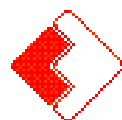


SERVING ADULT LEARNERS IN HIGHER EDUCATION

PRINCIPLES OF EFFECTIVENESS

EXECUTIVE SUMMARY



CAEL

Building the Future through Learning

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This publication was developed by CAEL (Council for Adult and Experiential Learning), a national non-profit organization and leader in pioneering learning strategies for individuals and organizations. CAEL advances lifelong learning in partnership with educational institutions, employers, labor organizations, government and communities. CAEL is known for its comprehensive approach to developing education strategies and learning systems for employers, designing workforce education programs, advocating for public policy at the state and national levels related to adult learning, and supporting educational institutions and adult learning professionals.

CAEL's Adult Learning Focused Institution initiative is designed to help colleges and universities improve educational opportunities for working adults. It is one way CAEL pursues its mission to remove policy and organizational barriers to learning opportunities and to identify and disseminate effective practices. The initiative and this publication are sponsored by a grant from The Pew Charitable Trusts.

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Adult Learners:

The New Undergraduate Majority

The stereotyped image of the college student as one who is 18-23 years old in residential, full-time study is being challenged by a new reality. The U.S. economy is now information-driven and a college degree has become an increasingly important credential in the marketplace, both for new entrants into the labor force and those already employed. Working adults who want to succeed in the present economic climate are pursuing a college education in increasing numbers, and they are creating a new majority among undergraduates at college campuses across the country.

Adult students are loosely identified with a larger group characterized as "non-traditional." While definitions vary, the National Center for Education Statistics (NCES) has come up with seven characteristics that typically define non-traditional students. According to the NCES, adult students often:

- Have delayed enrollment into postsecondary education
- Attend part-time
- Are financially independent of parents
- Work full-time while enrolled
- Have dependents other than a spouse
- Are a single parent
- Lack a standard high school diploma

By using one or a combination of these criteria, NCES estimates that over 60 percent of students in U.S. higher education can be characterized as non-traditional. Using the simpler and more common criterion of age to define "adult learner," we know that some 43 percent (or 14 million) of students in U.S. higher education are 25 or older. And, astonishingly, an estimated 65 percent increase in enrollments of students 35 years of age and older, from 1.7 million to 2.9 million, occurred between 1985 and 1996 (NCES, 1996).

The Unique Educational Needs of Adults

Many colleges and universities have struggled to adapt to this changing student marketplace, often finding themselves burdened by traditions and practices that prove ill-suited for adults. Unlike the returning veterans of World War II who went to college under the GI Bill, today's adult learners are unwilling and unable to emulate traditional-aged students either inside or outside the classroom. Adult students have unique needs, especially if they are employed. Among others, these needs include:

- Different kinds of information about their educational options
- Institutional flexibility in curricular and support services
- Academic and motivational advising supportive of their life and career goals
- Recognition of experience and work-based learning already obtained

These needs reflect how the experience, knowledge, skills, and attitudes of adult learners are different from the traditional-aged student.

Educational Principles That Work for Adults Who Work

Without good models of effective practice for serving adult learners, colleges and universities will continue to struggle. CAEL (Council for Adult and Experiential Learning) has addressed this issue through an initiative designed to assist colleges and universities with improving learning opportunities for working adults.

CAEL partnered with APOC (American Productivity & Quality Center) and conducted a benchmarking study of six highly adult learning focused colleges and universities. This was a first step toward identifying and disseminating new models of how higher education institutions can provide the best possible educational experience for adult students (Flint & Associates, 1999).

CAEL then transformed the benchmarking study findings into principles of effective practice that have been further tested within focus groups of adult learners, educators, employers, union representatives, policy makers, and others who are interested in adult learning. These Principles of Effectiveness for Serving Adult Learners describe processes and approaches to be adopted by colleges seeking to improve access by and quality for adult students. However, in order to assure flexibility and innovation by institutions, the Principles do not prescribe particular practices or policies. Rather, they are meant to serve as a framework for assessing institutional commitment to and capacity for meeting the needs of adults, and also to form the backbone of what CAEL calls the Adult Learning Focused Institution (ALFI).

Principles of Effectiveness for Serving Adult Learners

The following table shows the eight Principles and their definitions:

Outreach	The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.
Life & Career Planning	The institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
Financing	The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.
Assessment of Learning Outcomes	The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.
Teaching-Learning Process	The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.
Student Support Systems	The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.
Technology	The institution uses information technology to provide relevant and timely information and to enhance the learning experience.
Strategic Partnerships	The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

Outreach

The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.

