



MI-LEARN Design Lab

PROGRAM EVALUATION REPORT, 2024-2025

PPA Evaluation Team
June 2026





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Presentation Topics

Background and Context

Evaluation Methods

Key Findings

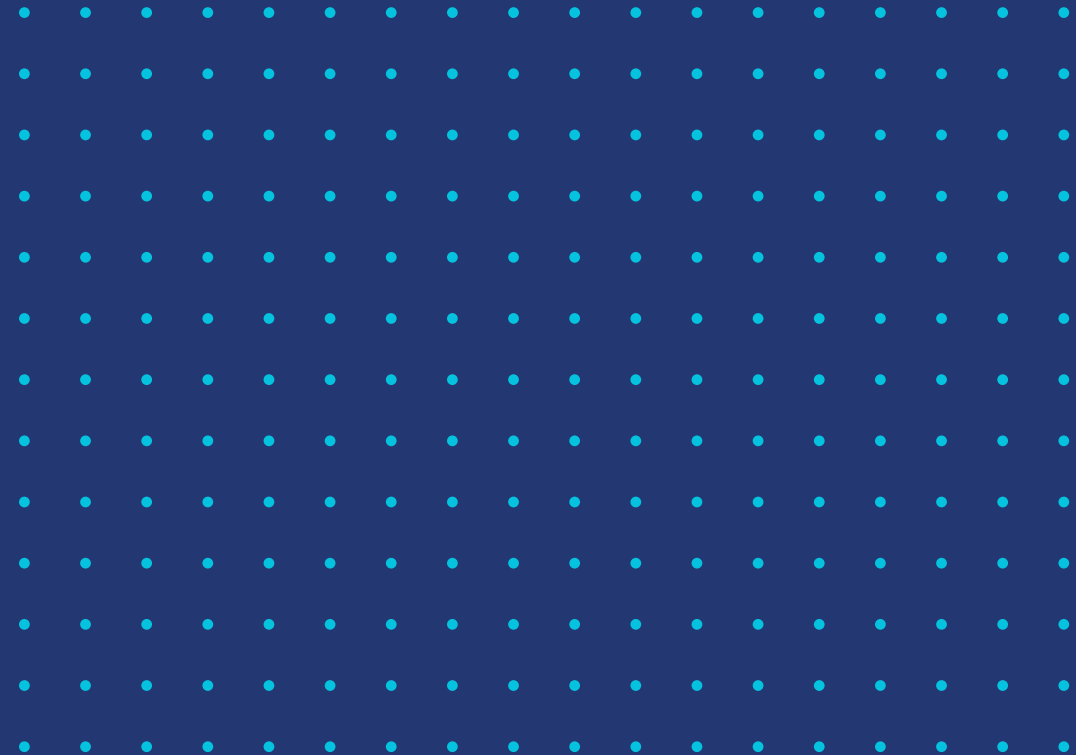
- MI-Learn Design Labs: Overall Perceptions
- Institutional Readiness, Dynamics, and Engagement
- Program Implementation
- Coaching Support
- Program Impacts on Institutions

Opportunities for Improvement

Summary and Conclusions



Background and Context



Michigan's Sixty by 30 Initiative

60%

of Michigan's working-age residents
will hold a postsecondary certificate or degree

