Facilitating Life-Long-Learning in Universities: a Québec/Canadian Model.

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Plan

1. Universities for Life-Long-Learning (LLL)

2. Stackable Bachelor Degrees: a 45 year old model for LLL.

3. Comprehensive VPL strategies for LLLearners
Life Long Learning a Challenge for Universities

1. Non-traditional students have various needs and motivations to engage in learning and in university educations.

2. Non-traditional students (delayed or interrupted studies) and changing pattern of engaging with university education require transformations in university learning offerings.

3. Universities need to adapt program offerings, academic regulations and outlook on societal needs in program development to remain “relevant” for life-long-learners and, hence, fully play its role to provide higher learning for all citizen all through their life.
Université de Montréal

- Research intensive university
- Internationally Ranked around 100th
- Among the top 3, French language comprehensive universities
- Total: 60,000 distinct students / 45,000 Full time equivalents.

Fac. de l’éducation permanente (FEP)

- **Mission:** Provide life-long-learning opportunities to all and access to university to non-traditional students.
- 70% study part-time / 30% full time
- 40% of students already have university degrees (30% Bac, 10% Master + PhD)
- 30 university certificates (all 10-university courses = 1 year of study full time)
- Total:
  - For credit: 13,500-15,100 distinct students / 4,500-5,100 Full time equivalents.
  - Non-credit: 4,000 registrations
OPEN FOR NON-TRADITIONAL STUDENTS AND LIFE-LONG-LEARNERS

1. Programs have to be relevant i.e. rapid impact on learner’s career.

2. Program in short formats with clear learning objectives

3. We should recognize all prior learning (formal, informal and non-formal).

4. We should be able to validate all learning within our university credentials and degrees.
Education systems vs LLL Friendly Education System

**Canada/US/LMD**

- **PhD**
  - Year 4
  - Year 3
  - Year 2
  - Year 1

- **Master D.**
  - Year 2
  - Year 1

- **Bachelor D.**
  - Year 4
  - Year 3
  - Year 2
  - Year 1

- **High school (12 years)**

**Québec, Canada**

- **PhD**
  - Year 4
  - Year 3
  - Year 2
  - Year 1

- **Master D.**
  - Year 2
  - Year 1

- **Bachelor D.**
  - Year 3
  - Year 2
  - Year 1

- **CEGEP – Pre-University**
- **High school (11 years)**

**Québec – LLL Friendly**

- **PhD**
  - Year 4
  - Year 3
  - Year 2
  - Year 1

- **Master D.**
  - Year 2

- **Bachelor D.**
  - Year 1

- **DESS (Graduate Certificate)**
  - Micro-program

- **CERTIFICATE 1**
- **CERTIFICATE 2**
- **CERTIFICATE 3**

- **CEGEP – Pre-University**
- **ACCES-FEP**
  - (University Bridging Program)

- **High school (11 years)**
Bachelor’s degree awarded over time

Degrees granted per year

Bac = Certificates 1+2+3
Bac « specialized »
Comprehensive VPL strategies for LLLearners

Path to graduation or to the end of the personal learning project should be the « shortest » possible.

We should do so, by recognizing formal, informal and non-formal learning.
**Student’s Journey Through the 1st semester**

**In letter of admission:** VPL service is offered

**Program Orientations**

**Day 1:** Workshop: « Studying in University in Canada »

**On-going student support (Student Perseverance Advisor)**

- Student Ambassadors (On-site)
- Student Ambassadors (Online)
- Student Success Workshops (Study habits, etc…)

**Student Admission and VPL Advisor (« Retour aux études »)**

Clarifying Student Study Path (Career Counselling)

- VPL - experiential
- Credit transfert
- Partial credential recognition
- Recognition of prior studies (diploma and certificate)
- Program choices

**Our Principles**

1. Best program choice to attain student’s goal and shorten study.

2. Does not have to be in our faculty or in our university.

3. Our objective: Students should achieve their goal in the shortest time possible.
## Improving Graduation Rate after year 1

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<th>Year</th>
<th>New Students</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
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2009 – Student success advisor
2011 – Constitution of a Student Success Service
2013 - VPL Service –2015 / Student success Workshops
2015 - Workshop Studying in University
2016 - Student Ambassadors
2018 - Student Learning Coaches
Conclusions

1. Our stackable degrees provide a meaningful path to higher education attainment

2. Our multiple student success initiatives have significantly improved our graduation rate (student first year graduation rate by 10%).

3. Life-long-learner’s needs are changing in light of current full employment conditions in the Province of Québec (Canada).