

ALFICan Guiding Principles

#	Principle	Statement	Performance Indicator
1	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.	<ul style="list-style-type: none"> • Uses a variety of special methods and venues to recruit adult learners in addition to generic initiatives. • Has recruitment and admissions practices and services that address the personal needs and concerns of adults who are unaccustomed to viewing themselves in the 'traditional' role of a student. • Works collaboratively with adults to help them overcome barriers that may prevent them from returning to learning. • Assists adult learners in making informed decisions about how well the college matches their interests and goals. • Hires staff who perform a variety of roles that may include advising, teaching, facilitating and connecting learners to support services.
2	Life & Career Planning	The institution addresses adult learner's life and career goals before or at the onset of enrolment in order to assess and align its capacities to help learners reach their goals.	<ul style="list-style-type: none"> • Collaborates with adult learners to develop a systematic process of education and career planning. • Helps adult learners determine their level of educational development upon entry. • Helps adult learners identify career goals and a plan for reaching these goals. • Uses education and career planning as a method of establishing regular contact with adult learners throughout their program. • Encourages adults to become active partners in the planning, delivery, and evaluation of their own learning. • Demonstrates ways in which adult learners can use both formal and informal assessment as the foundation for making educational decisions. • Uses prior learning assessment to help identify life and career goals. • Creates pathways for adult learners to gain credit for learning from a variety of sources so that appropriate learning acquired prior to enrolment can be accepted towards institutional credentials and degrees.

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3	Financing	The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.	<ul style="list-style-type: none"> • Provides flexible payment options that fit the individual needs/ circumstances of the adult learner. • Informs adult learners about convenient payment options. • Provides deferred payment options when tuition reimbursement programs do not make funds available until course completion. • Identifies financial aid options available for both part-time and returning adult learners. • Administers charges to learners incrementally over the duration of a program. • Establishes equitable refund policies based on the percentage of course/program completion. • Identifies external funding sources that assist adult learners. • Has a financial aid policy that allocates awards to the adult student population in proportion to their enrolment.
4	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 rigour.	<ul style="list-style-type: none"> • Encourages adult learners to take an active role in the assessment process. • Designs educational experiences using learning outcomes. • Utilizes a variety of valid and reliable assessment techniques to measure learning outcomes. • Identifies and documents what learners know and can do as a result of their educational experiences. • Evaluates external instructional programs to ensure relevance and rigor for the purpose of granting credit. • Advocates for adult learners to gain formal credit for learning achieved via instructional programs delivered by businesses, labour unions and community-based organizations. • Communicates actively with stakeholders to identify the knowledge, skills and abilities they need. • Integrates the perspectives of a range of stakeholders such as businesses and the community in defining learning outcomes.

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5	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.	<ul style="list-style-type: none"> • Utilizes a teaching/learning process that includes a high degree of interaction among learners, faculty and the community. • Recognizes adult learners as co-creators of knowledge. • Collaboratively designs learning experiences and projects directly related to the adult learner's work and personal world. • Uses multiple methods of instructional delivery to provide access to education. • Uses assessment as an integral part of the learning process. • Uses a variety of assessment tools. • Has faculty integrate adults' knowledge, skills, interests and life-situations into the curriculum. • Has faculty members who incorporate the issues, symbols and language of learners, workplaces and communities. • Develops curricula in partnership with businesses, labour unions and communities. • Supports faculty who work collaboratively with adult learners, adjunct faculty and local community resources in developing learning experiences. • Provides or supports financially, professional development for faculty on effective methods for teaching adults.
6	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.	<ul style="list-style-type: none"> • Offers a support system activated by a potential student's initial inquiry about the institution. • Helps adults become college-ready by offering academic support or in collaboration with other organizations. • Devises flexible time frames for enrolment, registration and program participation. • Has faculty and staff that help adult learners connect with academic and support services. • Provides support services that address the life circumstances of the adult (e.g. child care, support networks, financing, adult-centered orientation, disabilities services, aboriginal student mentoring, and advising). • Provides or supports financially, professional development activities related to adult learning theory and application for faculty and staff. • Requires that faculty/staff work with the community, employers and/or unions to develop mentoring and advising programs. • Works collaboratively with stakeholders to encourage their employees/members to pursue their education and learning needs. • Provides support for adult learners at times and places that are congruent with work schedules. • Works with stakeholders to establish education extension centers at or near work locations.

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7	Technology	The institution uses information technology to provide relevant and timely information and to enhance the learning experience.	<ul style="list-style-type: none"> • Provides technology orientation to all entering adult learners so that technology can be used confidently and competently. • Uses technology to build and reinforce community among adult learners. • Uses information technology to provide flexible and timely education and administrative services (e.g. web registration systems, call centers). • Uses information technology to enable adult learners to assess their own learning needs and their learning process. • Uses technology to expand the choices of learning styles/options (e.g. partial and full Internet-based courses, technology-rich on-campus instruction). • Employs technology to complement the technology-rich environment in which many adults work.
8	Strategic Partnerships	The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations to develop and improve educational opportunities for adult learners.	<ul style="list-style-type: none"> • Promotes use of prior learning assessment to employers and community organizations. • Recruits learners through various stakeholder groups (e.g. businesses, unions and community-based organizations). • Collaborates with organizations to help establish learning goals that include the organization's future job opportunities and skill needs • Works with stakeholders to develop mentoring and advising programs. • Promotes recognition of learning that comes from training and education programs outside the college or university (ACE, CLEP, DANTES). • Collaborates with stakeholders to develop ways to encourage employees or members to pursue their education. • Encourages employers to make a variety of company resources available to employees for education related activities. • Works with stakeholders to measure the impact of education programs on their goals.