarious, and clearly had unrealized academic potential. He had a strong desire to become a teacher but no regular teacher's college would admit him to their one-year program given his final high school year performance. But there was one college that offered a two-year program that provided a second chance. He took this opportunity and excelled. Subsequently, he earned a bachelor's degree. He did this by night and summer courses while working and raising three children! This gave him the standing to pursue two other degrees. Clearly he was capable and fortunately he was provided a pathway to success. He did become a teacher for over thirty years, becoming an expert on

learning disabilities.

This story, although deeply meaningful for me personally, is not unique. I have heard many similar stories of individuals whose lives were changed because they were given a second chance to succeed.

This personal example reinforces my deep commitment to access to education at the University of Toronto Scarborough (UTSC) and the desire to provide pathways for prospective students to come to university. This is a desire shared by many in the postsecondary education sector. Most of our students arrive by accepting an offer as part of a direct admission process largely based on high school performance. However, we are aware there are many whose high school performance may not reflect their true academic potential. How do we provide a way for these students to succeed at university?

We first examined why these prospective students are not succeeding at high school. A wide range of reasons has emerged. These include (but are not limited to) economics and the need to work part time while in high

school, being part of traditionally underrepresented groups at universities including indigenous and racialized populations, and the lack of family experience with universities (“first in family”). We also recognize that the practice in some Ontario school boards of streaming students at an early age tends to systematically exclude these students from taking high school courses that are university prerequisites. Some of these factors affect some groups more than others. In addition, for individuals from any group, a less than stellar performance in high school may arise from a lack of clear purpose or lack of maturity, rather than a lack of potential. So, how do we include these groups?

Universities, in general, are not particularly proficient at helping students attain the standard needed at university. However, Ontario colleges have developed the curriculum and pedagogy to do so.

Universities, in general, are not particularly proficient at helping students attain the standard needed to succeed at university. However, Ontario colleges have developed the curriculum and pedagogy to do so. Thus it is a natural evolution of the interfacing between colleges and universities to capitalize on this college strength. At UTSC we developed an articulation program with Seneca College that began in 2012. Although the results of this pathway have been relatively modest in terms of the number of students, with some 75 students taking part, the outcomes for these students have been positive. In fact, the average grades of students in this pathway at UTSC have been slightly higher than that of the campus as a whole. The first graduate of the program received her honours bachelor of science at UTSC’s 2017 convocation, graduating with the university’s recognition of High Distinction.

This fall we signed a similar articulation agreement with Centennial College, capitalizing on the proximity of one of its campuses (Morningside Campus) which is located on UTSC property. Thus, students in the articulation program have ready access to the UTSC campus and its facilities,

enabling a smoother transition from college to university. The college portion of the programs consists of two years of study. However during those two years of study, up to 6.5 university credits are earned, allowing students to transition into university with over a year’s worth of credits. With a judicious choice of courses, it is possible to earn a university degree via this pathway in five years. In addition to this college-to-university transition, Centennial College also provides a “reboot” option for UTSC students. This is for those who began at UTSC but do not make sufficient progress at university in their first year to continue their studies successfully. These students can take advantage of the college program to assist them in developing the range of skills and approaches to learning needed for success at university. The two collaborations, with Seneca and Centennial, are specifically designed to meet the needs of the local UTSC catchment, particularly those who are part of traditionally underrepresented groups. We recognize that providing the pathway is only one aspect of encouraging university attendance and other programs of outreach, often in conjunction with the colleges and local high schools are needed. UTSC already has initiatives of this type for Black students and Indigenous students. We recognize that rural Ontario is also underrepresented at university and we are working on proposals to address this need.

These programs all arise from our deep commitment to making university education available to all who have the motivation and potential to benefit from it. This is an important part of our function as a publicly-funded university, and is reflected in the Statement on Diversity by the University’s Governing Council, which includes that: *“We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential...”*



TECH TOOLS AND RESOURCES

Building a Platform for Future Growth at Two Year Community Colleges

MARK MROZINSKI

ASSISTANT VICE PRESIDENT OF WORKFORCE DEVELOPMENT AND EXECUTIVE DEAN, HARPER COLLEGE

Two-year colleges are facing and managing the same challenging market conditions as their colleagues in the four-year sector, but with increased competition and greater variance in available funding. They also are trying to serve students who think and behave more like customers, and finding ways of bringing the Amazon-like experience to higher education. To meet the needs of their evolving market while positioning themselves for growth, the Harper College Division of Workforce Solutions (Harper CE) turned to Destiny One, the customer lifecycle management (CLM) system by Destiny Solutions. Harper CE includes continuing education, workforce development, community education, and contract training in addition to adult-focused credit programs.

In this interview, Mark Mrozinski discusses shifting trends in student expectations of higher education, and explains how Harper CE will leverage its new CLM system to meet the current and future demands of its students and the labor market.

The EvoLLLution (Evo): What role do Harper's workforce development and non-credit divisions play in creating access to postsecondary programming for non-traditional students?

Mark Mrozinski (MM): Higher education is shifting to serve a broader demographic of learners. Traditionally, folks think of postsecondary students as 18-year-olds transitioning directly from high school, but more adults in the workforce are returning to school for the training they need to respond to a changing economy. Our perception of the "traditional" student is changing every year.

In our continuing education and workforce development programs at Harper College, we serve those returning adult students. On average, our students are around 38 years old, and for many of them are returning to higher education for the second or third time. Most of the time, they're not looking for a full degree program—they're looking for a credential to help them progress professionally.

Our students' demand aligns with industry-wide trends towards modularized education, where microcredentials or certifications are becoming more in-demand than larger bachelor's or associate's degrees. After all, workers are

often looking for certifications that verify their specific skill sets. In our experience, these smaller packages have more meaning to employers because they represent hard skills that indicate a new hire can hit the ground running.

Even in high schools, we're seeing that many of the things we've been doing with adult students for years are trickling into education as a whole.

Evo: What does it take to properly serve adult learners looking for short-term engagements?

MM: That's the demographic that we're focused on, and everything we do is geared towards that market, from how we register students to how we serve them in the classroom and format our classes.

We offer short, flexible courses with multiple entry dates so that students don't have to wait for the start of a new semester. We offer multiple payment options, and accept payment from third-party providers like employers or the workforce system for unemployed students. We also deliver the books to the classroom on the first day so that the students don't have to deal with the bookstore line. Everything they need is right there from the outset.

Even the teaching style we use for adult learners differs from how we teach 16-, 18-, or 20-year-olds. We employ adult-focused learning principles, where the adult is at the center of the learning experience rather than a receiver of knowledge. Of course, we certify their education at the end of the program, but we emphasize the fact that the instructor and the student are partners throughout the learning process. The student has to take responsibility for their learning, while the instructor serves as a resource, guide and coach.

Evo: It seems that Harper is trying to remove as many barriers as possible to retain students.

MM: We've been playing with the concept of the flipped classroom, where we give students the opportunity to

have a self-directed learning experience. With the flipped classroom we deliver content online, through our LMS. Students process the content on their own, then come to the classroom where the instructor leads an exposition of that content. In our experience, this method is more effective for adult learners: Students are engaged the whole time, rather than simply listening to someone talking at the front of the classroom. Adult students are more comfortable reviewing the material on their own.

I remember talking to our president about the need to build an adult-centric learner model, and he had some very pointed questions for me: "What do you mean by 'good adult teaching'?" I listed many of the things I mentioned above, and he replied, "So, 'adult' teaching is just good teaching."

That's what we're seeing as a broader industry trend—a shift towards "good adult teaching." Even in high schools, we're seeing that many of the things we've been doing with adult students for years are trickling into education as a whole. We're seeing more flipped classrooms, and more collaborative learning where the teacher is more a designer, coach and resource than a wise lecturer.

Evo: What were some of the challenges you were trying to address in looking for a new system?

MM: Our old system had essentially been discontinued. We saw the switch to the new platform as an opportunity to improve the design and delivery of non-traditional education at Harper.

One of the things that we needed to do, first and foremost, was reduce barriers to registration. Prospective students coming to our website aren't comparing our registration system to other colleges and universities—they're comparing it to the online shopping experience offered by Amazon and other online vendors.

Unfortunately, most online enrollment registration systems in higher ed grew up around the physical structure of the college or university, and were built with an administrative focus in mind rather than the needs of the student. You know what those older systems looked like: they had an admissions module, a curriculum module, a registration module, a finance module, a financial aid module. The

student navigated the online system just as they would if they walked on campus and you sent them from one office to another to another. There was no continuity of service.

That doesn't align with what we're seeing on-campus anymore. Most community colleges are shifting to a "one stop" on-campus model for student services, because they realize the folly in making a student jump from department to department in search of answers.

Prior to implementing Destiny One, that lesson hadn't carried over into Harper CE's online environment.

Students expect a seamless online experience. They don't want to have to work between departments—they want to use a process that looks familiar based on their experiences with commercial sites. That was the experience we were looking for when we chose Destiny One.

We also needed reassurance that our new platform would be easy and reliable for our students to use. Adult learners have so many options for higher education. We're not the only provider of certification training: when a student searches for Cisco certification in Google, it brings up multiple providers. The last thing that we wanted to happen was for a student to navigate to our site, run into a barrier as they try to register, and move to the next company in the Google search.

We were looking for a product that could push more students to use online registration exclusively. Given that half of our student body is above the age of 38, that was a tall order. The product we had been using previously just wasn't intuitive enough for older learners, so many hadn't migrated online.

The next thing that we were looking for was something that could encourage us to move more strongly into integrated digital marketing. Under our old system, we didn't consistently leverage the data we gathered through our registration platform to inform our marketing efforts. It would have required a lot of back-end work from our staff. Destiny One will enable us to better integrate and direct our digital marketing initiatives.

Finally, we were looking for a platform that would reduce the amount of staff time spent in the system. Our old

system was cumbersome from a back-end perspective, and when we were considering Destiny One, it was clear that the platform would free up a lot of time for our staff. Rather than focusing on data entry, our staff will now be able to spend more time out of the system focusing on ways to add value to our students.

Most community colleges are shifting to a "one stop" on-campus model for student services, because they realize the folly in making a student jump from department to department in search of answers.

Ultimately, we were looking to secure a product that would allow us to increase our market penetration by making us more visible, easier to navigate, and more strategic. Destiny One provides all of that.

Evo: How do you expect improved back end efficiency to change the staff experience that you're able to deliver at Harper?

MM: I expect that it will have a drastic impact on course approvals. We offer about 1,200 courses a semester, and about 35 percent of those courses are new. That amounts to approximately 400 new courses a year. In our old platform, we had to hand-build a system to allow us to create, review and approve new courses, which was quite a lot of work for our team. The system required a large amount of maintenance and updating.

With Destiny One, we're going to save scores of hours every semester in new course approvals. By releasing staff from the labour involved in the approval process, we can free them up to focus on ensuring that new course content is relevant and up to date. A new program can't be random; it has to be aligned with student and workforce needs.

For everyone that was on the review team, Destiny One's ability to offer an "Amazon" experience really was the stand-out. Don't get me wrong, the increased staff time will

be a “nice to have” that will allow us to focus on aligning ourselves with market demand. However, the student experience—giving them the intuitive, seamless online registration process that they rightly expect—was our number-one consideration as we moved forward.

Evo: Pricing and managing financial resources tend to be major concerns at the two-year college level. How did you overcome cost obstacles to go with the Destiny One system as opposed to something cheaper?