An Adult Learning Focused Institution is ready to disprove facile assumptions about how higher education can be characterized, e.g., semester-bound, campus-based, and lecture-driven. In fact, the adult-focused college or university reframes its view of higher education in relation to the world beyond its own campus boundaries.

'Outreach,' as stated in this Principle, means far more than customized marketing and recruitment directed towards an older student market. Outreach also affects current enrollees, including their engagement in the curriculum and the ways in which student support is offered. Outreach to adult learners entails addressing their needs in ways that work for them; and that may well mean taking the operations of the admissions office, bookstore, and classroom to the places adults live and work rather than waiting for them to come to campus.

Reducing barriers for adult students means creating new roles for faculty which can include becoming managers and facilitators of student learning, not primarily lecturers, and the freedom to learn from students without professional embarrassment. Adult learners can be recognized as potential co-creators of knowledge; their experiences understood, not as evidence of a "disconnect" between academic theory and real life, but as something which continually enriches and contributes to the learning process.

The Outreach Principle, then, is a license to innovate. Reducing barriers to learners is in keeping with higher education's historic role in crossing boundaries, especially through the creation of new knowledge that supplants ignorance and error, and through the enrichment of the cultural environment through new (and sometimes controversial) forms of expression. This stance against unnecessary barriers and for innovation is also what has placed institutions of higher education in a leadership role within society against the marginalization of women, minorities, and the disenfranchised.

Exemplary practice supporting this Principle occurs when an institution:

- Uses a variety of special methods and venues to recruit adult learners, for example, on-campus and off-campus information sessions, ad campaigns, on-line information, etc.
- Addresses the personal needs and concerns of adults who are unaccustomed to viewing themselves in the role of a student.
- Helps adults to identify and overcome barriers that keep them from returning to learning.
- Assists adult learners in making an informed decision about how well the college matches their interests and goals.
- Employs faculty who do not limit themselves to the traditional role of lecturer in the classroom, and may perform in blended roles which include administrative duties, advising, teaching, and facilitating.

Life & Career Planning

The institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

Conversations about student goals are necessary at the individual level. As adult experiences are diverse, so too, will be the shape of the futures that they envision for themselves. Thus, the paths to achieve adult students' goals may be many, and attempts by the institution to fragment the educational experience in ways not serving those goals will be (rightfully) resisted. Many adults can only imagine their futures in ways that integrate their past experiences, even if the goal is 'merely' obtaining a college degree.

Accordingly, assessment is a key ingredient in making suitable education plans. Part of the assessment the Adult Learning Focused Institution must make of adult learners is the identification of previously acquired learning which may be creditable – in other words, the process of Prior Learning Assessment (PLA). To require an adult learner to take courses on that which is already known serves no goal other than to subject the learner to a needless or insulting delay on the road to new knowledge.

The connection to student goals is not a one-time event at the outset of a program of study. Student goals are a subject of on-going conversation between institutional faculty/staff and its students. This conversation is about continually reviewing and revising what the learner wishes to accomplish, what preparations the learner must make, and how the institution might help the learner to accomplish the stated goals.

The ALFI, like other colleges or universities, devotes careful attention to the realization of its publicly stated mission. The fulfillment of organizational mission must not, however, take place at the expense of individual students' goals. Not every adult student goal is achievable through the institution, nor should it be. Nor must every adult student be admitted to a degree program. To know, however, whether or not the ALFI fulfills that desirable 'match' which is sought in every admission decision, the institution assesses not only each applicant's capabilities for doing college-level work, but also its own capacities in light of student goals. Where appropriate, the ALFI will refer prospective students to other institutions best suited to meeting those goals.

Exemplary practice supporting this Principle occurs when an institution:

- Engages the adult learner in a thorough process of education and career planning to determine their level of educational development upon entry, their educational and career goals, and a plan for reaching these goals as efficiently as possible.
- Uses education and career planning as a method of establishing long-term relationships with adult learners and encouraging them to take greater responsibility for their own learning.
- Engages adults as active partners in the planning, delivery, and evaluation of their learning.
- Helps adult learners use assessment as the foundation for making educational decisions.
- Promotes opportunities to gain credit through Prior Learning Assessment.
- Creates pathways for adult learners to gain credit for learning from a variety of sources so that college-level learning acquired prior to enrollment can be accepted towards institutional credentials and degrees.

