

Priorities for Adult-Ready Transformation

 **ACCESSIBILITY:** Post-traditional learners effectively access and move through postsecondary programs.

What is one strategy you are doing now?	Which strategy would you like to do or do differently?	What obstacles do you need to overcome?
<ul style="list-style-type: none"> • Offering more online courses in our certificate programs • Looking at a redesign for our adult program offerings • Reviewing all policies and mapping key student-facing processes for adult & transfer students for transfer-friendliness (Olivet). • Offering guaranteed admissions and transfer of credit for students from partner schools (Olivet). • Redesigning metamajors and program pathways • PLA (CMU) • Many of our non credit/go to work programs don't require application to the college or FAFSA (KVCC) • Improving placement (GSP) • Better support throughout academic journey (CMU) 	<ul style="list-style-type: none"> • More effective recruitment of these students (ACC) • Build seamless pathways for adult transfer students from community colleges through deeper partnerships (Olivet). • Seamless guarantees with guaranteed admissions upon completion of AA or AS degree. • Looking at our course delivery offerings (more evening onsite courses) • Offer more evening courses • More evening and weekend service hours (advising, admissions, tutoring, etc) • Offer more support • More clearly explain tuition assistance program available • Treating all students (adults and traditional the same) • Offer child care. (LCC) 	<ul style="list-style-type: none"> • Buy-in from faculty and staff to move forward • Culture with the large number of dual enroll/younger students in classes. • Need more students to be able to offer evening courses as well as day classes • Lack of staff to discuss goals and guide students (Muskegon CC) • Lack short-term credentials (Bay). • Tradition • Getting the word out to adult learners about online degree completion options. • Buy in from university partners and increased budget • Increase capacity and buy in to hold Events for adult learners (LCC) • Restrictions on funding. Funds

<ul style="list-style-type: none"> • Revising credit for work experience process (UofO) • College kick off (pre-college) • Host social mixers for adult students to engage in community amongst peers and support services (LCC) • CBE Competency Based Ed (Bay College) • Increasing access to PLA, intensive advising, proactive reverse transfer (GVSU) • Offer weekend courses to support pre-health adult learners (Mott) 	<ul style="list-style-type: none"> • Host FAFSA update events to support navigation with the new application (LCC) • I want to start an outreach program targeting adults in the county jail systems (GOCC) • We need new approaches to marketing to ensure that the prospective students for whom we are a good fit can find us (GVSU) 	<p>available for tuition and fees,</p> <ul style="list-style-type: none"> • but students often face costs outside of that which the funds can't cover • Co-req registration is clunky, difficult for students (LCC) • Scheduling of co-reqs is difficult—matching paired classes and times. (LCC)
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 **PROGRAM CHANGE:** Post-traditional learners thrive and feel engaged within postsecondary classrooms.

<p>What is one strategy you are doing now?</p> <ul style="list-style-type: none"> • Spending extra time reaching out personally to students • Identifying how we are teaching in the classroom (non-traditional classroom set up) • Designing or redesigning & building all online courses in 	<p>Which strategy would you like to do or do differently?</p> <ul style="list-style-type: none"> • Flip classroom opportunity • Using technology in such a way as to engage and involve students in the physical classrooms 	<p>What obstacles do you need to overcome?</p> <ul style="list-style-type: none"> • Change of teaching practice from faculty • The dynamics of a class with 18 or more dual enrolled students and a small number of post-traditional learners • Many adult learners currently do not have access to all of our
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<p>Olivet’s “relationship-based” pedagogy for online learning in Canvas (Olivet).</p> <ul style="list-style-type: none"> • Upgrading to Blackboard Ultra - it’s more student-centered as opposed to the older version which is more instructor-centered. (Muskegon CC) • Implementing Simple Syllabus for all classes - it makes all syllabi look the same, sections are in the same places, sections of the syllabi are automatically dropped in so college policies, procedures, DEI statement, etc. are uniform (Muskegon CC) • 		<p>resources (Bay College)</p> <ul style="list-style-type: none"> • Support students who are registered for mixed modalities i.e. in-person courses vs. hybrid courses that start concurrently (Mott)
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 **OPERATIONAL CHANGE:** Post-traditional learners easily navigate postsecondary advising and administrative systems.

<p>What is one strategy you are doing now?</p> <ul style="list-style-type: none"> • Design of our support for students • Aligning our systems to support adult learners • Have solid infrastructure with robust comms/outreach (CMU) 	<p>Which strategy would you like to do or do differently?</p> <ul style="list-style-type: none"> • Change our advising model • Better communicate affordability of online degree completion at Olivet. • Have designated academic advisors and success coaches 	<p>What obstacles do you need to overcome?</p> <ul style="list-style-type: none"> • Change of systemic practices • One SIS system • Increase academic advisors and success coach capacity for individualized support (LCC)
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<ul style="list-style-type: none"> • Clear processes for recognizing CPL (Bay) • Adult learners have access to academic advisors and success coaches (LCC) 	<ul style="list-style-type: none"> • On-boarding process for adult learners including when they have access to course registration and/or orientation (Mott) 	
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 **DATA:** Post-traditional learners are authentically measured through data and used as a subject for ongoing improvement.

<p>What is one strategy you are doing now?</p> <ul style="list-style-type: none"> • Assessing our adult learner population using an external research firm to help identify our readiness • Assessing Adult Learners using CAEL Adult Learner 360 Assessment (GVSU) 	<p>Which strategy would you like to do or do differently?</p> <ul style="list-style-type: none"> • Disaggregate data based on age, Pell status, race and ethnicity, etc. for programs 	<p>What obstacles do you need to overcome?</p> <ul style="list-style-type: none"> • Data collection accuracy • Our Adult students (workforce students) currently reside in a separate system so data collection can be difficult. (Bay)
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 **PARTNERSHIPS:** Post-traditional learners seamlessly interface between higher education systems and trusted community/industry partners.

<p>What is one strategy you are doing now?</p> <ul style="list-style-type: none"> • Bringing business/industry partners to the table to re engage opportunities of partnerships. • We deliver certificate programs in the core neighborhoods and onsite at business locations. We offer scheduling that works for each group or individual (KVCC) • . • Advisory Boards bring industry partners to the table (Bay) • We work closely with our advisory boards 	<p>Which strategy would you like to do or do differently?</p> <ul style="list-style-type: none"> • Change in our we target our partners and select who we partner with • Scale up co-ops/internships/apprenticeships for the adult learner (Bay) • Fewer steps in the application process (KVCC) 	<p>What obstacles do you need to overcome?</p> <ul style="list-style-type: none"> • Identify specific needs for our adult\ population and knowing we are serving • Prioritizing support for the adult learner (Bay)
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