



Collaboration & Convergence

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(Re) Considering the Relationship between Continuing Education
and Academic Programs

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Thank you!

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Why do we care about this?

- ✓ Engaging Adult Learners
- ✓ Experiment with new academic offerings
- ✓ Connecting with state and local workforce partners
- ✓ Creating pathways and pipelines into degree programs
- ✓ Enhancing our institutional value proposition

RESEARCH FRAMING QUESTIONS

01

Does the institution have an administrative unit responsible for PCE?

02

What type of credits are offered at the institution, and who is offering them?

03

What type of alternative credentials are offered, and who is offering them?

04

If these credentials are transcribed, who is responsible for this work?

05

What type of special-population programs are offered, and who offers them?

06

Is there overlap between the PCE unit and the academic registrar as to the types of credit, alternative credentials and special-population programs offered? If yes, is there competition for the same learners and institutional resources (collaboration or convergence)?

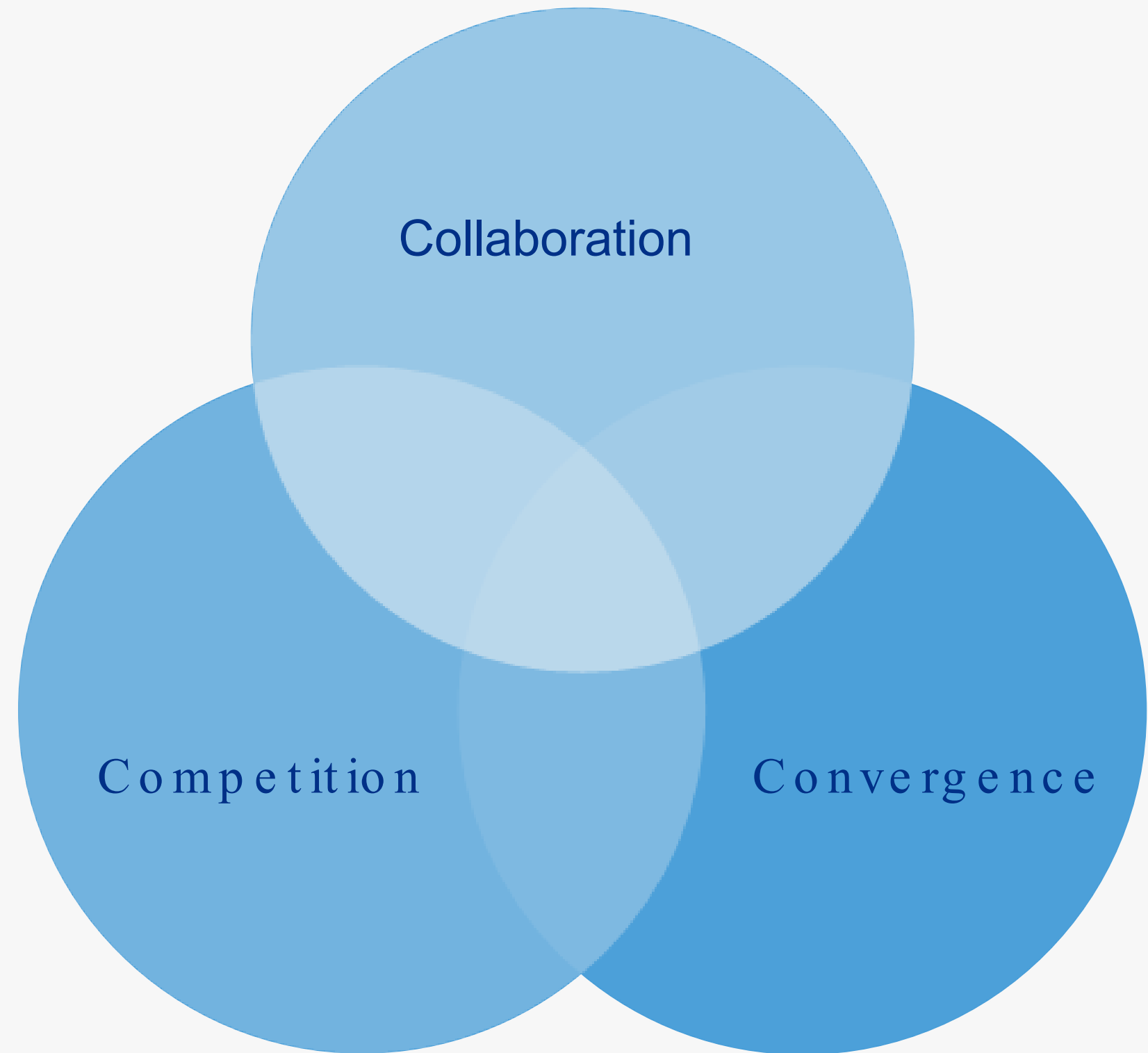
Key Insights



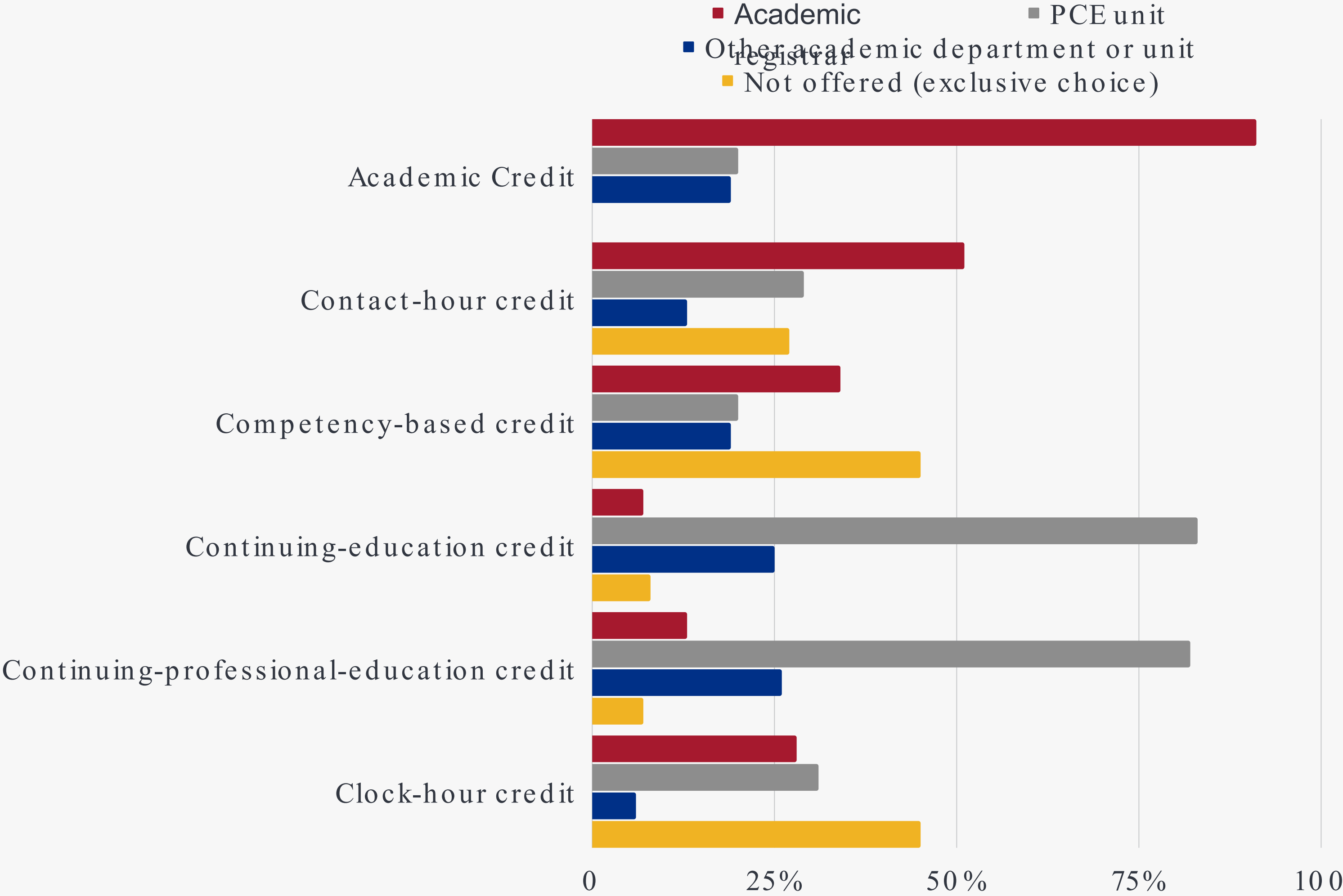
- 57% of respondents report their institution has an administratively and budgetarily separate PCE unit.
- Among those with a PCE unit:
 - 93% report the PCE unit is separate from the academic-registrar unit; the other 7% are a combined unit
 - 62% report other units, departments, or divisions also offer PCE classes and/or programs