by 2030



CLOSE THE WORKFORCE GAP

Connect education pathways to
regional labor market demand
and employer needs



EXPAND ACCESS TO EDUCATION

Remove barriers for adult
learners regardless of age,
income, or background



STRENGTHEN MICHIGAN'S ECONOMY

Build a more competitive,
educated, and skilled
workforce statewide

**MI-RAISE & MI-LEARN Design Labs are driving Sixty by 30 forward —
one institution at a time.**



MI-RAISE & MI-LEARN Design Labs: A Complementary Framework

MI-RAISE Design Lab			MI-LEARN Design Lab		
Michigan Regional Adult Initiative for Skills and Education			Michigan Linked Educational Assessment Reporting Network		
	PURPOSE	Institutional design & systems change		PURPOSE	Implementation & scaling of evidence-based strategies
	FOCUS	Identify barriers and redesign adult learner-centered practices		FOCUS	Operationalize, refine, and sustain practices through continuous improvement and peer learning
	APPROACH	Redesign — building new structures and policies from the ground up		APPROACH	Scale — embedding proven practices into institutional systems, structures, and cultures
	STAGE	Planning & design phase		STAGE	Implementation & scaling phase
	KEY OUTCOME	Institutions emerge with redesigned adult learner systems and clear implementation roadmaps		KEY OUTCOME	Institutions achieve sustained adult learner enrollment, persistence, completion, and equity gains
Together: Improve adult learner re-engagement, persistence, completion, and equity across Michigan 					

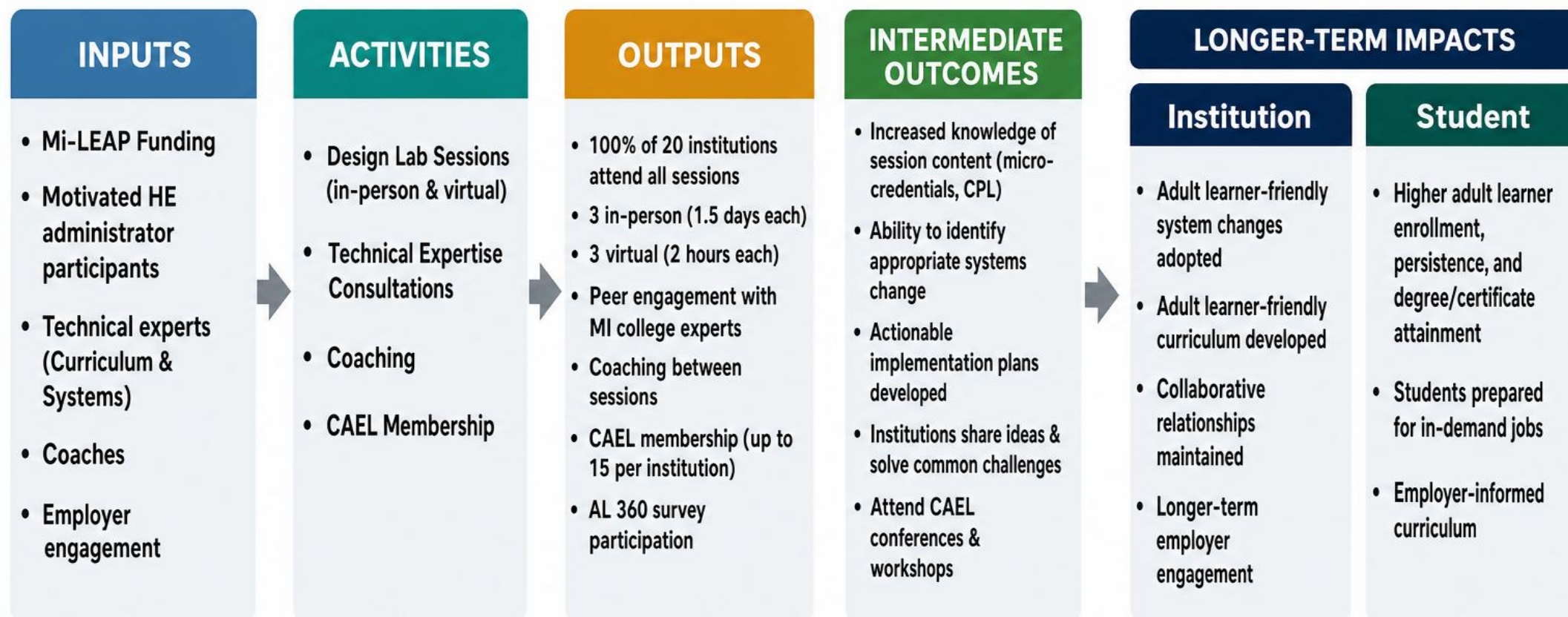
MI-LEARN Program Goals

- Ensuring adult learners are effectively supported throughout student lifecycle
- Reinforcing alignment between postsecondary education and workforce needs
- Advancing long-term institutional transformation