- Employs faculty members who are dedicated to removing barriers which keep adults from achieving their educational goals.
- Enhances the ability of adult learners to set and achieve academic and career goals through the use of technology (e.g. electronic information services for assessing degree progress, conducting job searches, etc.).

Financing

The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

Achieving equity and financial flexibility are two of the most commonly acknowledged problems in adult learning. Discussions of solutions are frequently missing, despite higher education placing college affordability as a top priority in policy discussions and debates. The relative burden of the cost of education is a matter that deserves increased attention and research, both inside and outside the academy.

Mistaken assumptions about adult learners' resources hinder progress in this area. One assumption is that employers foot the bill for most working adults enrolled in college. Although precise measures on student financing are hard to obtain due in part to issues of privacy for both learners and their employers, careful estimates done by the NCES during the past decade show that among all undergraduates only about three percent receive assistance from an employer to pay their college costs (the typical undergraduate who did receive employer aid obtained an average award of \$1,584). Only about seven percent of all graduate and first professional degree students receive such aid. Yet we know that nearly half of all undergraduates, and most graduate/first professional students, are self-supporting (adult) students.

When they do seek out financial aid, degree-seeking adults are far more likely to obtain assistance through federal or state programs than through employer assistance. Nearly a third of adult, 'self-supporting' students rely upon some form of federal student assistance – just like traditional dependent students do (Flint, 1999).

The ALFI parts company with those institutions that deliberately set aside large portions of their institutional aid only for students who follow the traditional enrollment pattern (full-time, day, residential study). The ALFI focuses upon extending equity and financial flexibility to all learners, including adults, through the exemplary practices described below.

Exemplary practice supporting this Principle occurs when an institution:

- Informs adult learners about convenient payment options available to them.
- Assists adult learners through deferred payment options when tuition reimbursement programs do not make funds available until course completion.
- Makes financial aid and scholarships available to part-time students.
- Assesses charges to learners incrementally during the course of a program and establishes equitable refund policies.
- Helps learners develop strategies for locating external funding to assist with education costs.

When in partnership with organizations such as businesses and/or unions, an institution may:

- Work to influence the organization's tuition reimbursement policies so adult learners can access funds at the beginning of the academic process.
- Ensure that the learner is not caught between the institution and the sponsoring organization regarding tuition payment issues.
- Design accurate and understandable accounting reports so that billing statements are clear and billing cycles are convenient for the organization.
- Communicate to the organization the basis of cost for services.

Assessment of Learning Outcomes

The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.

What should a college graduate know and be able to do? The issue of learning outcomes (and their successful demonstration) lies at the heart of widespread calls for accountability. The accumulation of passing grades next to course listings on transcripts is unacceptable if learners have not really learned, i.e., have not acquired the knowledge, skills, and attitudes to make them employable and functional in society.

Through standards articulated by the regional accrediting agencies, colleges and universities have followed ideals of college-level learning defined across several domains:

- Communication (reading, writing, speaking, listening)
- Computation (quantitative and scientific reasoning)
- Critical thinking (independent judgment, weighing values)
- Aesthetic and ethical awareness (appreciation of arts and culture)
- Lifelong learning ('learning to learn' or continuous education)

These domains prescribe a necessary but by no means sufficient view of the capabilities that an educated person must have today. To function successfully as parents, employees, and citizens, college-educated people are increasingly called upon to demonstrate their abilities and achievements in the 'soft' skills as much as the 'hard' courses. These include, (among many others):

- Problem-solving
- Interpersonal diagnosis
- Teamwork
- Self-control
- Planning

Clarity about learning outcomes serves many purposes. Once defined, learning outcomes answer questions of accountability to standards of student educational achievement; they foster curricular cohesion and focus instructional efforts; they facilitate intra- and inter-institutional evaluation; they place the undergraduate program in relation to secondary and graduate education; they inspire educational planning. Last but not least, clarity about learning outcomes is a pre-requisite for quality assurance in programs of Prior Learning Assessment that are vitally important to adult learners.

The Adult Learning Focused Institution is clear about the outcomes it expects from adult students and backs up those expectations through its academic policies, procedures, and services.