Key Insights

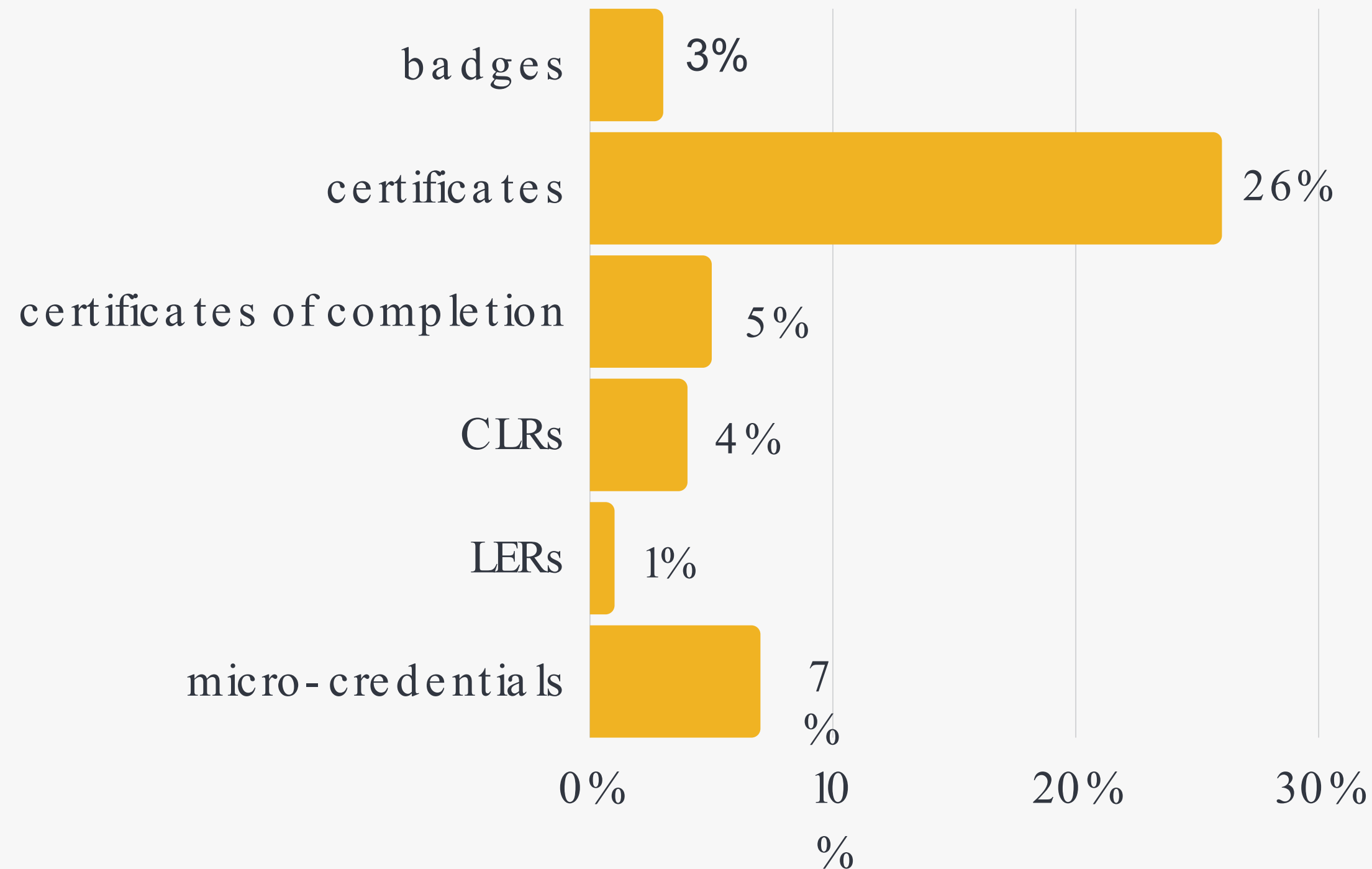
In this sample of institutions collaboration, competition, and/or convergence each exists to some level between the PCE unit and the academic registrar unit.