MI-LEARN Design Lab – Logic Model

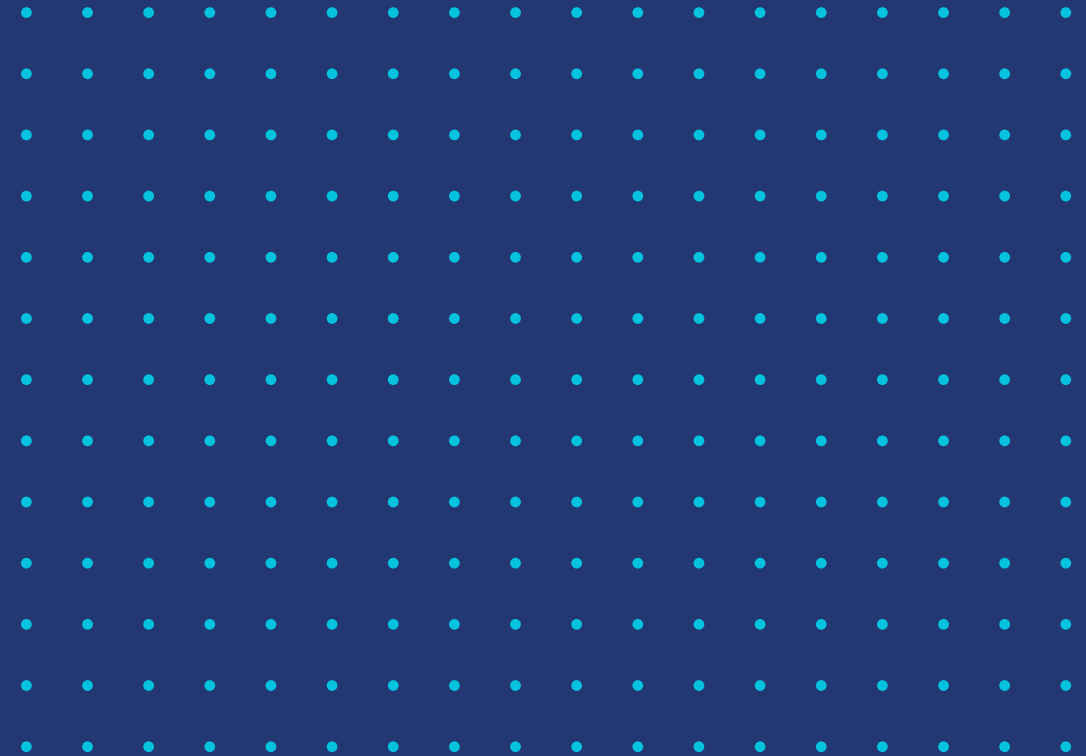
Goals: Systems Change | Curricular Innovation | Intra-Institutional Collaboration



Michigan Center for Adult College Success | Public Policy Associates | MI-LEARN Evaluation Report, 2024–2025



Evaluation Methods





Program Surveys

December 2024 – September 2025

- Goals
 - Assess useful/impactful aspects of Design Lab convenings
 - Identify areas for improvement for future convenings
- Method
 - Institutional leads completed surveys at the end of the kickoff webinar and each subsequent convening
 - 94 completed responses in total