Exemplary practice supporting this Principle occurs when an institution:

- Designs educational experiences with learning outcomes in mind.
- Finds ways to integrate the perspectives of a range of stakeholders, such as businesses and the community, in defining learning outcomes.
- Embraces a variety of assessment techniques for measuring learning outcomes and assigning credit for prior learning.
- Documents what learners know and what they can do as a result of their educational experience.
- Uses learning outcomes to establish a foundation for those who wish to pursue subsequent degrees.
- Promotes the opportunity to gain credit through organizations' instructional programs to adult learners.
- Initiates a dialogue with community-based organizations to learn what knowledge, skills and abilities are needed by organizations and the community, and then develops learning outcomes based on these needs.
- Regularly re-evaluates external instructional programs to ensure their relevance and rigor in relation to the institution's offerings.
- Creates pathways for adult learners to gain credit for learning from a variety of sources so that college-level learning acquired prior to enrollment can be accepted towards institutional credentials and degrees.
- Promotes opportunities to gain credit through Prior Learning Assessment.

Teaching-Learning Process

The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

John Keats once observed, "Nothing ever becomes real till it is experienced – even a proverb is no proverb to you until your life has illustrated it." At the Adult Learning Focused Institution, faculty members eschew the pursuit of learning simply "for its own sake." Rather, learning at an ALFI is pursued as a means to a practical end; the "end" being translated differently by each individual student according to his or her education and career goals.

To the extent that learning empowers students to adapt to current and future environments, and to find solutions to challenges that life, career, and good citizenship will present, is the measure of the need that adults feel for connecting education with its application. For example, colleges and universities routinely seek to impart critical thinking and

problem-solving skills through the curriculum. However, in addition to presenting a theoretical base, acquiring these skills demands both experiential and problem-based methods. The ALFI strikes a fine balance in the learning environment between theory and application, recognizing that an effective teaching-learning process delivers the curriculum through the voice of experience as readily as through the voice of the professor.

Exemplary practice supporting this Principle occurs when an institution:

- Employs a teaching-learning process that includes a high degree of interaction among learners and between learners and faculty.
- Considers adult learners to be co-creators of knowledge. Therefore, learning experiences and projects are often designed in cooperation with learners and directly relate to the adult learner's work and personal world.
- Offers multiple methods of instructional delivery to enhance convenient access to education and to provide choices about preferred learning modes.
- Uses assessment as an integral part of the learning process and in ways that enhance competency and self-confidence.
- Encourages faculty to build upon the knowledge, interests and life-situations that adults bring to their education to develop learning experiences. When working in partnership with businesses and/or unions, faculty members strive to present material in a framework that incorporates the issues and language of the learners' workplace and communities.
- Supports faculty members' work with adult learners, staff, adjunct faculty, and local community resources in developing collaborative learning experiences.

Student Support Systems

The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.

Although an increasing number of educators have come to recognize the important role support services play in the lives of adult learners, the misperception still exists that adult learners are "self-supporting" and do not need the same level of support as 18-23 year olds. In reality, adult learners need as much as, if not more than, their younger cohorts in the way of quality academic and student support. Without positive human connection, adult students are likely to become disaffected and depart the institution, no matter how technically excellent the program may be. If an institution aspires to be adult learning focused, it must devise ways to build 'community' among its learners. Accordingly, to be successful as an Adult Learning Focused Institution, each entering student must be 'inducted' into this community of learners.

Obtaining good advice is as critical for adults in their educational endeavors as it is in any other endeavor. Those institutions that have pioneered successful practice in this area have frequently settled upon systems of mentoring and/or student cohort groups. With mentoring, adult learners establish a trusting, long-term relationship with a person of accomplishment and who has mastered the discipline they are to enter – a person who may or may not be a faculty representative (though preferably should be). Colleges and universities with very large enrollments, well beyond the ability of their faculty/staff to mentor adult learners, commonly rely upon peer support, often through student cohort groups.

In a cohort group, fellow students collectively assist each individual within their group. Adult-focused institutions consciously augment these arrangements in ways to benefit individual adult learners.

Where appropriate, some institutions will provide adult learners who need additional help with resources to hone their general academic skills before launching directly into credit-bearing work towards a degree. A good litmus test of the extent to which the institution is adult learning focused comes when evaluating the impact of such support: Many Adult Learning Focused Institutions will report that students who need academic help and commit to these programs before starting the college classes do better in college programs than those who need help but who choose not to do the pre-college programs.