MM: Rather than taking the unique needs of non-traditional students into consideration, most community colleges simply apply their existing system of record for credit-bearing programming to non-credit courses. Typically, this infrastructure is not appropriate for workforce or non-credit students. It’s a quick fix, rather than a lasting one.

At Harper College, our continuing education and workforce development programs are 100-percent self-funded, so we had to build Destiny One into our cost structure. We anticipate that the payoff in increased market penetration will offset the licensing cost of Destiny One within two years.

Many community colleges have the resources and commitment to their non-traditional students to implement a purpose-built platform like Destiny One. It’s all about allocating resources to the things that matter: You can afford to do whatever you want, so long as you make it a priority. Nothing will grow unless you resource it. We chose to prioritize Destiny One over other initiatives because we felt that the time was right to position ourselves for growth over the next decade.

Evo: What impact do you expect the Destiny One Conference Manager module to have on the experience you’re delivering to niche audiences?

MM: We were looking for a module that would allow us to implement group or family registration because we have a very large youth program. The Conference Manager module stood out to us because it will improve service and access for our users.

Our youth program has a couple thousand students. Imagine having four children and having to log in four different times

to register your kids for the same program. The Conference Manager is going to be an incredible problem solver for us, because it will facilitate those group registrations.

We chose to prioritize Destiny One over other initiatives because we felt that the time was right to position ourselves for growth over the next decade.

Another benefit is that it will allow us to grow our conference management abilities while reducing our overhead. We make a fairly slim margin on conferences right now. Our job is to support academic areas on campus that sponsor the conference, not create content. We needed a system that would reduce the amount of labor involved in hosting the conference by automating many of the processes that we were doing manually. At the same time, we wanted to improve the registration experience for the person attending the conference by giving them a more self-supported experience. The Conference Manager module accomplishes those goals for us.

Evo: That’s come up a number of times in our conversation: this idea of giving the consumer more control over their engagement with the institution and their capacity to drive it.

MM: As an online consumer myself, control and ease are what I expect. I’m often doing my shopping online at eleven o’clock at night. I’m often registering my children for events online. If I have to call a number or mail in a form, I’ll likely drop it. If a system allows me to register conveniently, intuitively—and without a screen that tells me I need to call the office—I’m much more likely to use the service. Our nightmare scenario is having a system that’s cumbersome, because the student will go someplace else.

Evo: What are some of Harper College’s divisional goals over the next few years, and how do you see Destiny One playing a role in accomplishing them?

MM: One of our goals is to foster greater market penetration

as measured by enrollment growth. We need to leverage Destiny One's market data to increase our digital and social media presence to do that.

Another major goal is greater employer engagement. At some point in the future, we will be using the Corporate Engagement module to do that.

Evo: Do you expect that kind of non-credit programming to become more common, not only for non-traditional students but across the main campus? If so, do you hope to see your use of Destiny One become a model for how the rest of the institution manages those programs?

MM: Yes and yes. That is a shift that will be driven by employers. If employers recognize microcredentials as much or more than they recognize a bachelor's or associate's degree, then higher education will swing accordingly. The market will decide.

In the conversations we've had with employers, and in the national data I've seen, it's clear that employers feel a bit burnt. They feel that job applicants with bachelor's degrees don't have enough hard skills to accomplish what they need.

The workplace has become much more competitive for the entry-level worker, and employers need workers who can be productive, quickly. One thing that we can do in the non-credit workforce area is to focus on building those hard skills: skills that are measurable and certifiable, which can give the employer comfort in knowing that they can take a prospective employee and plug them into a new role without too much worry.

The cost of higher education is also playing into changes in the marketplace. For more and more families, it simply isn't making sense. A bachelor's degree can run into tens of thousands of dollars—over what period of time does it pay for itself, particularly when you consider that someone can get a similar job at a lower cost with a microcredential? Over the next decade, I think you'll find more students opting out of a traditional path.

Another trend that I see disrupting the market is "shopping" for courses. We tend to think of education in a very traditional way: A student fills out an application, enrolls

in an institution, stays there until they graduate, and then moves on. As education becomes an increasingly online experience, it's going to become more à la carte, where students select courses from multiple institutions to put together a package of credentials that works for them. Those institutions will be selected by price, reputation and convenience. Some of the educational experience will be online, some of it will be blended, and some of it will be face-to-face. Tomorrow's student won't be bound by the same kind of traditions and structures that many of us knew as we moved through higher education. That's going to shift the framework towards these smaller credentialing units, short term training and microcredentials.

Evo: Is there anything else you'd like to add about how you see Destiny One playing into the next few years of Harper College's growth?

MM: I'm looking forward to seeing Destiny One up and running at Harper College, and I'm confident that our students will be thrilled with the new experience. In any one year, our retention rate is about 40 percent from year to year. That's a lot of turnover in students, and it's part of a short-term training paradigm. What that means for our work with Destiny One is that new students are constantly acquainting themselves with our online experience. It's very different from a four-year university, where they have a steep learning curve in the first semester, but then they know how the system works. Our students are constantly learning the system, so we need to offer them something intuitive, which they can easily navigate and which puts up few barriers. Destiny One provides that, and I think it's key for Harper College moving forward.

This interview has been edited for length and clarity.



INFRASTRUCTURE

From a Horse and Buggy to a High-Speed Train: Leveraging Technology to Increase Profitability and Enhance Services

GEOFF WILMSHURST

VICE PRESIDENT OF PARTNERSHIPS, CAMOSUN COLLEGE

With a mandate to lead entrepreneurial initiatives for the institution and help reduce its dependency on domestic tuition and government grants, the Partnerships Division is the revenue-generating arm of Camosun College. The division is charged with building inroads with community members, local industry, and national and local government to bring strategic business opportunities and alternative sources of funding to the Victoria-based institution.

To grow their Continuing Education and Contract Training portfolios, Camosun's Partnerships Division elected to implement Destiny One, the Customer Lifecycle Management (CLM) Platform designed for non-traditional higher education. In this interview, Geoff Wilmshurst shares his thoughts on how Camosun College will leverage the new system to increase profitability, streamline services, and improve the customer experience for continuing education students and corporate partners alike.

The EvoLLLution (Evo): What are some of the central priorities of the Partnerships Division at Camosun College?

Geoff Wilmshurst (GW): The Partnerships Division at Camosun College is made up of a number of different areas. It includes Camosun International, the Camosun College Foundation, External Relations, and Continuing Education and Contract Training. We partnered with Destiny Solutions on Continuing Education and Contract Training specifically.

Across the entire Partnership portfolio, we focus on the areas of Camosun College that are not government-funded. Our

mission is to support financial sustainability and help lessen the College's reliance on grant money and domestic tuition fees. The best way for us to accomplish that is to make the Partnerships Division profitable as a whole.

When we looked specifically at Continuing Education and Contract Training, we felt that we could maximize our impact by moving to a new CLM system on both fronts.

While we've had many successful courses and programs with Continuing Education, we've only touched the surface of what's possible. We're competing against two other postsecondary institutions who, in some cases, are

offering very similar courses. We'd like to do a better job of distinguishing ourselves from them.

On the Contract Training side, we've been marginally successful in negotiating long-term government contracts, but there's an opportunity for us to work much more closely with local and national industry to provide educational services that meet the needs of our workforce. Last year, we launched the Camosun Coastal Centre, a facility near Victoria's naval base, where we provide workforce development courses for the industrial marine sector. In its first year the Centre has already been highly successful, which demonstrates to us that there's a larger appetite for these local industry partnerships.

By centralizing the administrative functions of Continuing Education within Destiny One while retaining the programming within individual schools, we're going to be able to streamline services.

Evo: What were some of the roadblocks that were getting in the way of achieving Camosun College's vision for Corporate Training and Continuing Education?

GW: The biggest roadblock we faced was the fact that the existing model for Continuing Education was decentralized. CE courses were based within the individual schools, with a limited oversight structure for CE as a whole.

By centralizing the administrative functions of Continuing Education within Destiny One while retaining the programming within individual schools, we're going to be able to streamline services. Our hope is that this will enable us to focus on the things that are most important to the division moving forward.

In terms of Contract Training, we are developing a strategy to build out partnerships that will help us enhance what we're already doing.

Evo: One of the challenges I've heard other leaders talk about when they shift into a centralized administrative model for CE is gaining faculty buy-in for the new model. How do you plan to go about that?

GW: Making that cultural shift is an ongoing process. The key lies in demonstrating that we can continue to work collaboratively with the schools. The schools will continue to provide programming for continuing education, so they need to know that we're still connected to them in our broader mission. Working with the deans in particular will be essential to our success; however, I am confident that once the new model is up and running successfully, we will have everyone working together. Communication will be key.

Evo: You've partnered with Destiny Solutions to help you accomplish these goals. Why did Destiny One stand out as the right solution for Camosun College's Partnership Division?

GW: One thing that we really liked about Destiny One is that it's a Canadian product. The data resides in Canada. From a freedom of information perspective, that's really important to us.

Secondly, when we looked at the other offerings out there, Destiny One stood out as the product that would meet all of our needs. Other products had similar attributes, but Destiny One had the edge.

The fact that Destiny One already has a stable of very reputable postsecondary clients was another distinguishing factor. We had an opportunity to talk to some of Destiny Solutions' clients—major institutions in Canada and the United States—and their feedback on the Destiny experience was really positive.

Evo: You mentioned that Contract Training is an important part of the Partnership Division. How are you hoping to see the experience that you're delivering to corporate partners evolve with Destiny One?

GW: Our clients, particularly those on the marine industry side, want a very simple way to reach us. For example, we're

going to have to make sure that we don't make it difficult for them to register for a program. It's early days, but we're hopeful that Destiny One will make registration quicker and easier for our corporate partners.

Evo: I'd imagine that's a similar motivation for your students in Continuing Education as well.

GW: Absolutely. We expect that Destiny One will give our continuing education learners a new, more positive way to interact with us.

Evo: For a division focused on maintaining profitability, do you expect to see a growth in converted prospects and retained students over time as a result of bringing on the new system?

GW: Growing our numbers of converted prospects and increasing our student retention are certainly a few of the motivations behind implementing a new system for Continuing Education and Contract Training. We've been working with quite an antiquated system, and while that system is in the process of being revamped for the broader College, it's not meeting the unique needs of our Continuing Education and Contract Training clients. Degree and diploma programming at Camosun are very different from Continuing Education, and we need a dedicated system that can enable us to react more quickly. Destiny One is going to allow us to do that.

Evo: Let's talk about consistency of experience. With your previous CLM, how easy was it for a continuing ed student to take courses offered by different divisions on campus?

GW: The student experience has been quite varied, depending on where in the College students enrolled and what they were trying to do. I don't think it has been terrible, but I think it could be enhanced by offering a consistent enrollment experience.

Evo: From a strategic perspective, what are some of the goals that the Partnerships Division is looking to achieve over the next few years, and how do you expect Destiny One to play a part in

achieving those goals?

GW: The goals for the Partnerships Division are to enhance profitability and improve the overall student experience, and Destiny One is going to help us meet those goals. I also think our ability to extract data from Destiny One will help us evaluate our future priorities: We'll be able to see which programs are effective, and identify those areas where we have ongoing profitability compared to those we may want to cut. Destiny One is going to be very useful in building future roadmaps for the Partnerships Division, and for Continuing Education and Contract Training in particular.