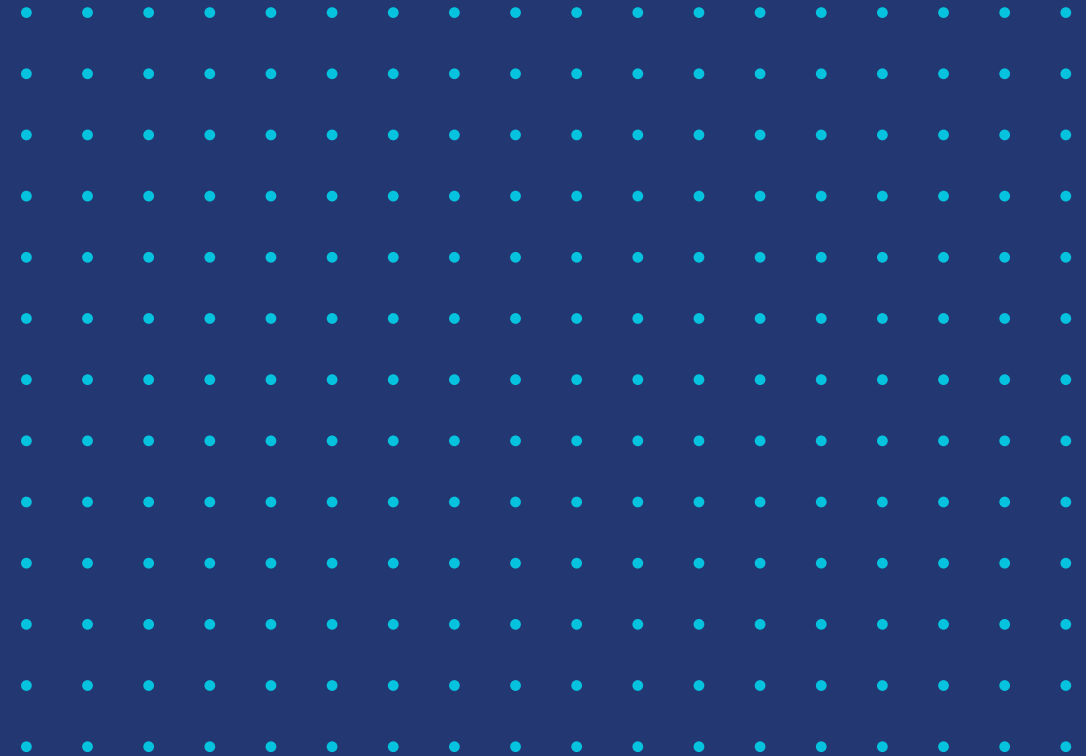
Stakeholder Interviews

January-April 2026

- Goal: Gather insights & lessons; identify potential improvements
- Two interview audiences/tools:
 - (1) participating institutions
 - (2) TA providers and MI-LEARN staff
- 9 interviews conducted
- Responses coded for prevalent viewpoints by interviewee type



