CAEL in Arkansas
The Arkansas Project

• We need to know what adult students think about us.

• Comparison with other institutions is important
  – Peer institutions
  – Aspirational institutions
  – Provides context

In times of tight budgets, knowing what to focus on is important.
Not an iPhone app yet, but maybe one day.
The Arkansas Project

- Six institutions were involved in the pilot
- **Career Pathway Students**
  - TANF eligible students
  - Average age 31
  - 60 percent single parent
  - 46 percent employed at time of enrollment
  - Surveyed only Career Pathway Students

- ADHE Reimbursed
  - Small sample – pilot using year-end-money.
• Institutional Self-Assessment Survey (ISAS)
• Adult Learning Focused Institutional Assessment Survey (ALI)
Witnesses from different Perspectives

• Perceptions are “reality.” They reflect the campus climate.
• Phenomenological Absolutism
• Incongruence is important to address
• Identification of problem areas help provide a baseline for assessment of future progress.
• Involves students and campus leadership
• Hopefully creates enough cognitive dissonance to compel action
• Looking at many campuses at once  
  – (Consortium)
• Individual campus assessments
## Comparative Composite Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>ISAS (the staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>East Arkansas (tie)</td>
</tr>
<tr>
<td>2</td>
<td>McGehee (tie)</td>
</tr>
<tr>
<td>3</td>
<td>Mid-South</td>
</tr>
<tr>
<td>4</td>
<td>Phillips</td>
</tr>
<tr>
<td>5</td>
<td>Hope</td>
</tr>
<tr>
<td>6</td>
<td>North Arkansas</td>
</tr>
</tbody>
</table>
Halo Effect

• No Halo effect was found on the ISAS.
• East Arkansas Community College earns a #1 ranking on the Principles of Outreach, Life/Career Planning, Assessment, the Teaching/Learning Process, and Strategic Partnerships.
• Yet the same school earns a ranking of #5 on Technology.

Conversely,
• North Arkansas College earns a ranking of #6 on Outreach, Life/Career Planning, Assessment, and the Teaching Learning Process, yet it earns a ranking of #3 on Technology.
The Halo Effect

• Some Halo was found on ALI (student assessment).

• Students in most of the institutions surveyed are generally either satisfied or dissatisfied with the services provided for adult learners.

• The rankings on each Principle measured were fairly flat and paint with a broad brush.
  – ALI responses at Mid-South Community College, earn a #1 ranking for every Principle except **Life/Career Planning**
  – Responses at the University of Arkansas Community College at Hope earn a ranking of #4 for every Principle except **Support**, which earns a #3.
Common Strengths and Weaknesses

- **ISAS** – Perceptions of Faculty, staff, and administrators:
  - **Finance** ranks among the top two Principles at Five of the institutions
  - **Support** in the bottom at three institutions.
  - **Outreach** in the bottom at three institutions.

- **ALI** – Perceptions of Students:
  - **Assessment** ranks #1 for three institutions.
  - **Support** ranks #1 or #2 among students at three schools.
  - **Life/Career Planning**, scored in the lower two ranks at five of the six schools.
  - **Finance** received generally satisfactory review. Two schools (East Arkansas and Mid-South) place **Finance** among the lower two rankings.
Best Practices

- Mid-South and East Arkansas Community College show top rankings on Outreach by staff (ISAS ranking of #1) and by students (an ALI ranking of #2)
- Clearly both survey groups at these institutions perceive that the colleges are doing well on Outreach activities.
- What specific initiatives are in place?
- How can other schools in the consortium implement some of the same practices?
- How can they adapt the practices to their particular context?
# Best Practices

Based on mutual positive rankings by staff and students

<table>
<thead>
<tr>
<th>Principle</th>
<th>Institution</th>
<th>ISAS Ranking</th>
<th>ALI Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td>East Arkansas</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td></td>
<td>Mid-South</td>
<td>#2</td>
<td>#1</td>
</tr>
<tr>
<td>Life/Career Planning</td>
<td>East Arkansas</td>
<td>#1</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>McGehee</td>
<td>#2</td>
<td>#2</td>
</tr>
<tr>
<td>Finance</td>
<td>McGehee</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td></td>
<td>Mid-South</td>
<td>#2</td>
<td>#1</td>
</tr>
<tr>
<td>Assessment</td>
<td>East Arkansas</td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>Teaching/Learning Process</td>
<td>Mid-South</td>
<td>#2</td>
<td>#1</td>
</tr>
<tr>
<td>Support</td>
<td>McGehee</td>
<td>#2</td>
<td>#2</td>
</tr>
<tr>
<td>Transitions</td>
<td>McGehee</td>
<td>#1</td>
<td>#2</td>
</tr>
</tbody>
</table>
Mid South CC

• Average score when compared to 44 comparison institutions
• Staff more critical than students. Students ranked the institution very high on everything.
• Incongruence between student and staff perceptions:
  – Staff rated Life career planning and Outreach highest.
  – Students rated Life career planning lowest.
  – Students ranked Outreach toward the bottom.
  – Finance ranked very high by staff.
  – Students ranked finance toward the bottom.
Lessons Learned

• The process of involving the campus leadership in the assessment is very effective in getting adult learning on the radar.