Evo: Camosun is rolling out Destiny One to Corporate Training and Continuing Education within the Partnerships Division. Do you expect to see the system rolled out to other elements of the Partnerships Division in the future?

GW: I can see potential for us to leverage Destiny One for Camosun International down the road. We do quite a bit of offshore training, and I could see Destiny One being instrumental in helping our International Contract Training Division streamline their services.

Evo: Is there anything you'd like to add about the decision to implement Destiny One at Camosun's Partnerships Division?

GW: We're really excited to be implementing Destiny One. As I mentioned, we've been working with very old systems at Camosun, so it feels like we're moving from the horse and buggy to high-speed trains.

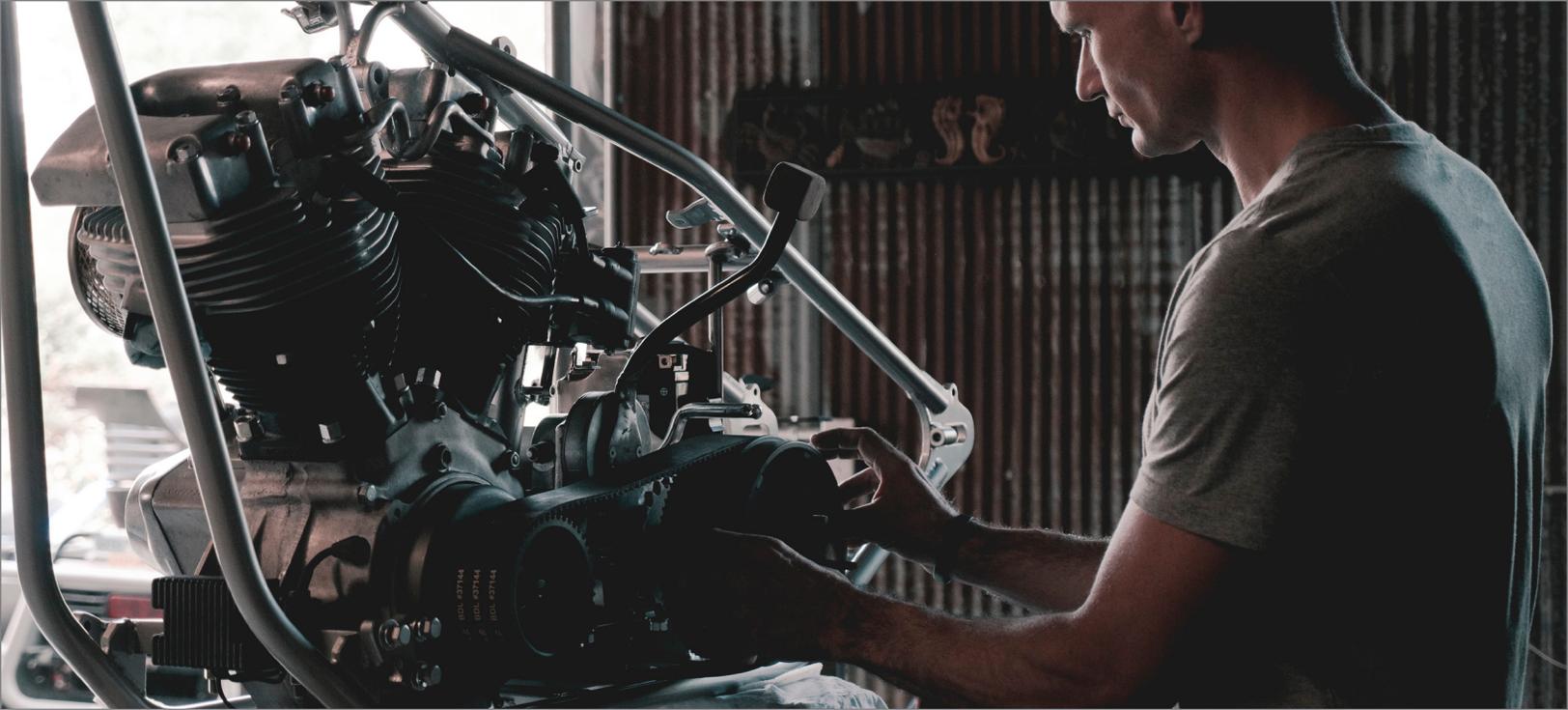
In the past, a lot of our staff hours were taken up in operational tasks—simply supporting the proper functioning of our old system. By moving to the modern Destiny One system, we're going to be able to free up our staff to focus on other things such as client interfacing and business development. We're really looking forward to that.

This interview has been edited for length and clarity.



Chapter 4

The Changing Face of Credentials



WORKFORCE DEVELOPMENT

Stackable and Sub-Degree: How Postsecondary Institutions Can Support the Middle-Skill Economy

MATT SIGELMAN

CHIEF EXECUTIVE OFFICER, BURNING GLASS TECHNOLOGIES

Middle-skilled workers have long been an overlooked segment of the learning population, but—standing 35 to 40 million strong—they pose a real opportunity for growth for continuing education divisions and for postsecondary institutions trying to broaden access for the non-traditional student segment. In this interview, Matt Sigelman discusses the challenges and opportunities facing middle-skilled workers, and reflects on how universities and colleges can better meet their evolving learning needs.

The EvoLLLution (Evo): How do you define middle-skill jobs?

Matt Sigelman (MS): Traditionally, middle-skill jobs are defined as north of high school and south of university. They're jobs that require some postsecondary credentialing or training, but not to the extent of requiring a university degree.

Evo: Why was it important to learn more about the nature of, and the demand for, middle-skill work?

MS: There has always been a great deal of energy invested into figuring out how and why people pursue higher education, but let's not forget that two-thirds of Americans don't have university degrees. Today's job market poses a particular challenge to these "middle-skill" workers because, increasingly, jobs that didn't used to require college degrees now do. Making sure that there continues to be a strong set of opportunities

for middle-skill workers is critical from a social and business perspective, not only because it will ensure individual success in earning potential and income mobility, but because it will also encourage a more robust and competitive national economy.

Evo: You mentioned the challenges of degree inflation. How susceptible are currently existing middle-skill jobs to a credential glut or to market shifts?

MS: When we talk about degree inflation, we're referring to the phenomenon of jobs that didn't used to require a university degree now asking for one. This is a substantial problem for middle-skilled workers.

There is a range of jobs that have traditionally been viewed as middle-skill, where a university degree is now becoming par for the course. For example, 19 percent of administrative

assistants have a university degree and yet about 65 percent of job postings for administrative assistants ask for one. That's a credentials gap of about 45 points. Similarly, 16 percent of production supervisors currently have a university degree, while 73 percent of job postings for production supervisors ask for a university degree. That's nuts, and it's nuts for a couple reasons.

First of all, it's a problem for people who are currently middle-skilled workers and don't have those degrees because it locks them out of opportunity and income mobility. It's not good for university degree earners either, because while it's good news that your university degree is in demand, the bad news is that it's in demand for work your parents were able to do without the financial obligations and time commitments of undertaking a university degree.

Those who predict that online learning and boot camps will take over the world are counting traditional higher education institutions out prematurely.

Finally, it's a significant impediment for employers as well, because when you're asking for a university degree as a job requirement, it often means you wind up having to pay more and it often takes longer for the jobs to fill. For example, it takes 61 days to fill a construction supervisor job that requires a bachelor's degree, compared to 28 days for postings that don't require college. There's a growing body of research that says degree inflation tends to drive higher levels of employee turnover, because when you've got an overqualified person in a lower-skilled job they tend to look for new opportunities.

Turning to the problem of credential glut, we've got new players in the market—boot camps and online learning academies—that are developing new credentials or certifications that they claim will stand in for university degrees. Intellectually, it's really attractive—workers can upgrade their skills without having to leave the job market—but most of those certifications don't yet have currency in the market. We track demand for 2,500 certifications, but of those jobs that ask for certification, two thirds ask for the top 50 credentials. Ninety percent ask for one of the top 200 credentials. So that means there's already a long tail of certifications that have no job market value. Before plowing ahead in creating new credentials, we should take careful stock of what it is that drives market acceptance.

Evo: In the findings, you emphasized the importance of digital skills for the middle-skill segment of the labor market. How do you expect to see demand for coding bootcamps and other non-institutional skill development providers change along with the growth in demand for digital and tech skills?

MS: The bootcamp structure is a good framework within which to think about how middle-skill workers can scale themselves up, because it enables people to acquire digital and technical skills quickly. Unfortunately, though, most bootcamps to date have directed their efforts towards helping post-bacs get trained up for jobs as software developers. That's a very narrow focus. I'd like to see the bootcamp model and other alternative training providers broaden their perspective, and start to look at the much bigger market of middle-skilled workers who need to acquire digital skills for a much larger array of jobs.

We know that digitally intensive, middle-skill jobs make \$23 per hour, while those who have advanced digital skills in the middle skills spectrum make \$28 per hour. In a lot of cases, that puts people in the top quartile of earnings. Creating digital bootcamps which cater to this middle-skilled segment is a great opportunity for a significant swath of the public to make real advancements in their careers.

Evo: What are some of the most important shifts that colleges and universities need to make to better serve individuals who are pursuing middle-skill work?

MS: There's a huge opportunity here for colleges and for universities alike, and those who predict that online learning and boot camps will take over the world are counting traditional higher education institutions out prematurely.

When we're talking about these shifts in middle-skill work, what we mean is a hybridization of skills—that is, infusing existing jobs with new skills, be they in technology, data analysis, design, or business administration. These are often relatively subtle changes in a job description—the job title may be the same but you may now need to exercise additional skills that aren't ones you would have been likely to have picked up along the way just by doing that job in the past. That means that, increasingly, workers will need to acquire skills on the fly and that they will need learning options aligned to the specific and sometimes nuanced skills required for them to progress.

Let me give you an example. A marketing manager who can build and query a customer database can command an almost

\$15,000 a year salary premium. It doesn't cost \$15,000 to learn these skills, but marketing managers can leverage that skill set into a substantial earnings boost, if they can find the right place to learn them.

Colleges and universities are teaching those database skills today, but it can be difficult for a prospective student to find them because they're bundled within the broader context of a degree. Higher education institutions need to identify where in their offerings they can help people acquire specific skills, then pull those skills out of a broader program and package them for the job market. By identifying the big needs in the job market and pinpointing how their existing programming can be repurposed to meet those needs, universities and colleges can help people acquire those specific skill sets that will help them effect successful upward mobility or career transitions.

Evo: You've made an interesting point about how postsecondary institutions could break up their programming into multiple certificates or competencies. How would that fit into the question of the long tail of certifications on the market, where non-credit credentials tend not to have much market value for individuals finding work?

MS: This is one of the reasons why postsecondary institutions have an advantage here over online competitors. Unlike online training academies or bootcamps, universities and colleges have trusted brands that can be leveraged to market new credentials or competencies more effectively. Employers won't ask for a third-party credential whose currency they don't understand. They may not necessarily understand the certificate itself, but they are more likely to understand and trust a university's brand.

Evo: Do you see this larger conversation around stackable and competency-based programming evolving with the demand for particular specific skills on the rise?

MS: The stackable and competency-based programming movements allow people to pair learning and career progression, as opposed to thinking about them as sequential activities.

A traditional degree structure is a major exercise in deferred gratification. If you're a working learner, pursuing a degree within that context is going to take a very long time, and while it may be worth doing, there's an opportunity to restructure the degree program to better suit a working learner's needs. That's not to say throw out degrees. Degrees still matter very much.