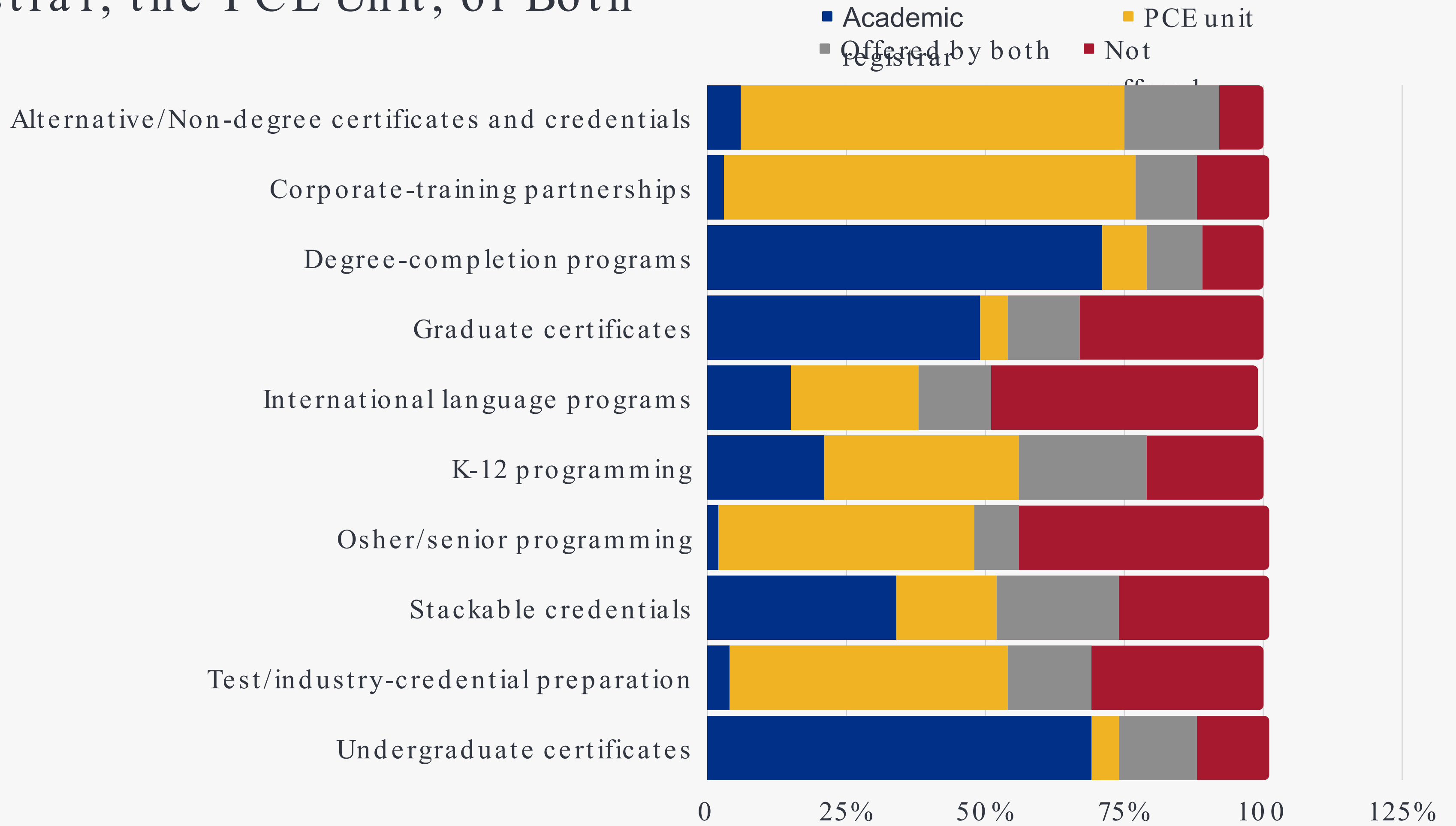
Type of Credit Offered through the Registrar, the PCE Unit, or other Institutional Entity