• Examples of effective approaches are nearby.

• Would do larger samples of students next time.
CAEL's Principles of Effectiveness for Serving Adult Learners:

- Outreach
- Life & Career Planning
- Financing
- Assessment of Learning Outcomes
- Teaching-Learning Process
- Student Support Systems
- Technology
- Strategic Partnerships
- Transitions
Thomas Jefferson:

“I was a revolutionary so that my children could farm and so their children could do art.”

• It is the successful finish that makes an American Dream.
civic involvement

volunteer activity by education levels

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Percentage Volunteering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than High School Diploma</td>
<td>9.9% (48 hours)</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>21.7% (48 hours)</td>
</tr>
<tr>
<td>Some College</td>
<td>34.1% (52 hours)</td>
</tr>
<tr>
<td>B.A. or Higher</td>
<td>45.6% (60 hours)</td>
</tr>
</tbody>
</table>

blood donation by education level, 1994:

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage Donating Blood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than High School Diploma</td>
<td>6%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>11%</td>
</tr>
<tr>
<td>Some College</td>
<td>13%</td>
</tr>
<tr>
<td>B.A. or Higher</td>
<td>17%</td>
</tr>
</tbody>
</table>

Ever Participated in Assistance Programs by Education Level:

- **Less Than High School Diploma**: 24.3%
- **High School Diploma**: 10.2%
- **Some College & Bachelor's Degree or More**: 4.6%

Source: Postsecondary Education Opportunity, May 28, 1997, pg 47.
Incarceration rates by education levels:

- Less Than High School Diploma: 1.9%
- High School Diploma: 1.2%
- Some College: 0.3%
- B.A. or Higher: 0.1%

Percent Below Poverty Threshold, 2004

- Less Than High School Diploma: 32%
- High School Diploma: 15%
- Some College: 10%
- B.A. or Higher: 4%

Census Bureau
Unemployment rates and education level, 2004

- Less Than High School Diploma: 9.7%
- High School Diploma: 7.5%
- Some College: 5.1%
- B.A. or Higher: 4.6%

Source: Employment Policy Institute
Quality of Life
Home Ownership

- Less Than High School Diploma: 58%
- High School Diploma: 69%
- Some College: 66%
- B.A. or Higher: 75%

Census Bureau, American Housing Survey for the United States: 2005
Seatbelt Use while intoxicated, 1990

Percentage donating blood

Safety

Source: American Journal of Public Health
Average family income by educational attainment, 2003

Source: Postsecondary Education Opportunity, 2005
## The Impact of Education on Individuals: Lifetime Earnings

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Estimated Lifetime Earnings</th>
<th>Difference Compared to High School Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>$976,350</td>
<td>-$478,903</td>
</tr>
<tr>
<td>High school dropout</td>
<td>1,150,698</td>
<td>-304,555</td>
</tr>
<tr>
<td>High school graduate</td>
<td>1,455,253</td>
<td>0</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>1,725,822</td>
<td>270,569</td>
</tr>
<tr>
<td>Associate degree</td>
<td>1,801,373</td>
<td>346,120</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$2,567,174</td>
<td>$1,111,921</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2,963,076</td>
<td>1,507,823</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3,982,577</td>
<td>2,527,324</td>
</tr>
<tr>
<td>Professional degree</td>
<td>5,254,193</td>
<td>3,798,940</td>
</tr>
</tbody>
</table>

Source: Federal Reserve Bank of Dallas, 2005
Nearly all economic growth and prosperity for individuals, families, cities, states, and the country is now driven by college educated workers.

Those individuals, families, cities, states and – increasingly—countries with the most education are prospering, while those with the least higher education are experiencing relative and often absolute economic decline.

--Postsecondary Education OPPORTUNITY, June 2005.
At the end of WWII, the U.S made a bold decision to invest in the future of its economy by providing $1.9 billion annually to the education of returning veterans of the war. This commitment to human capital helped enable the WWII generation to become the “greatest generation.”

Possibly, Arkansas’s greatest generation is at the schoolhouse door waiting for the opportunity to propel Arkansas into the global economy.