But if we can enroll working learners not just in a course but also in a job, they will learn the skills they need to succeed while still being able to progress in the job market.

Evo: Is there anything you would like to add about some of the shifts that postsecondary institutions could or should be making to address demand for middle-skill work?

MS: One of our most important findings is that middle-skilled employment requires specific skill sets, and whether a worker accrues those skills or not will determine not just his or her employability in the short term but his or her upward mobility in the job market. Surprisingly, community colleges (institutions that are intended to cater to middle-skilled workers) are still oriented towards transfer degrees, rather than towards the acquisition of those skill sets that middle-skill work requires. Digging deeper into this question, and understanding those skills that will differentiate people in the career market, should be a greater focus of community colleges moving forward.

The demographics of the postsecondary landscape are changing, and competition is increasing for the three to four million students that graduate from high school every year. By contrast, about 46 million Americans have some college credits. If increasingly revenue-starved universities can broaden their focus to help those 46 million complete a degree or acquire skills outside of a degree-based course, that could open up a much broader market for universities than they may be thinking about today.

Competency-based and stackable models of acquiring a university degree can be a viable means of doing this. A lot of the skills middle-skilled workers need can, in fact, be found in the university system. If universities recognize that some of the skills they are teaching have value independent from the university degree itself, skills which may have significant market value for middle-skilled workers, they could provide opportunity to a whole new population of learners.

This interview has been edited for length and clarity.



APPLIED AND EXPERIENTIAL LEARNING

Expanding Prior Learning Assessment and the Changing Educational Landscape

FRANCES TURCOTT

DIRECTOR OF SPECIAL PROJECTS, ANNE ARUNDEL COMMUNITY COLLEGE

I work at a community college and I am fiercely dedicated to its mission to meet learners where they are and provide them with access to lifelong learning and the support they need to be successful. Thirty odd years ago, I started my community college career evaluating college transcripts. This included reviewing documents that listed military experience and translating military occupational specialties into college credit. Occasionally, I'd encounter an adult student with lots of work experience who was pleading for a means for us to translate it into credit but the CLEP exams did not provide the right fit and the credit-by-portfolio program was too onerous to consider. Sometimes there was a credit-by-exam that a department would offer, but frequently, passing the exam would only exempt them from taking that particular class. They would still be required to take another course in its stead. The unspoken truth was learning outside the classroom was difficult to document unless someone had already blazed a similar trail. The strictures of higher education acknowledged that while one may be successfully engaged in the practice of a discipline, textbooks and lectures were still somehow superior to proving learning had taken place. Successfully providing evidence that one understood the

theory provided the rub.

My experience in the Records Office proved invaluable in grounding me in the basics of higher education norms as I moved on to other opportunities. The knowledge served me well too, as I started to interact with governmental agencies and business and industry. We talked about providing bridges from non-college learning experiences, such as the military or job training programs, to credit credentials. If left to our own devices, we can equate these experiences to the learning outcomes of a credit course or program. But a major component of the community college mission is to provide the first two years of a bachelor's degree. If a student wants to earn a four-year degree, the work that we do to equate learning experiences into credit can go out the window. Transfer works seamlessly if you follow recommended course sequences and your life doesn't detour from your two-plus-two plan. As the community college frequently serves students with diverse learning backgrounds, the work we do to equate learning outside the classroom throws the plan into turmoil, especially if their educational goal is to transfer. The receiving institution makes the decision about what

transfer credits are accepted and the community college is not in the cat-bird seat.

To use another baseball analogy, I consider myself a utility player. So, when I found myself asked to advance prior learning assessment at my college, it was like finding my old groove. I am pleased that a national organization, the Council for Adult and Experiential Learning (CAEL), has created standards for PLA and taken up the reigns to provide credentials for those engaged in the work. CAEL is fierce in their determination to make PLA more universally accepted and improve transfer outcomes. They have also expanded their work to include competency-based education (CBE) which is still a hard lift for many institutions, mine included. But the core of CBE is assessment and drilling down to measureable learning outcomes. CBE and PLA are engaged in the same dance and they fit together. CBE delivers the content and assesses it—PLA assesses past learning. I am surprised that PLA has not progressed further. We are still using the same tools from 30 years ago and debating with academic colleagues for legitimacy, but it might not matter too much longer.

Our folly is our slow realization that learning can be acquired in multiple settings and not being proactive in recognizing non-conventional ways to assess learning outcomes.

The landscape for education is changing dramatically. While I work to convince deans and department chairs to expedite the process for students to earn credit for college-level learning that they have acquired outside the classroom, in reality the number of adult students breaking down our doors has decreased significantly in the last five years. There are so many ways for adults to acquire the knowledge and skills they need. We've done a great job in explaining that learning is a lifelong commitment if one wants to remain relevant in their profession. We are just not always the most relevant or convenient source of all learning anymore. One only has to go to class-central.com to view the myriad of free learning opportunities. Adults

need to keep their skills current or learn new ones. What matters is whether they can do the job, and what they know is the currency. We may have scoffed at MOOCs a few years ago, but many free online courses are very well designed and provide relevant content by experts in their fields. If you seek evidence of completion then you are charged a nominal fee. Some adults have the higher education credentials they need and seek additional knowledge to keep current in their field. Others are seeking minimal credentials to get a better job. This is not only an information technology phenomenon. Entry-level health professionals quickly earn certifications through our non-credit programs. They can stack these credentials and advance professionally. Frequently they recognize that the job to which they eventually aspire requires a degree. Then we circle back around to PLA.

Despite the changing landscape, many professions still require the degree. There is no doubt in my mind that the degree provides students with confidence in their own abilities. The general education courses taken on the path to a degree pay dividends in the long run in the ability to express ideas, think critically, communicate and work in team settings, which all contributes to success in the workplace. What the adult student is bringing to us is knowledge gained in a work setting and through educational venues that do not conform to our traditional credit structure.

Our folly is our slow realization that learning can be acquired in multiple settings and not being proactive in recognizing non-conventional certifications or finding ways to assess learning outcomes. This is the core of PLA. It is a very work-intensive process. It requires well articulated and measurable learning outcomes and reliable assessments. In this changing landscape we should be partners to help students take the knowledge they have acquired, translate it into credit and expedite the completion of a degree. As we come to terms with new ways to learn, it's time once and for all to break down the barriers to awarding credit and making the journey smoother—all the way to the bachelor's degree.



NEW AND INNOVATIVE MARKET OPPORTUNITIES

The Age of Convergence: Considering a Continuum and an Unbundling of Education

VISTASP KARBHARI

PRESIDENT, THE UNIVERSITY OF TEXAS AT ARLINGTON

“Convergence” at its simplest occurs when two or more distinct entities, concepts or phenomena are brought together. It can also be thought of as a process that breaks down barriers between disciplines, enabling novel solutions and new ways of tackling complex scientific and societal challenges. More commonly it describes multiple technologies brought together in a single device, creating a totally new level of functionality. The phone is a classic example of convergence. Once used purely as a means of transmitting sound between locations, in its incarnation as a “smartphone” it is now a multi-functional device capable of surfing the web, storing and accessing vast amounts of information, monitoring health, controlling devices remotely, serving as a means of entertainment, placing orders and paying bills, and enabling communications through sound and image. It also demonstrates how advances in technology can create changes in society, culture and the economy. Thus, convergence can no longer be considered purely the domain of technology. Rather it has made it possible for resources, ideas and people to flow swiftly across yesterday’s barriers of time and space, changing social interactions and socio-political and cultural norms, often becoming the driver

for the creation of new mechanisms of interaction, product delivery, and serving the needs of a market segment.

In this context, we need to now think of education, writ large, as a continuum with shared responsibility and also be willing to disaggregate it into packages on demand at appropriate levels along the continuum, ensuring that we take advantage of a Google- and Amazon-based society. There may be no better time to achieve the centuries old vision of truly democratizing education and ensuring the widest spread of knowledge.

Developed over centuries, our educational system consists of separate entities with very little structured connection between them. In many ways the transition from one to the other could be compared to the anecdotal development of a set of design plans which are thrown over to the shop floor without consideration of the tolerances and intricacies of manufacturing processes. In the industrial world we have labored mightily to stop this “over the shoulder” blind hand-off yet we allow, and at times even create, further mechanisms for analogs within our educational system. We

complain at the university level that students coming to us from high schools are not well prepared. High schools have the same complaint of middle schools, middle schools of elementary schools, and elementary to stages even prior to that! Each unit blames the one preceding it and yet we have, in aggregate, done very little to fix the transitions.

We may have evolved from blackboards, chalk and lectures to video screens and digital delivery, but one has to wonder whether we have really changed the modality and scope of learning.

Further, for years there has been a growing disconnect between the knowledge provided to students and their preparation for the workforce. The gap between skills development and academic knowledge continues to grow in certain disciplines and just as we blame the high schools for not preparing students adequately for success at the university level we tend to blame the corporate world for requiring too much of us in preparing graduating students to “hit the ground running” and be productive employees immediately on entering the workforce.

In today’s technologically driven world information and knowledge are growing at exponential rates and these advances have changed the way we communicate, socialize and live. While technology allows us to reach larger audiences and provide more information, academia still faces the issue of significantly increasing the percentage of educated citizens globally. Access is often limited by location, focus on traditional and outdated modes of interaction, time, increasing costs and corresponding debt.

Universities need to be able to meet the requirements for rapidly changing advanced skillsets required after completion of a basic degree, so that the degree-holding individual can keep up with the changing requirements of the workforce. Thus, there is a need for the constant updating of knowledge and skills, making what used to be a distinct enterprise now an integral part of the educational system.

In this context it is reasonable for us to ask a very simple question: Have we, in higher education, really progressed

over the last few decades? We may have evolved from blackboards, chalk and lectures to video screens and digital delivery, but one has to wonder whether we have really changed the modality and scope of learning. By and large our definition of a student is still the same—a person willing to spend a lot of time sitting in a classroom face-to-face with an instructor, or one who is still constrained in progress by seat time even if the “seat” is now a virtual one.

Today, our students are true digital natives—focused on needs being met 24/7 and at will, irrespective of location; self-assured of their rights as consumers in being able to demand what they need rather than what they are told they should need; keen to learn by doing rather than just by listening to lectures or by rote memorization, using technology to leverage their time and efforts; focused on outcomes even at very short time scales and more likely than not to work as members of a group, forsaking individual effort for the efforts of a team.

The traditional conflict between the preparation of a learned citizen and the development of skillsets needed for immediate entry and success in the workforce continues to grow as one compares the role of a traditional university with that needed to be played by a modern one. Far from just being the intellectual and socio-cultural hub of a community, a modern university is expected to be an economic driver for the region, creating wealth and attracting investment and entrepreneurial talent.

The environmental changes that have resulted in increasing conflict between traditional models of higher education and the characteristics needed from universities in the 21st century bring with them tremendous forces of change. Some are related to the very definition of a “student” and their high level of comfort as digital natives in a world driven by the fast pace of technology and innovation, as well as other factors such as the future value of degrees in comparison to “knowledge on demand.”

In today’s world we need to recognize that higher education in general needs to be focused not just on creating an educated citizenry but also on preparing for tomorrow’s workforce in a world changing so rapidly that some careers with qualifications not even thought about a decade ago are now the most in demand. The changes can be accelerated and made more efficient through the facilitation of partnerships among institutions, government and the corporate world.