Key Findings





MI-LEARN Design Labs: Overall Perceptions



Findings Summary: Overall Program Perceptions



Institutional Leads Were Highly Satisfied With the MI-LEARN Design Lab

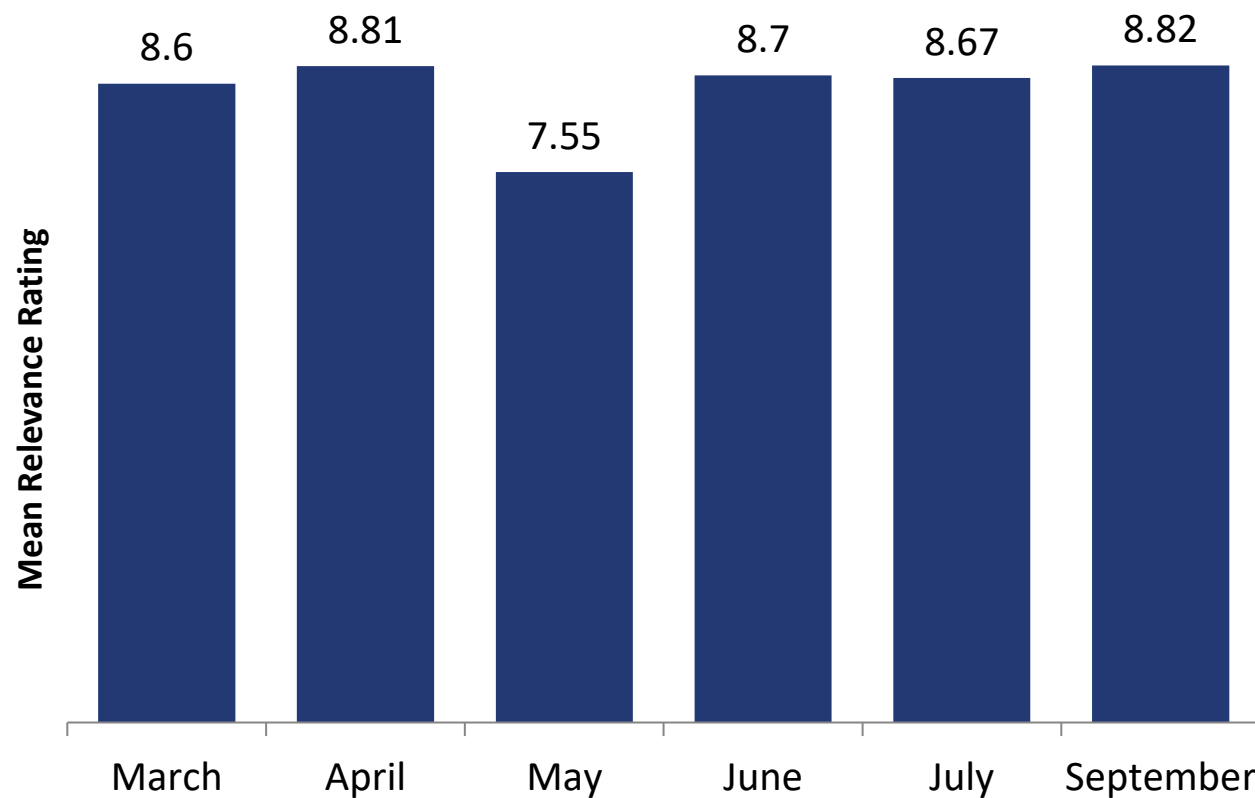


Technical Assistance Providers Were Content but Wanted Greater Role Transparency



Survey Findings: Relevance and Key Considerations

- Overall, institutional leads felt that the topics discussed across convenings were very relevant to the needs of their respective institutions.
- Survey responses also indicated general satisfaction with how key considerations were addressed for curriculum reform, instructional change, and systems-level change



Scale: 1 = *Not at all relevant*, 10 = *Extremely relevant*



Interview Findings: Overall Perceptions

High Overall Satisfaction

- Institutional leads cited coaching quality, peer connections, and structured guidance as standout program strengths; more time is needed for implementation
- Technical assistance (TA) providers praised program, their role, and its effects; interested in a clearer understanding of how their roles fit within the broader program design



Institutional
Readiness, Dynamics,
& Engagement

Findings Summary: Institutional Readiness & Engagement



Kick-Off Survey Responses Showed Institutions Had a Strong Understanding of Design Lab Goals



In the Interviews, Institutions Varied in Their Expectations Upon Starting the Program



Institutions Generally Felt They Were Well Prepared to Participate in the Design Lab



