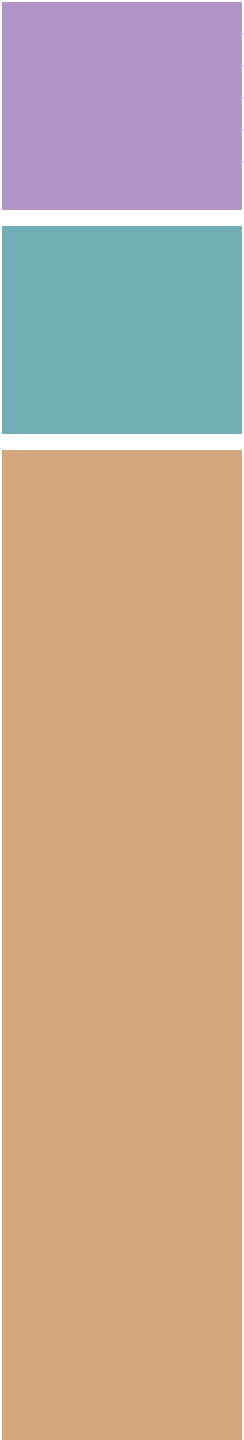


# Alternative Methods of Evaluating Non-collegiate Instruction




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# Non-traditional and Mobile Students

Approximately 60% of all postsecondary students have attended more than one institution

More than half of all students are moderately- to highly-nontraditional



# Non-traditional students are students who...

Have delayed enrollment in postsecondary education beyond the first year after high school graduation

Attend part-time

Have financial independence from parents

Work full-time

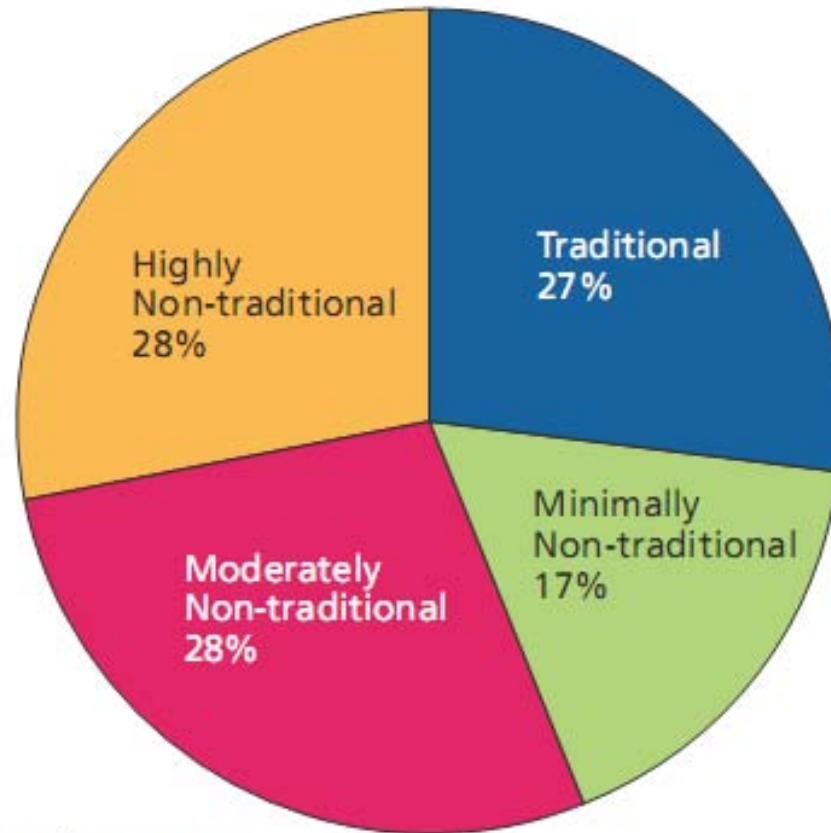
Have dependents (other than a spouse)

Are a single parent

Have no high school diploma (or GED)