There is a critical need, based on demand, for a major shift in educational methods, away from passive classroom lecture-based degree courses toward interactive, collaborative learning experiences, provided as, when, and where the students need the knowledge and skills. The constraints of time, space and location can be alleviated by technology to enable not just flexibility but also enhanced modalities of learning that blur the various stages of learning throughout one's lifetime, resulting in a continuum from K to Gray.

We have the tools to now allow for learning based on individual ability rather than on the decades-old aggregated norm for a group. Learning can be at the pace and rate that best suits each individual. In addition, the use of digital instruction essentially expands the concept of both a university-bound faculty and student population. The very best individuals from across the globe can be assembled, from both institutions of higher education and from society at large, to teach a course or a program. Imagine the power of being able to learn from the very best talent from Arlington, Texas one day, New Delhi, India the next, and Sydney, Australia on the third—all while sitting at a desk, or on a couch, in another city thousands of miles away. Distance and travel time between locations are no longer barriers. The very definition of “student” will change—no longer restricting knowledge to a set of people with similar characteristics, since instruction, or rather learning, will be based on ability and desire, rather than chronological age or time in seat.

We need to move towards implementing the potential of students being able to choose modules from a library of knowledge, developing courses and certificates based on levels of interest and prior learning. Certificates, specializations and badges could be the norm, with these being aggregated, or “stacked,” to enable a degree, credential or qualification. In this format the student, or potential employer, could define the curriculum within pre-set bounds, enhancing the effectiveness in meeting workforce needs or enabling an individual to rapidly gain specialized knowledge in an area pertinent to their field. While some in academia may well consider the “Amazonization” of education heresy, one has to also admit that it does enable greater access, faster delivery as and when needed, and potentially significantly lower costs for a higher quality of services.

It is under these circumstances that one now needs to re- envision universities. No longer bound by location, time in seat, or even the level of education sought by a student,

education can truly take on a global perspective, with instructors and students coming together across the previous bounds of time and space and effectively engaging at the widest possible level, simultaneously enabling both socio-cultural change and economic development.

To do this we must radically rethink how access, excellence and impact are brought together. Institutions of higher education today are, by and large, still focused on high-cost, low-technology, residential education and on the outmoded idea that quality in education is linked to exclusivity of access and extravagance of resources, denying the fruits of higher education to tens of millions of young people. Our current paradigms for higher education, the nature of our academic programs, the organization of higher education, and the way that we finance, conduct, and disseminate knowledge will need to adapt to the demands and realities of our time, ensuring that we:

- Provide global access without pre-set limitations on the definition of a student;
- Remove bounds of co-location, synchronous instruction, and geographically bound instructors;
- Enable multi-, cross- and inter-disciplinarity;
- Assess knowledge rather than seat time;
- Re-envision the definition of “disciplines” and “qualifications”;
- Provide flexibility in schedule, both in terms of start and length of a module of knowledge; and
- Keep pace with the needs of a rapidly changing world.

The future, however, is not new. It is one that comes from the ages, expanding access through technology and enabling Plato's concept of a learned teacher instructing a few pupils to be democratized without losing the essential aspects of individual attention, and a rigorous and quality education.

Transforming the university to serve a global, knowledge-based society is not only possible but is being done today at a number of institutions, such as the University of Texas at Arlington, where faculty are driving change at an unprecedented pace, engaging social, economic, technological and market forces to adapt to the world of tomorrow—as we meet the present, and future, needs of our students today.



CREDENTIALS

The Evolving Transactional Nature of Credentialing: The Future of Alternative Credentials

JONATHAN FINKELSTEIN

FOUNDER AND CHIEF EXECUTIVE OFFICER, CREDLY

As the distinction between learning at colleges, universities and workplaces continues to erode, credentials are supplanting the traditional role of the degree in terms of skills verification. Unlike the degree, credentials offer individuals the opportunity to showcase all aspects of “life-wide” learning, providing substantially more detailed insight into a person’s transferable abilities for both the classroom and the workforce. In the conclusion of this two-part interview, Jonathan Finkelstein discusses the future of postsecondary credentialing and how increased granularity is a necessary step for learners, institutions and employers.

Evo: How do you expect the definition of a valuable credential to evolve over time?

Jonathan Finkelstein (JF): We are accustomed to thinking of credentials at a very high level. For example, census data asks respondents for the highest level of education they’ve completed. One of the reasons we have traditionally operated at that level is because we haven’t had the tools to record data on a more useful level. Think about what used to be involved in recording grades: individual faculty members had to pencil in grades for each student, then go to central offices to enter them into a student record. There was a lot of administration involved.

Now, we can manage most of our assessments using online tools that can capture more granularity in terms of data, which

allows us to represent more outcomes. As a result, we don’t need to rely on the convenient proxies of the past. We can focus on the denomination that is most appropriate at a given time in somebody’s life.

This is enabling employers to take a skills-based approach to hiring. We’re going to look less at individual credentials and more at the interplay between credentials that have more value together: for example, by looking at a prospective employee’s skill set as a combination of the strengths brought by their college degree and their experience at a coding bootcamp.

The advent of skills-based hiring has the potential to clarify what really matters for a given career pathway. This has applications for whole host of issues, from addressing equity and diversity

gaps in high growth fields to enabling faster, cheaper alternatives to skills development and training. In other words, if we can get away from only looking at things that we have traditionally measured—completion of programs or degrees—and focus instead on actual skills, doing so in a way that’s agnostic to the size and context of the achievement, we can widen the universe of people who have something to offer in the labor market while still valuing the skills that colleges and universities have been known to cultivate and engender.

Colleges and universities are starting to recognize that a degree is a single denomination of currency, and they need to know how to make change for it.

Evo: Do you anticipate that these alternative approaches to skills development and verification will complement or replace traditional education?

JF: Over time, we’re going to see the distinction between “traditional” and “alternative” credentials become extinct. Just as we’ve begun to stop talking about the “traditional” college student, we’re going to drop terms like “alternative credentials” or “digital badges” as opposed to degrees. We’re going to think more in terms of the outcomes that students have gathered across different contexts.

Historically, we’ve had boundaries between postsecondary and workforce learning because these institutions have had different missions and systems, but there have always been opportunities for collaboration. Apprenticeship programs are one example. The ability to bring performance-based tools into the workplace to track learning and outcomes is generating a lot of interest with employers who are issuing credentials, both for the completion of training and based on performance—that is, people who have been on project teams, and are evaluated based on their work-specific abilities like marketing or coding. In this sense, employers are becoming more like colleges and universities because they’re issuing credentials, and this is blurring the lines around what’s “alternative” and what’s “traditional.”

At its core, even the venerable college transcript is a bundle of individual credentials. We are used to presenting it as a one-off outcome, but colleges and universities are starting to recognize

that a degree is a single denomination of currency, and they need to know how to make change for it. If the degree is a \$100 bill, how do we show the nickels, the dimes, and the dollars that make it up? It’s not about a degree versus a credential. It’s about showing all of an individual’s skills and outcomes that comprise the full product.

We traditionally hear colleges and universities ask, “if we issue digital credentials or badges for work on campus, will employers accept them?” Increasingly, I’ve been hearing employers ask the same question: “If we issue digital badges, will colleges accept them?” If we are truly getting to the level of currency—of skills that matter in both of these different settings—then credentials should be able to move in both directions.

We are working with groups like the American Council on Education (ACE) and the Lumina Foundation to design and launch a new type of “transcript” that will act as a human- and machine-readable record of on-the-job skills that can be easily shared back with colleges and universities for academic credit.

Colleges and universities recognize that most of their learners today are adults with work experience that should be recognized and honored. Administrators and faculty would do themselves a service if they didn’t require every piece of knowledge to have been learned on a campus. Institutions that pay closer attention to how they can respect the skills that people already have are going to set themselves up for greater growth and success than those who think only of skills that were taught on campus.

Progressive institutions are tackling this: They’re thinking about their educational offerings as a product, not just a service. Just as any organization that offers products has to think about the next version of their product and how it fits in the market, so too do colleges and universities have to judge their product’s relevancy. To do this, they’re looking at labor market data and the needs of regional employers to figure out what kinds of programs to offer. This includes asking what kind of subject-matter expertise is needed in order to scale up and connect people to employment—and, more broadly, to fulfilling lives.

The other part of this process involves thinking about the format. What should we deliver online, in person, asynchronously, synchronously? What are the product’s outcomes? Is the right format a degree? A certificate program? A subscription model? What are the components of the product and how it is delivered?

Credentialing, since it represents the final point of delivery, is

such a critical part of that discussion. It's the signal that you want the student to walk away with and share with the world, so you have to start thinking creatively about what that signal should be, how granular it should be, and what's required for it to have maximal value.

It's an interesting paradox. At its core, higher education believes that the credential is about far more than the end product of the degree, yet it can be incredibly resistant to articulating the standalone value of a degree's component parts. At its heart, this is a story about having the conviction to know that what provides value in higher education isn't just the overall bundle but also those constituent parts. If you think about it that way, you can set yourself up as an institution that can have a longer-term relationship with individuals beyond the degree.

We're already seeing this in places like Brandman University, which doesn't have a time-based approach to learning. They tell students to take all the time they need to progress, but if they finish earlier they pay less for the same skills that employers are asking for. They aren't making students work on the institution's schedule. Rather, they're providing students with the resources and knowledge they need to demonstrate skills at their own pace.

The biggest roadblock to this is a lack of confidence within institutions about the value of what they provide. That is not entirely represented in a single-format product.

Evo: Is there anything you'd like to add about how valuable credentials are evolving and what it's going to take for postsecondary institutions to remain part of the conversation?

JF: A credential is a form of currency, and in order to be a currency it needs to have relevance to both the buyer and the seller. Colleges, universities, employers—anyone who's issuing or consuming credentials—needs to have a level of transparency and understanding when presented with somebody trying to transact with evidence of their skills or their abilities.

Credentials should be a currency on a national and international scale. At Credly, we work with organizations that can issue millions of credentials in any given year. We're talking about tens of millions of data points, and the reason they're so popular is because they're valued in the marketplace.

Large international groups can operate at scale to issue

credentials because they know what large segments of the labor market need. At the same time, there are regional stories, like the Colorado Community College System, which asked a couple dozen advanced manufacturers in the state what credentials they needed to fill 15,000 unfilled jobs. When the employers and the college started speaking the same language, they began issuing credentials that had relevancy to both sides of the equation. This allowed them to search for and match people to the jobs they needed in a much more efficient way. Rather than waiting 10 months to fill a position, an employer in Colorado can fill it in two or three days.

As we move forward, these credentials—and by extension this data, that's portable and owned by the individual—will give industries that haven't typically worked together smoothly a greater ability to transact, collaborate, and create new kinds of pathways. A lot of boundaries are being blurred in really positive ways. We're no longer forcing people to make choices about having to learn in one place or another. Now, we're able to combine experiences in useful ways.



Chapter 5

Creating Efficiencies Through Campus Partnerships



HIGHER ED AS A BUSINESS

Increasing Opportunity For Credit-Bearing Students through Non-Traditional Divisions

PAOLO GARDINALI

ASSOCIATE DIRECTOR OF THE DIVISION OF PROFESSIONAL AND CONTINUING EDUCATION, UC SANTA BARBARA EXTENSION

Caught between the professional development focus of continuing education and the credit-bearing world of traditional academia, non-traditional, credit-bearing students—those seeking to pursue or complete a degree through non-traditional channels—are an often-overlooked segment of the main campus student population. In this interview, Paolo Gardinali discusses the unique position these students hold in a university’s landscape, and explains how UCSB Professional and Continuing Education (UCSB PCE) is creating access to credit-bearing programming for non-traditional students through its innovative Open University, and leveraging its back-end system to deliver the student experience those learners expect.