A telling sign of institutional commitment to the Student Support Systems Principle is the degree to which faculty members engage in 'coaching' their students on matters academic and otherwise. ALFI faculty utilize a variety of high-tech and low-tech options and resources to achieve good results, from e-mail and listservs to the telephone and face-to-face counseling in faculty offices.

Exemplary practice supporting this Principle occurs when at an institution:

- Support systems are activated by an adult learner's initial inquiry.
- Academic support systems provide or work collaboratively with other organizations to provide assistance to adults who wish to become college-ready.
- Flexible time frames for enrollment, registration and program participation are part of the academic and administrative structure.
- Faculty and staff provide individual attention to adult learners in order to inform them of the institution's programs and services designed to provide them with academic and personal support.
- Support services address the life circumstances of the adult (e.g. child care, support networks, adult-centered orientation and advising).
- Faculty members are encouraged to participate in professional development activities related to adult learning theory and application.
- Staff and faculty work with employers and/or unions to develop mentoring and advising programs.

In addition, the institution:

- Helps organizations develop ways to encourage employees/members to pursue their education (train supervisors to communicate to employees the importance and relevance of learning; develop internal promotional programs to alert employees/members of learning opportunities).
- Provides support for adult learners at times and places that are congruent with work schedules, including working with organizations to establish education extension centers at or near work locations.

Technology

The institution uses information technology to provide relevant and timely information and to enhance the learning experience.

Digital technology is the chalkboard of tomorrow. As homes, workplaces, and marketplaces become increasingly 'wired' and information 'digitized;' as the power and connectivity of desktop, laptop, and palmtop devices grows, and as the communities of 'connected' peoples enlarge worldwide, we will witness quantum leaps in learning opportunities. Teachers and texts will certainly not be replaced by the new technologies, but it seems fairly clear that master teachers will be those who have impact upon students by orchestrating more than their mental reservoir of knowledge and ability to articulate it. The "anywhere, anytime" availability of texts, documents, images, sounds, videos, simulations, and Internet search engines are but a few of the information tools that will revolutionize our assumptions about the process of education.

The proliferation of information technology presents two faces on the issue of access to education. On the one hand, educational delivery using the new technologies – such as the growing number of complete degree programs available on-line – means that immense numbers of adult learners whose homes are beyond any commutable distance to a college or university finally have real enrollment options. To these students, or those whose time available for study comes only in the middle of the night when college classes are rarely to be found, the new technologies present a breakthrough in access. On the other hand, uneven access to technologies due to income, race/ethnicity, disability, or other personal traits threatens the goal of universal access to higher education. Adult Learning Focused Institutions must carefully develop their uses of technology in ways that promote better access by students to higher quality information, and in ways that support flexibility in serving students while honoring the institutional mission to serve all of their constituencies.

Exemplary practice supporting this Principle occurs when an institution:

- Uses technology to build community among adult learners living in remote geographical areas.
- Uses information technology to provide flexible and timely education and administrative services (e.g. web registration systems, call centers).
- Uses technology to empower adult learners to better manage their learning process and to expand the choices available for learning modes (e.g. partial and full Internet-based courses, technology-rich on-campus instruction).
- Employs technology in the learning experience in ways that mirror the technology-rich environment in which many adults work.

Strategic Partnerships

The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

The workplace is an obvious venue for introducing higher education opportunities to adults, in the same way that the high

school is the natural site for introducing higher education to 18-year olds. Workers who have been categorized as 'professionals' have long acknowledged the importance of lifelong learning as key to staying abreast of their disciplines. This ethic is rapidly extending to all workers in all fields. Economies throughout the world now operate by "new rules" which reward business flexibility and innovation. Educational benefits signify an employer's desire to remain competitive and to ensure that the abilities of employees continue to grow. For example, far-sighted labor leaders who have come to appreciate that there are few, if any, remaining lifetime jobs or career paths now promote bargained-for education benefits as a prime ingredient needed for the well-being of workers.

Therefore, employers and unions can be seen as natural allies of colleges and universities. Business needs the valuable skills and abilities that a college education provides. And employers and unions are interested in supporting colleges and universities in what they do best – educating people who can adeptly apply their knowledge and skill on the job.