Survey Findings: Design Lab Goals

Institutions had strong understanding of goals and varied in their own goals

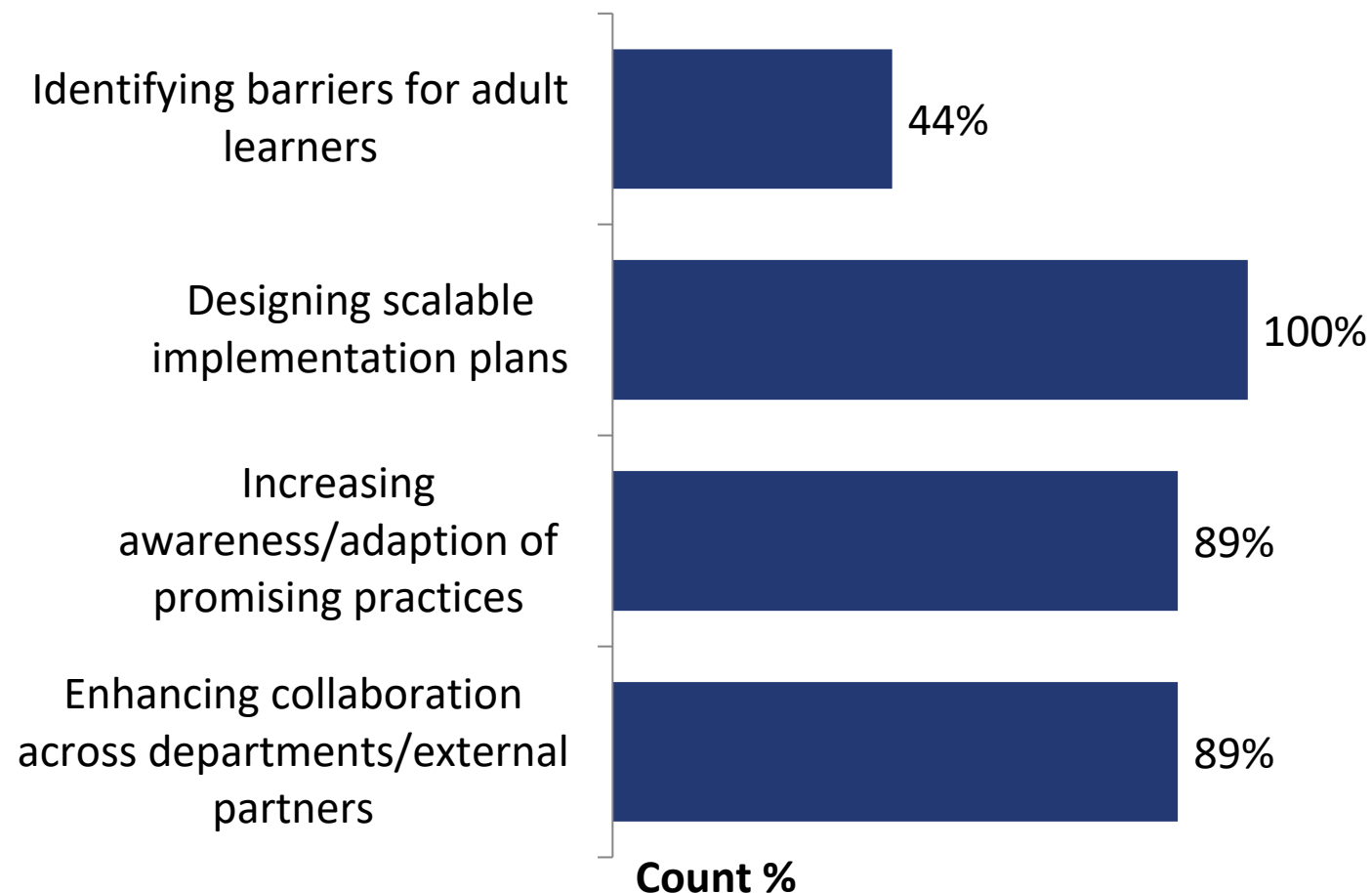
- Results from the kickoff webinar survey showed that institutions had a strong understanding of the Design Lab goals at the start of the program
- Institutions expressed a wide range of their own goals for participating in the program, such as:
 - Implementing curriculum reform tailored to adult learners
 - Enhancing persistence and completion rates
 - Building partnerships with local employers



Challenges Expected To Be Addressed in Design Lab

Institutions largely expected a range of challenges to be addressed

- All respondents expected to learn about designing scalable implementation plans
- Most expected help with increasing awareness of promising pathways and enhancing collaboration