EvoLLLution (Evo): What role does UCSB PCE play in supporting degree completion?

Paolo Gardinali (PG): While UCSB PCE doesn’t currently have formal degree completion programs in place, it is in our immediate plans and we expect to facilitate it in two ways.

The first way is by setting up a grant program for disadvantaged students who fall out of UCSB degree programs, which enables them to enroll through PCE and complete their degree. This opportunity would be run through our existing Open University program, which allows

non-matriculated students to take classes for college credit. The second approach is by enhancing our offerings to the wider community. This enables us to serve all the people who, for one reason or another, were not able to finish their degree in the past. Once again, we will accomplish this through our Open University program, where we can help them complete their degree at UCSB, regardless of which institution they came from.

Evo: So currently, UCSB PCE offers students the opportunity to enroll in courses for credit, but in the future you’re going to be moving into more guided degree completion pathway programs?

PG: Correct. People have already used our Open University to earn degrees, but we haven't advertised this opportunity in a systematic way. We are in the process of marketing this as one of the many opportunities that UCSB PCE offers.

Our growth plan involves building out both our academic credit programs—which offer degree-directed credits that transfer to other colleges—and professional credit programs that allow people to receive professional certifications or gain certain job skills and competencies.

We want to be a resource for training, learning and career opportunities for Santa Barbara—not just a place for the occasional concert or event.

This is because we still want people to acquire college credits and have access to the wealth of learning that UCSB makes available to the community, but we also want to make sure that the students can acquire professional, career-enhancing skills. This is about diversifying our portfolio and offering short-term possibilities for advancement.

Evo: Why is it important for divisions like UCSB PCE to create these credit-bearing pathways for non-traditional students?

PG: We live in a fast-paced society and a shifting job market, especially here in California and in our particular Silicon Beach market. We think that UCSB PCE fits into the conversation in several ways.

First, by allowing students to complete degrees and increase their job prospects.

Second, by allowing students who have a degree or are in the process of getting a degree to obtain additional practical and professional competencies so that they can better compete in the job market.

Third, by connecting the local community with the university. Often, university campuses can be cities unto themselves, and we really would like our campus to be part

of the surrounding community. We want to be a resource for training, learning and career opportunities for Santa Barbara—not just a place for the occasional concert or event.

Evo: Students who pursue credit-bearing offerings are a little out of the ordinary in the non-traditional space. How do the needs of credit seeking students that are enrolled in UCSB PCE differ from those of students who are pursuing their degrees traditionally?

PG: Non-traditional students are great clients in general because they're self-motivated and determined to get the most they can from their classes. I run statistics every year and the students that come through PCE really do rank at the top: On average, the grade distribution is better than the traditional student GPAs.

One reason for this is that they want to get what they're paying for. They have other challenges due to scheduling and juggling day jobs, and we try to assist them in areas like enrolling and succeeding in their classes through our robust customer service offerings.

Evo: Why is it important to make sure that they have support mechanisms from the institution to help them through administrative and bureaucratic hurdles?

PG: These are not full-time students. They might have attended college five or ten or twenty years ago and might not be up to date on how colleges work nowadays. Regardless of when they were last in a classroom, however, these learners are busy. They are professionals with lives and families and responsibilities—they do not have time to wait in line at the registrar's office to sign up for courses and work through administrative red tape.

We offer them a different service. We have a campus inside the campus based on Destiny One, which allows them to enroll through us rather than through the larger university's administrative system. It's much more efficient and allows our students to access the resources offered by the university at lesser cost, and in less time.

Evo: We've been talking about the differences

between a non-traditional, credit-seeking student and a traditional, credit-seeking student but for the most part a non-traditional division will be serving non-credit seeking students. How do the needs of the credit-seeking learners differ from the non-credit students who are enrolled in other UCSB PCE offerings?

PG: The two populations are different. Our students seeking professional, non-credit courses are mostly local career changers or career advancers, and they come to our professional classes to acquire the skills they need for taking that next step.

In our credit-bearing offerings, we serve a number of local students alongside a large contingent of international students. These courses also attract UCSB seniors trying to complete any additional courses prior to graduation, as well as individuals who are enrolled in courses for personal enrichment. The needs of these three groups obviously differ.

Despite this, our credit and non-credit students share commonalities. Both groups are comprised of busy professionals who are determined to get the most they can out of these classes. Either they're doing this on top of their work or they're international scholars, who are making a significant investment of time and money to take our courses. In all cases, our students are very well motivated.

Evo: Broadly speaking, what are the expectations of these non-traditional learners in terms of what the institution will provide, not necessarily in the classroom but in terms of their experience in enrolling at UCSB PCE?

PG: Simply put, they expect us to provide great service. They want us to provide them with the knowledge and skills they need, to do so efficiently, and to be responsive to their needs. We try to be very responsive: We have a customer service department that's modeled on IT services ticketing systems, which guarantees a response within one business day. That's something that the traditional university does not and cannot provide: Traditional students actually have to stand in a line, ask a question, and they might not even get an answer. At UCSB PCE, you can send an email to our helpdesk and get an answer within a business day. We

deliver what people need and expect in terms of customer service.

We've modeled our classes based on demand and we constantly survey our constituency to ensure that the classes we teach are the ones that our students actually want. We deliver those classes in an efficient, cost-effective manner, with great customer support.

Evo: We've been talking about the student experience that you're able to deliver to learners enrolling in UCSB PCE. How does Destiny One help you meet the needs of UCSB PCE's credit-seeking students?

PG: Any continuing education department has to replicate the services provided by the main university. It has to be able to enroll students, register them for classes, market those classes and take payments. It has to have a robust financial system, the ability to build class rosters, and provide grading in a timely and accurate manner. It has to enable us to collect data and conduct institutional research.

Destiny One allows us to do all that. It's a whole campus in a box.

This interview has been edited for length and clarity.



INFRASTRUCTURE

Building a Foundation of Success: Lessons from Columbia College Chicago Online

STANLEY WEARDEN

PROVOST AND SENIOR VICE PRESIDENT, COLUMBIA COLLEGE CHICAGO

ROB GREEN

VICE PROVOST FOR DIGITAL LEARNING, COLUMBIA COLLEGE CHICAGO

Building out an online continuing education program can pose a challenge even to the largest higher education institutions. While many fledgling divisions turn to Online Program Management (OPM) vendors to ease their movement online, that pathway didn't suit the ambitions or expectations of Columbia College Chicago and its new Columbia Online division. In this interview, Stanley Wearden and Robert Green discuss the lessons they learned in building out Columbia's brand-new online program directed at lifelong learners, and point to how a best-of-breed infrastructure allowed them to exceed expectations and look to the future.

The EvoLLLution (Evo): You started Columbia College Chicago Online essentially from the ground up. What were some of the most significant challenges that you had to overcome in developing an online presence that was going to appeal to learners?

Robert Green (RG): For me, the challenge was walking into a “blank slate” situation. Stan had the strategic vision of Columbia College Chicago Online as a major player in the online space, but we started from the ground up in every way imaginable. We had some coursework in an older version of an LMS, but nothing that properly represented Columbia from a product standpoint. That was our jumping off point: We needed to implement a new LMS, work with the amazing faculty to build

unique programming, create a new website and enrollment system, and find marketing partners and vendors to work with.

We aspired to create a best-of-breed” environment rather than going to one of the larger OPM vendors. This raised additional questions: what does best-of-breed look like? What do we want students to get out of an online educational experience that they can't find in a classroom? We also had to justify our decision to go after the continuing education market rather than target traditional students. It was a significant amount of work, and we went from concept to launch in just over a year.

Stanley Wearden (SW): The good thing about starting from the ground up is that it gives you a chance to reimagine the

possibilities of a new system or platform in ways that directly fit your needs. To me, the biggest challenge lay in shifting the institutional culture around online education at Columbia.

As Rob said, Columbia had experimented with online education in the past. We had developed online courses with varying degrees of success, but we had no strategy for online education whatsoever. Quite simply, faculty members who were interested in offering online courses went ahead and did so. We had an open source LMS that wasn't well supported and we had some people who trained faculty in the use of that LMS but they weren't true instructional designers. We really had to gain faculty buy-in and revise preconceptions around what online education could achieve for our institution as a whole.

Evo: What led Columbia College Chicago to decide that non-traditional learners were a market worth pursuing?

RG: We took an analytical approach to determining our target market. As we know, higher education is evolving, and while the traditional path remains an amazing option for students, there is significant growth in the career advancement, career seekers and degree completers space.

SW: In the past, Columbia was behind in addressing the lifelong learning market in Chicago. We had previously experimented with continuing education, but it wasn't considered a priority, nor was it particularly well promoted. We found that, even in a city like Chicago where you expect people to want to come and take courses on campus, prospective students were choosing to enroll with competitors who were offering courses online. That signalled a broader industry shift in terms of student preferences in continuing education, and we seriously lacked an understanding of just how much continuing education had moved into the online sphere. There's a lot that we can offer, connected to our expertise in design and digital media, for which there is demand among both non-traditional learners and industry professionals.

Evo: How important was it to partner with faculty on the traditional campus to create this additional breadth of online offerings specifically designed for online learners?

SW: We worked with on-campus faculty who had showed an interest in building out online education, but we also brought in subject matter experts to help us direct our efforts more strategically. Our team didn't yet have real deep expertise in

augmented and virtual reality and data visualization, and we knew we wanted those areas to be part of our catalog, so it was important to find subject matter experts from outside our existing pool to help us develop those offerings. This process had faculty support, and helped us identify areas where we needed some quick faculty hires for the future.

RG: I think that's always the case in a hybrid approach: working with existing resources but also looking to subject matter experts to get the best of both worlds.

Evo: What were some of the benefits of going with a best-of-breed approach in developing your online education infrastructure rather than going with a single service provider?

RG: We had a lot of internal discussion around whether to go with multiple vendors or with a single OPM, and what it came down to was not wanting to lock ourselves into a long-term agreement where a significant portion of our revenue was going to a single vendor. We weren't able to hire a large team, so we had to be creative in our approach to building this out: because it was truly a greenfield undertaking, we decided to grow organically, own our core products and build out our catalogue from courses to certificates to degrees in a manner and on a timeline of our choosing. We also needed to network and establish agreements with key faculty members and SMEs to build out courses along with our instructional design team. We wanted to own our destiny and have the flexibility to make changes as we see fit, and the best-of-breed approach was the right way to accomplish those goals as we grow.

Stan and I have experienced both kinds of project build-outs. It was pretty enlightening when we ran a five-year PNL and looked what the outcomes would be with an OPM and what they would be if we controlled more of the components that an OPM would usually oversee.

SW: That was particularly enlightening for me as well. When Rob did the pro forma on that, it was clear that going with an OPM would be a costlier undertaking with lower margins.

Evo: How did the college develop its online offerings to serve the needs of the non-traditional demographic?