*NCES 2002*

# Most students are in some way non-traditional



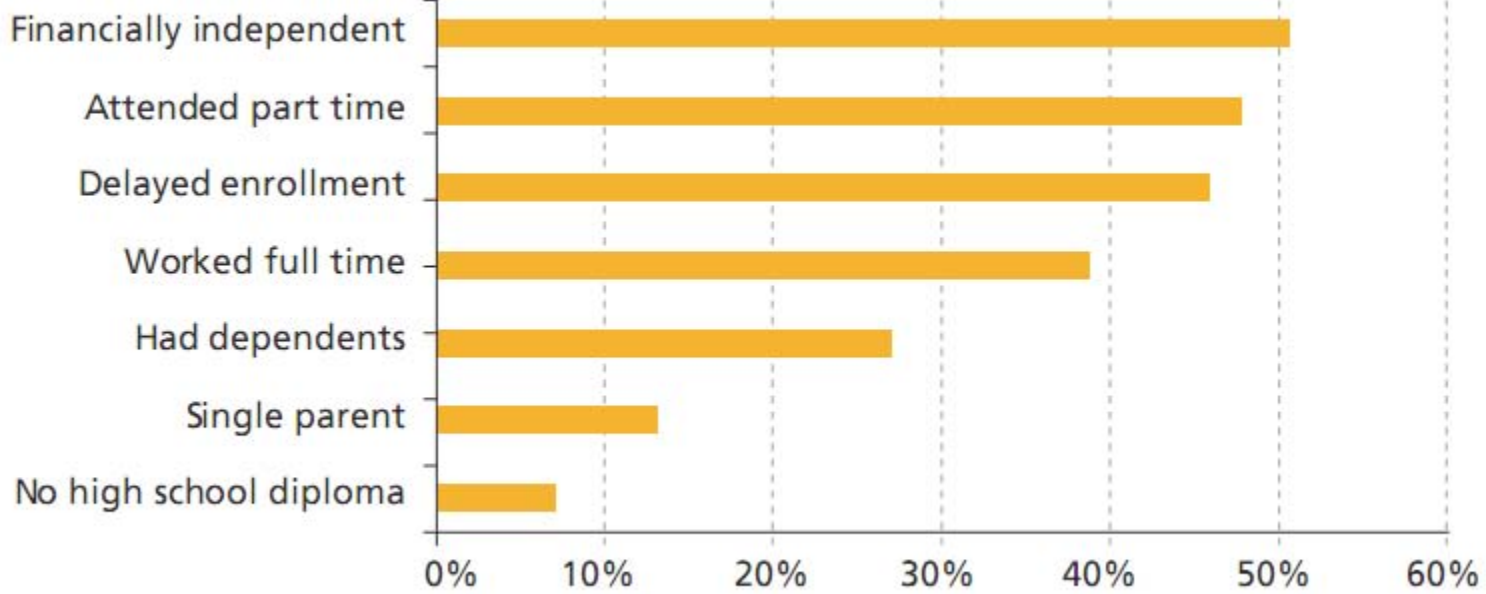
Source: Choy 2002

**Table 2. Percentage Distribution of Undergraduates According to Type of Institution Attended, 1999–2000**

Student Status	Public, less than 2 year	Public, 2-year	Public, 4-year	Private not-for-profit, less than 4-year	Private not-for-profit, 4-year	Private, for-profit
<b>Total</b>	0.7	44.9	33.4	0.8	14.9	5.2
<b>Traditional</b>	0.2	17.3	52.1	1.0	27.3	2.2
<b>Minimally non-traditional</b>	0.5	39.3	41.0	0.9	13.5	4.7
<b>Moderately non-traditional</b>	0.9	55.5	27.2	0.6	8.6	7.1
<b>Highly non-traditional</b>	1.2	64.2	17.2	0.8	10.1	6.6

Source: NCES: [nces.ed.gov/programs/coe/2002/analyses/nontraditional/tables/tab03.asp](http://nces.ed.gov/programs/coe/2002/analyses/nontraditional/tables/tab03.asp)

Percent of Enrolled Students



Source: Choy 2002

# Evaluation of Non-collegiate Instruction

- Formal policies about non-credit training programs within postsecondary system
- Evaluation of for-profit or industry-led training programs (“sponsored learning”)
- Evaluation of apprenticeship training
- Evaluation of military training (“sponsored learning”)
- Evaluation of corporate training



# Formal Policies

## Non-credit to credit programs

- Example: Carlow University (Pittsburgh), Ohio CT<sup>2</sup>



# Evaluation of for-profit or industry-led training programs

## Evaluation of local training

- Example: Delaware County Community College
- Example: LaGuardia Community College (CUNY)

# Evaluation of/for Apprenticeship Programs

Evaluation of apprenticeship program for college credit

- Example: Pellissippi State Technical Community College, Knoxville, TN

Evaluation of prior work experience to count towards apprenticeship work hours requirement



# Evaluation of corporate training programs

## ACE Evaluations


### Individual institution evaluations

- Example: An east coast energy company



# Evaluation of military training and experience

Military transcripts – ACE Guides  
Portfolio assessment  
Credit for basic training (DD214)



# Discussion

Which of the above methods is used at your institution?

What is your experience with that method?  
How many students use it?

How might more opportunities like this be offered? Promoted?

What challenges would you face in making that happen?

Are there many students who could benefit?

How could this approach be used to help reach OK goals for degree completion?