Adult Learning Focused Institutions find a variety of ways to work with outside organizations such as employers and labor unions. The ALFI does not view such relationships as a threat to its academic mission or institutional integrity. In fact, the ALFI welcomes the involvement of outside organizations on a peer basis, and is as ready to learn from its peers as it is to educate them.

One of the most meaningful forms of recognition (alluded to earlier) is the readiness of an institution to award credit towards degrees for college-level learning obtained in the workplace. Not only can institutions offer programs of Prior Learning Assessment (based on portfolios or on institutional evaluations of corporate educational programs), they also can obtain the cooperation of employers to positively promote such programs within the workplace as a means of encouraging employed adults to return to formal learning. Moreover, by working in tandem with employers to make appropriate educational resources available to learners, the ALFI fosters an environment in which everybody wins: the learner, the employer, and the institution.

Exemplary practice supporting this Principle occurs when an institution:

- Seeks relationships with organizations as a way to reach adult learners through organizationally-mediated programs.
- Helps establish learning goals that include the organization's future job opportunities and skill needs.
- Works with employers and/or unions to develop mentoring and advising programs.
- Helps organizations develop ways to encourage employees/members to pursue their education (train supervisors to communicate to employees the importance and relevance of learning; develop internal promotional programs to alert employees/members of learning opportunities).
- Provides support for adult learners at times and places that are congruent with work schedules such as establishing education extension centers at or near work locations.
- Encourages employers to make telephones, computers, Internet access and video conferencing available for employees to engage in education related activities during hours when technology is not used for business-related activities.
- Develops options for using learning technology at work sites and on desktop computers.
- Works with organizations to establish ways to measure the impact of education programs on organizations' goals.

The Future of the Principles

The Principles described above are not static. In years to come CAEL will evolve these Principles through a dynamic and ongoing dialogue with its member institutions from higher education and collaborating partners from the business, union and policy arenas. Readers of this report can follow the continuing developments of the ALFI project and offer feedback by visiting CAEL's web site at www.cael.org.

In response to requests from colleges and universities, CAEL is developing books, guides, and study tours to help disseminate good models of effective adult programs and help colleges and universities put the Principles into practice. CAEL is also working with several state higher education offices to design ways for state institutions to better respond to the education needs of adults, businesses, and industry.

CAEL's mission to expand lifelong learning opportunities for adults is the driving force behind the ALFI initiative. It is our hope that the Principles of Effectiveness for Serving Adult Learners in Higher Education described in this publication, as well as future findings and reports which emerge from the ALFI initiative, will enrich the national dialogue on lifelong learning. CAEL is confident that the adoption and adaptation of these Principles by colleges and universities will result in positive, concrete, and visible changes for our nation's adult learners, and that an increasing number of colleges and universities will become known as Adult Learning Focused Institutions.

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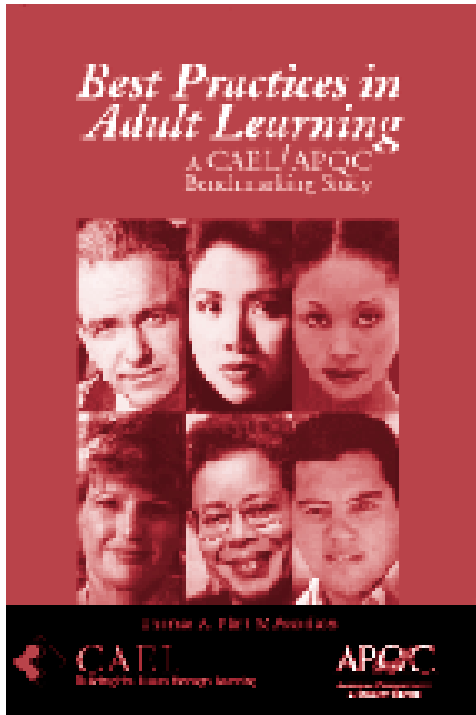
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Serving Adult Learners in Higher Education: Findings from CAEL's Benchmarking Study (an executive summary). Order through CAEL: 312-499-2600.

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Best Practices in Adult Learning

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This book reports on the research behind the Principles of Effectiveness for Serving Adult Learners. Included are case studies, references and examples of some of the innovative ways colleges and universities serve adult learners. Learn about:

- Distinctive perspectives on serving adult learners based on actual practices at colleges and universities.
- Benchmarking as an important new tool in researching and improving practices in higher education.
- Implications for the future of adult learning in higher education.



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