SW: Non-traditional learners can best be reached through non-traditional teaching modalities. Working adult learners have busy lives: It's a challenge for them to find time to attend

traditional bricks-and-mortar classes week after week. In putting together courses that an individual can take and use immediately without having to invest in a full degree program, we felt we would be able to address market demands more quickly and effectively. That's not to say that there won't be certificate and degree programs in the future, but we felt there was a clear market need that we wanted to address quickly.

Rob and I both have significant prior experience with online programs, and based on this experience, our market research, and some well informed intuition, we decided online offerings for adult learners were the way to go.

Evo: What were some of the aspects that most concerned you about developing Columbia College's online education platform yourselves rather than partnering with a single provider?

SW: One of my early worries was that when you're working with an OPM, at least in theory, you've got a partner who's invested in the successful outcome of the project. They're not just a vendor who gets paid regardless of whether you succeed or not.

On the other hand, many of the OPMs we talked to had an old-school view on the capabilities of an online environment. They were very focused on starting degree programs geared towards traditional learners. We had a different vision of where we wanted to go. We wanted to build a catalog of standalone courses and then package those courses into certificates based on demand. The OPMs didn't understand that mindset.

RG: I agree. The OPMs were trying to fit us into their template, as opposed to coming up with a unique solution that was in line with our institutional goals.

OPMs are very valuable in many ways, but one of the things that was important to me was making sure that we really owned our curriculum. Columbia is a well respected arts institution, and we want to reflect our expertise in what we create. If we'd outsourced that, we may not have had the valuable input that our faculty and qualified instructional designers provided, which enabled us to develop that best-in-class standard.

Evo: What are some of the key differentiators that can help a college or university really stand out in the adult professional education market?

RG: For me, the key is developing a unique curriculum that meets current and future employment needs. We spent a lot

of time looking at where employability in creative industries will be in the future, and that really helped to determine our curriculum. If we had just pulled together programs that are already well represented in the space, we would have gotten lost in the abundance of colleges offering similar programming.

That's why we chose to go after AR/VR, data visualization and other new media areas that have a lot of growth potential. Focusing on these areas allows Columbia to put a stake in the ground as a leading creative institution.

Being flexible is another major advantage. Students find a lot of value in being able to cherry pick the courses that they need to advance their careers, start a business, or fulfill a passion. People who are busy in their day-to-day lives need to be able to access our programming and our online format allows them to do so.

Additionally, you must look at affordability in higher ed. We are going after a market where financial aid is not offered, and so an affordable pricing scheme is important in reaching our target market.

Finally, our courses need to be immediately applicable. The courses and programs that we're building are meant to provide students with tangible skills that they can use with their employers or within their own entrepreneurial venture from the get-go.

SW: In addition to Rob's list, I would have to say that having a concrete mission is key. What makes Columbia College Chicago stand out is its creative disciplines—design, web and app development, film and animation, music and composition, creative writing, and many other fields—with a heavy emphasis on learning the technologies relevant to those disciplines. It has been absolutely key to keep that mission top of mind while developing a curriculum that will stand head and shoulders above the competition.

This interview has been edited for length and clarity.



OPERATIONS AND EFFICIENCY

Demonstrating Value On- and Off-Campus: Building Partnerships Between CE and Academic Units

JAMES BROOMALL

ASSOCIATE PROVOST FOR PROFESSIONAL AND CONTINUING STUDIES,
UNIVERSITY OF DELAWARE

Sitting at the crossroads between the university and the public, continuing education units provide academic departments with a valuable platform for bringing the knowledge they create to the wider world—but, more interested in the creation, rather than the dissemination, of knowledge, academic leaders often overlook the value that CE can bring to their work. In this interview, Jim Broomall discusses the importance of CE units, and provides insights into how they can best build productive relationships with their academic counterparts.

The EvoLLLution (Evo): Why is it so important for continuing education units to collaborate with other units across campus?

James Broomall (JB): Continuing education units, by definition, don't involve the creation of knowledge. In continuing education, our job is to disseminate knowledge and identify delivery modes to transfer knowledge, but the actual creation of the knowledge exists in academic departments and professional practice. So, I've always felt that the relationship between CE and academic departments is symbiotic: They create the ideas and we distribute those ideas to different publics. Unless you have a good understanding of the unique roles of both the academic unit and the continuing education unit, you can't really facilitate

collaboration.

This is particularly important in units like Professional and Continuing Studies at the University of Delaware, which is not an academic college. We're not a college or school of CE. Instead, we're involved in the administration and delivery of knowledge.

Second, there's a political impetus for CE units to build partnerships with academic units. Universities are competing centers of power, and it's important to have alliances to help you achieve goals. There's always a hierarchy of priorities at any university, and those of us at research universities understand that basic and applied research is the first order of business. Continuing education units have to be in a

position where we can honor that priority and add value to that mission.

Evo: How do continuing education units benefit from these partnerships?

JB: If you look at the mission of continuing education, it's rooted in the extension or the diffusion of knowledge. Universities are places where knowledge is created and preserved, but we're preoccupied with the question of how that knowledge is disseminated. If our mission, as continuing education units, is to create access to educational opportunities and provide entry points to the resources of the university, then we need to have a positive relationship with our academic counterparts. We open the door, but the academic units are in charge of what's behind that door.

Evo: How do academic units benefit from their relationships with continuing education?

JB: Continuing education units demonstrate the value of academic knowledge to diverse stakeholders. We provide the bridge that takes knowledge outside the traditional university audience. Academic units can use that bridge to understand the value of that knowledge and apply it accordingly. Building that kind of rapport is critical, particularly for public universities that have so many stakeholders to serve, including funding agencies and crediting agencies.

We also provide opportunities for academic units to conduct research. Continuing education units have so many relationships that academic departments can leverage. For example, we've had several cases over the years where we've done customized organizational learning for corporations and government organizations, and once that training's complete, those organizations are often more receptive to having faculty come in and conduct research on things like organizational culture and supply chain management. So, again, I think that demonstrates the role non-traditional units can play in encouraging and supporting their work. We're not the only unit that builds those inroads with the off-campus community, but we're one of the major ones.

Evo: Finally, how do students benefit from these kinds of partnerships?

JB: The point of any research university is to apply and create knowledge, so students who take courses through our

institution are either involved in the creation of knowledge or the daily practice of knowledge. Through CE, we can bring that knowledge to other audiences. For example, we have a certificate program in paralegal and the faculty are all practicing attorneys. The faculty can bring the day-to-day experiences they have in the courtroom to the students. Our classes provide a balance of theory and practice. That's our competitive advantage.

If our mission, as continuing education units, is to create access to educational opportunities and provide entry points to the resources of the university, then we need to have a positive relationship with our academic counterparts.

Evo: How has the historic marginalization of CE divisions impacted the growth and development of these kinds of partnerships between CE and faculty partners?

JB: It's important to realize that, yes, CE does sit at the margin but that doesn't mean we're a marginal enterprise. The way I see it, we're at the intersection of a Venn diagram, where one circle is the university and the other is the broader community. If you can approach CE from that perspective and see marginality as an advantage, it does benefit our stakeholders. Over the last twenty years, I've noticed that CE is often in flux. Sometimes we're closer to the core and other times we're further out on the margin. Some of the best work we've done in terms of meeting our students' needs has been when we're out on the margin and had to find innovative ways of responding to stakeholders.

That said, it can limit us. A classic example would be that we launch a corporate, non-credit training program in project management that's very well received. The company might come back to us and say, "We also want a credit-based certificate in project management." For us to deliver that, we've got to go back to the College of Business and see if it aligns with their priorities. Sometimes it doesn't, sometimes it does. If we had our own College of Continuing Education where we could hire our own faculty and grant our own credit, we could respond more quickly to that company's needs. That's why you've seen the growth of schools or

colleges of continuing education over the last twenty years. They give us that flexibility to meet learner demands.

Evo: How do CE leaders work with their colleagues across the campus to ensure that others understand the impact and importance of being able to adapt to and address market needs?

JB: A major way is by participating in the wider university context as a representative for the non-traditional learner. If you can identify forums within the university where you can participate as a university citizen—not exclusively as the director or dean of continuing education, but as the voice of the adult and non-traditional learner—you can gain legitimacy as part of the wider campus conversation.

Secondly, you have to keep telling your story. I've been in CE an awfully long time so I've built a lot of relationships over the years, but every year I still send a CE impact report to all of the academic deans, as well as the deputy and associate deans and department chairs, across campus to tell them what continuing education has been up to. It's part of our ongoing effort of relationship building, particularly at a research university where the research is sine qua non. So, it's a matter of education and persuasion. You can't be an apologist for your role in CE.

That said, it can be frustrating. Every year I still have to have those conversations explaining what we do and why we do it. And of course, there's so much more flux in the university system than ever before. I've never seen as much turnover and change amongst senior leadership in the industry as we're seeing now.

Evo: One thing we keep hearing is that CE leaders often forge strong relationships with individuals from other divisions, but once that person retires, the partnership that came with it goes to dust. From the perspective of a CE leader, how can you ensure that you are developing sustainable partnerships with other divisions, not just working relationships with individuals?

JB: You have to demonstrate that there's some inherent value for the department to sustain the relationship. For example, we have a program with our College of Health Sciences that has been running for 28 years. The partnership has survived three or four deans and half a dozen chairs, and it's because

it has been a financially lucrative partnership for both sides. We make an investment, they make an investment, and at the end we share the pot. So you have to demonstrate value that's sustainable beyond the relationship with the individual.

The second thing is that it's very personality specific. I've been fortunate to have built a strong internal relationship with our business school, which has outlasted more than one dean, and the reason we've been so successful is because we understand the business language. We can talk the culture.

Finally, we've always emphasized that we're both part of the University of Delaware. We're all on the same team.

The bottom line, for me, is the extent to which you can formalize the relationship and show how all of the organizations involved can benefit. That enables it to be more sustainable. While it's true that each time a new dean starts you have to go back and explain what you do and why you do it, you've got to look at the whole picture. It's not about the continuing ed unit. It's not about the business school. It's about the university, and under that university comes the business school and the continuing ed unit. You need that kind of institution-wide thinking and a focus on the broader picture.

Evo: Is there anything else you'd like to add about developing relationships between CE units and academic departments?

JB: The issue of marginality in continuing education is still so endemic, and while it's important to build those inroads with other academic units you can't lose sight of why, historically, CE sat on the margins: It was to serve those students who wouldn't otherwise be served. We need to keep that priority top of mind, and maintain that historical legacy while looking to the future.

This interview has been edited for length and clarity.



INTERNAL AND SERVICE PARTNERSHIPS

Benefits and Challenges in Partnerships between Continuing Education and Faculties

MICHELLE FACH

DIRECTOR OF OPEN LEARNING AND EDUCATIONAL SUPPORT,
UNIVERSITY OF GUELPH

Many centralized continuing education (CE) departments extend the teaching and research expertise of their respective institutions through unique program offerings that serve to attract new and diverse audiences. This outreach is important to institutions in that it can serve as an important component of the larger institution's recruitment strategy, it generates revenue, and it creates a rich teaching and learning environment and student experience.

To achieve this mandate, CE departments must foster and maintain effective strategic partnerships with departments and faculty.

With a focus on the adult learning population, CE departments have expertise in designing and developing programs that are relevant to non-traditional audiences. By leveraging the disciplinary strengths of the faculty with the adult learning/entrepreneurial expertise of the CE department, CE leaders can ensure that their program offerings will be attractive and relevant to external

markets. This will be increasingly important as institutions face a decline in the traditional 18-to-22-year-old student population.