Percentage of the Type of Credentials Offered by Both the PCE Unit & the Academic Registrar



Special Population Programs Offered through the Academic Registrar, the PCE Unit, or Both



Credit Conversion Pathways

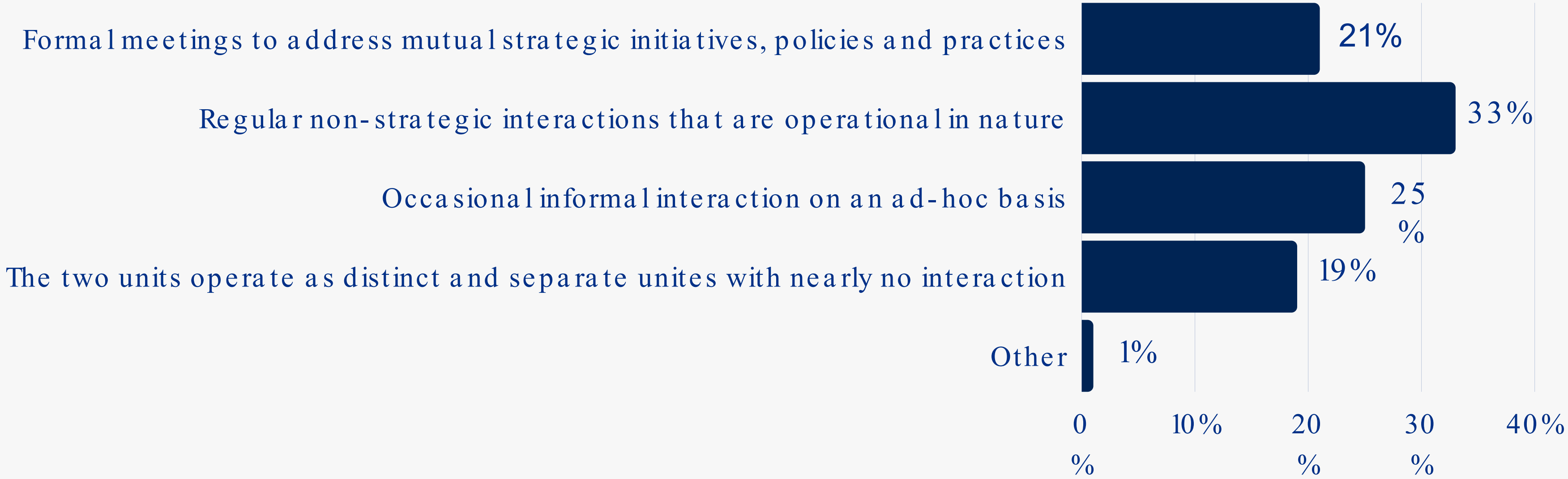


46% have established pathways for converting nonacademic credit to academic credit

Among those

- 55% offer this option to undergraduates
- 21% offer this option to graduate and/or professional learners
- 21% offer this option to nondegree-seeking learners

Description of the Relationship Between PCE Unit & Registrar Unit



86% of respondents believe barriers exist that impact the ability of the PCE unit and the academic registrar to work closely together.

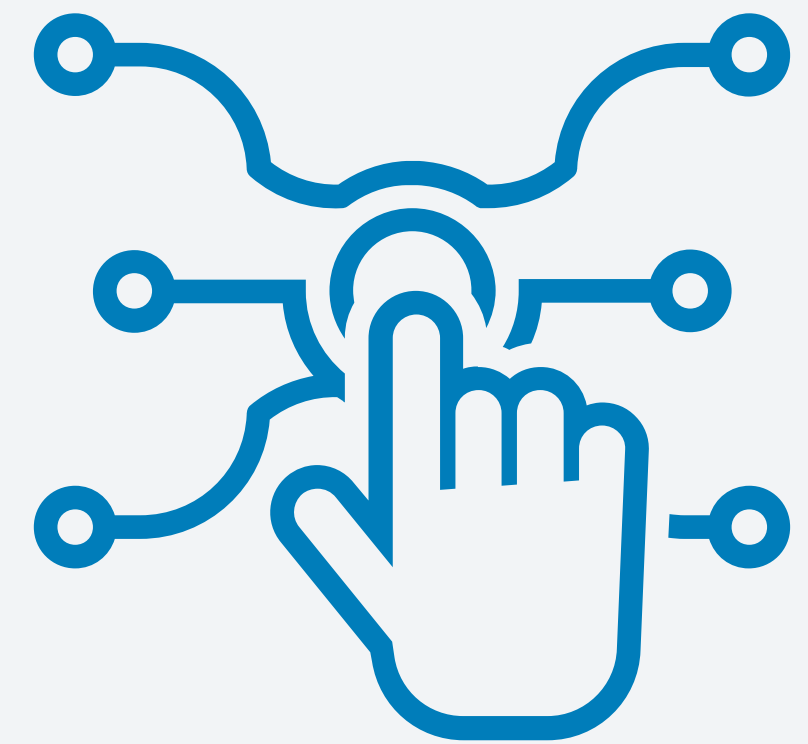
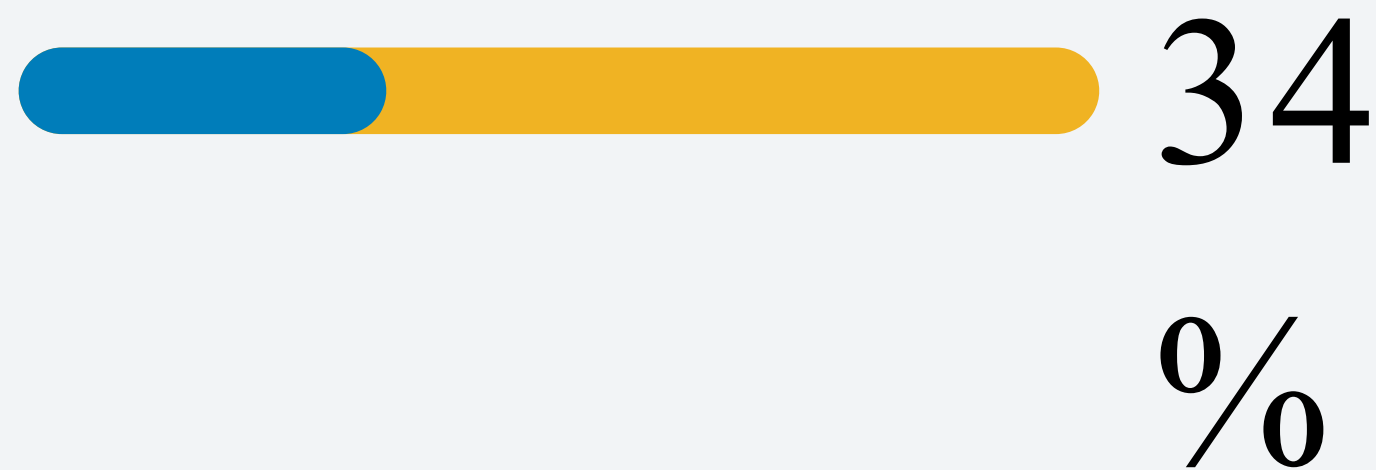


Perceived barriers include a lack of:

- Common practices (54%)
- Common policies (52%)
- Shared technologies (46%)
- Serving a common learner population (35%)

Technology Overlap Between Departments

At 34% of institutions with a PCE unit, the PCE unit has no technology in common with the academic registrar.



Converging the Registrar & PCE Units For A Learner Centric Future



How can higher ed be learner-centric rather than revenue centric?

Cooperation between the Registrar & PCE units when it comes to practice, policy, and the use of technology to support various educational paths and opportunities in a more comprehensive manner would enhance educational opportunities for learners, in particular undergraduate-adult learners with some previous work and/or college experience.

Exploring the Adult Learner Market through a PCE pathway

- How can you leverage the PCE program to develop an adult learner pipeline into your academic programs?
- How can your PCE workforce relationships enhance your academic offerings?
- How can you leverage the strength of your PCE programs to stack into an academic program?

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