Strong partnerships between academic departments/faculty and CE departments offer many benefits to institutions. Building collaborative programs can increase institutional brand awareness, global outreach, and the ability to attract students from diverse backgrounds and geographic regions. CE programs promote academic research, generate new revenues for the institution, and increase alumni engagement. Important connections between industry and academic departments/faculty can be facilitated through the CE department. Through partnerships with CE divisions, faculty have opportunities to engage with diverse types of learners, enhance their teaching practices, and explore different pedagogies.

It is important to note, however, that it is not only the institution that benefits from strategic partnerships

between the academic department/faculty and the CE department; students also reap the rewards. Collaborations with faculties provide non-traditional students with opportunities to interact with faculty, learn more about faculty research, learn from disciplinary experts, and interact in an academic environment. For some students, this may be the first time they have had the opportunity to engage in postsecondary education, which can be a personally and professionally rewarding experience.

If both parties don't share a common vision for the program, challenges in the partnership will eventually impact its potential success.

While all parties are well-intentioned to enhance the lives of our communities through lifelong learning, some barriers can prevent the establishment of successful partnerships between academic departments/faculties and CE. These barriers include a misalignment of expectations and motivations. If both parties don't share a common vision for the program, challenges in the partnership will eventually impact its potential success. If the value of the activity or outcome is not aligned with expectations, either party could become disengaged. There is a significant amount of work that goes into launching a CE program, but this work is oftentimes not visible; therefore, it is important to have well established communication channels to ensure that there is an awareness of the work that is going into supporting the success of the program.

The value of working collaboratively with the CE department may not be widely known across the campus, so it is incumbent upon CE departments to make academic departments/faculty aware of the benefits of working collaboratively and structuring the partnership so that there are clear, tangible benefits. Structuring the partnership so that faculty can focus on contributing disciplinary and teaching expertise, without having to consider logistics and other administrative responsibilities, ensures that the partnership leverages expertise appropriately. This

structure also ensures that academic departments are not asked to take on additional administrative responsibilities. It is also critical to ensure that there is an appropriate financial model in place—one that provides a return on investment. Other ways to incentivize participation include providing teaching awards, recognizing the teaching as part of the tenure and promotion process, and making it part of the distribution of effort.

Strategic partnerships between CE departments and academic departments/faculty provide enormous institutional value. The key to success lies in ensuring that expectations of both parties are understood, that there is good communication, and that both parties benefit from the partnership.



NEW AND INNOVATIVE MARKET OPPORTUNITIES

Incubating Innovation: The Growing Role of Continuing Education on University Campuses

J. KIM MCNUTT

DEAN OF THE COLLEGE OF EXTENDED AND INTERNATIONAL EDUCATION,
CSU DOMINGUEZ HILLS

Though Continuing or Extended Education is still viewed with suspicion by some faculties as the “personal interest” division of a university, CE offers many opportunities for their academic counterparts—including, in some cases, chances to make up budgetary shortfalls and offer industry-relevant programming. In this interview, Kim McNutt discusses the evolving role of Extended Education, and points to how CE units can bridge the gap between employers and educators by fostering innovation.

The EvoLLLution (Evo): How do CE divisions broaden and improve access to programming that’s offered by faculties across the rest of the institution?

Kim McNutt (KM): As the College of Extended & International Education (CEIE) at CSUDH, our job is to extend access to education into the community we serve. One of the ways we do that is by providing courses off-cycle—that is, not during the traditional fall and spring semesters. We also offer online, night and weekend courses, which extends our programming beyond the 9-to-5 schedule. Simply by providing courses on an alternative schedule, we are meeting our mandate of extending education.

Another way we broaden and improve access to education is by offering short-term training and certificates. We also partner with companies to offer customized on-site training, where we develop a purpose-built program that fits their needs.

We also have satellite locations, which allow students outside the main campus region to access our programming. As you know, CE units often operate satellite campuses at many universities. We have a small presence in the Beach Cities area of the South Bay, because even eight or 10 miles for some students is too far to go because of LA traffic. We take education to them.

One of CE’s major benefits is that we can offer just-in-time programming. Traditional academic curricula on campuses are pretty fixed: approval processes for developing new programs can take months or years, and when a student is looking for a course that will allow them to get ahead in their job, they can’t afford to wait. In CE, we can stay abreast of what job seekers and employers need, and develop responsive programming to suit those needs.

A good example of this is blockchain programming. Blockchain is all the rage right now, so we’re gearing up to begin offering

short courses and training in that area. We'll be offering that programming much sooner than the traditional campus, because we can react to this opportunity quicker.

What I like about CE is that we're often the first entry point for learners. They may come and take a class with us and then choose to enroll in a degree program because they had a positive experience. With our myriad programming options and credit/non-credit offerings, we can really extend the university's reach.

Evo: How do you draw the line between broadening access to programming and ideas that already exist in the university, and pushing the university to create new programming that responds to community needs?

KM: Extended Education often acts as a test kitchen for the university. We can go behind the scenes and mix different ingredients together, then package the result as a program. Because we are entrepreneurial, we can afford to be innovative. In some cases, we can even afford to fail—if we offer a short-term certificate program that doesn't catch fire with prospective students, it doesn't hurt the main campus in the same way it would if it were offered through a traditional college. We can be more responsive, and move quicker to offer just-in-time programming.

Extended Education is viewed as a strategic campus partner much more than it has been in the past. For a long time, we were looked upon, quite frankly, as the place where people took basket-weaving courses and exclusively community education programs. Now, other academic departments and administrators are looking to Extended Ed as a strategic partner because we develop programs that are outside the box.

We're also an incubator for the university. When a new program takes off, we can divest it from Extended Ed and let the main campus take over. Much like a start-up company, I can develop the program then hand it over to the main campus and say, "We've started it, now it's yours to take on."

Evo: Over the course of the last decade, how has the role of CE changed—and how has the recognition of its role by main campus faculties and central administration changed?

KM: In my experience, some faculty can be a little hesitant to work with Extended Ed divisions. Most CE departments are self-supported, meaning we don't receive any allocation from our state governments or from our university systems. We are a pay-as-you-go enterprise, and some instructors may view that as a bit suspicious.

At CSUDH, we've overcome that problem by building relationships across the campus. We meet with different faculty to introduce them to partnership opportunities. The benefit of these partnerships is twofold: we can provide access to education that learners might not otherwise be able to access, and give faculty members a chance to earn more pay than they normally would with their regular teaching load, because these courses take place during their down-time.

When I approach academic faculty, I tell them, "You provide the academic integrity, rigor and education, and we'll offer the marketing, registration, customer and support services, and online program management system." We focus on what we do best, and they focus on what they do best, which is teaching.

Those strategies have helped to remove barriers and enhance the perception of Extended Ed on campus. Whenever a new senior leader comes aboard, I invite him or her to my college to give them an overview of what we do and how much we give back to campus, financially and otherwise. By taking that immediate step, you can start building that sense of trust. I like to say that progress moves at the speed of trust, so the quicker a campus stakeholder trusts Extended Ed, the more likely they are to work with us.

Evo: Do you see the role of CE as being almost a service provider to colleagues across campus, where faculties focus on the teaching and Extended Education focuses on the more managerial aspects of making a program or offering successful?

KM: Absolutely. We do a lot of what I would call the back-office administrative duties: registration, student support, marketing, LMS access, and faculty training to help our instructors become better online educators. We leave the academic piece to the professionals, which are the faculties themselves. I think that bodes well for the trust factor, too, because we aren't stepping on their toes. As you said, we're supporting them, because if they're not successful, then we're not successful.

Another point in our favor is that we can help colleges roll out programs that they might not otherwise be able to afford. Say the College of Arts and Humanities knows it is not going to get a full allocation this year and won't be able to invest in new programming. I can tell them, "Change your program from a face-to-face to an online modality, and we can create a partnership that benefits us both." I can create MOUs between our colleges and say, "This is what my college can do, this is what your part of the deal is, and here is how we can split the costs." When dealing with the net revenue, a portion will go back to the university for services that they provide (vis à vis payroll, HR and custodial expenses). If there's

any money left over, we split the profits between the colleges.

Evo: You paint a vision of Extended Education at the center of a triangle that brings together employers, learners and the main campus. To your mind, how does the work of CE divisions help improve connections between those three sets of stakeholders?

KM: We connect industry and employers to the university and to learners. I have several advisory panels for our certificate programs that are comprised of practitioners in a given field. We'll convene once a semester to talk about what we're doing right, where they see opportunities, what they're hearing in their industries, and what types of training they need us to provide so we can be an entry point for learners into jobs. I can then take that information from employers to help academic colleges build out programs that will have a real impact in the community.

Frankly, some industry leaders still don't realize we're here. They are surprised to learn that we offer occupational training and certificate programs. Once they get to know us, though, we can work with them to co-develop programs that are to the benefit of the industry and the university. These programs are sought after because they have that real-world flavor from an employer partner, as well as the cachet of being offered at a university. Our research indicates programs have an added level of validation if they're coming from a university. These programs are real. They've got meat. They're not being offered by some independent contractor or for-profit vendor.

A lot of people that come to our courses are working professionals. Their goal may not be to earn an undergraduate degree that will help them view the wider world—they come here for short-term needs like a job promotion or a pay raise, or to switch industries. We can provide those linkages not just to employers, but to people wanting to change industries. In the process, we help them become more productive members of society.

Evo: The traditional learners that we're seeing today are Generation Z, who tend to behave as consumers and expect a certain level of customization in their educational experience. This means that a lot of the characteristics of incoming traditional students are those that we used to define as the needs of a non-traditional demographic. For a main campus leader who's trying to adapt to that shift, what kinds of lessons can they learn from their CE colleagues when it comes to delivering a responsive, customer-centric student experience?

KM: I've been saying for years that the non-traditional student has

become the new normal, and universities need to reflect that in their academic programming. Online programs are more palatable for these learners because they can fit them into busy schedules. For students that don't feel comfortable with the online modality, we still offer evening and weekend courses.

We're evolving to meet Millennial and Gen Z learners. They're digital natives; they've grown up with computers and cellphones and gamification. If you look at our website, it's mobile friendly. We're on Facebook, Instagram and Twitter. We're working with Parchment to issue digital badges, because we can use gamification models to incentivize students to learn. Gen Z students like scoring points and collecting badges while acquiring the knowledge that will help them over the long term.

Several years ago, a colleague of mine was talking about trying to create a degree program that you could access entirely on your smartphone. Not on a laptop—a smartphone. He wanted to call it Mobile U. It sounded very out there at the time, but as we move into the future, it doesn't seem so implausible. Pretty soon, someone will be able to acquire an online degree entirely on their mobile phone.

Evo: Is there anything you'd like to add about the growing role of CE at colleges and universities today, and how you see that role evolving in the future?

KM: My department owns and operates 11 classrooms and an auditorium. Some days, I'll walk down the hall and listen in on a class. It might be a group of adult learners taking a project management course. I'll go a little further down the hall to the next class, where there's the OSHER Lifelong Learning Institute audience of people 55 and older taking a personal enrichment course. I'll move on to our computer lab, where we're running a summer video game development camp for kids.

In just that short walk, I'm experiencing lifelong learning. People from kindergarten to 90 years old, all learning at the same college. Learning is a continuum. It's not a "one and done." That's where the future of Extended Education lies. We need to be able to offer continuous education programs throughout the course of one's entire life.

This interview has been edited for length and clarity.

The EvoLLLution

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