Interview Findings: Institutional Readiness, Dynamics, & Engagement

Institutions Varied in Expectations,
Felt Well Prepared Overall

- Some institutions had clear expectations at outset; others were there to learn or were (in retrospect) overly optimistic about capacity for change
- Institutions felt well prepared to participate in Design Labs. Factors such as capacity, supportive leadership, and participation in MI-RAISE positively impacted readiness and progress toward goals



Program Implementation

Findings Summary: Program Implementation



The Program as a Whole Was Felt to Be Well Organized and Useful, Though Some Components Were Utilized More Than Others



Technical Assistance Providers Felt Their Roles Were Made Clear, but There Was Room for Improvement in Some Areas

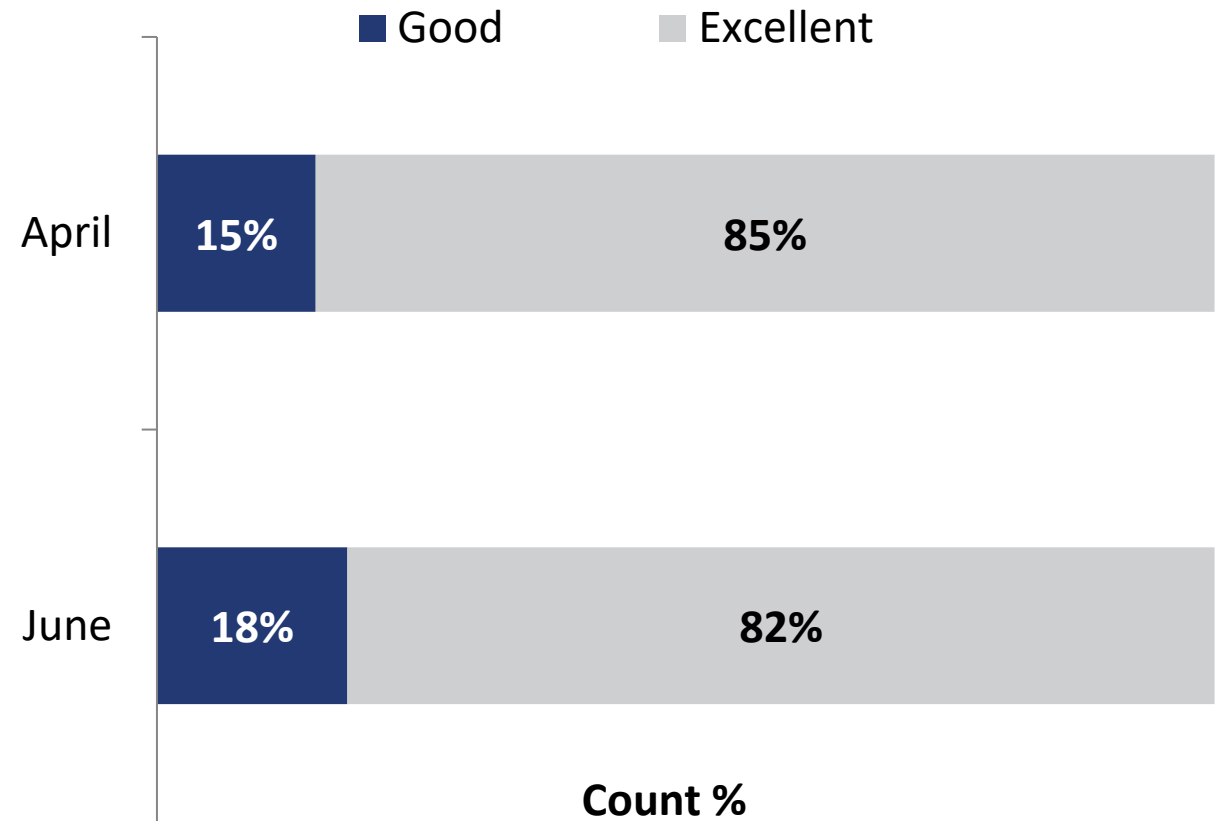


Session Specific Highlights



Survey Findings: Facilitation and Organization

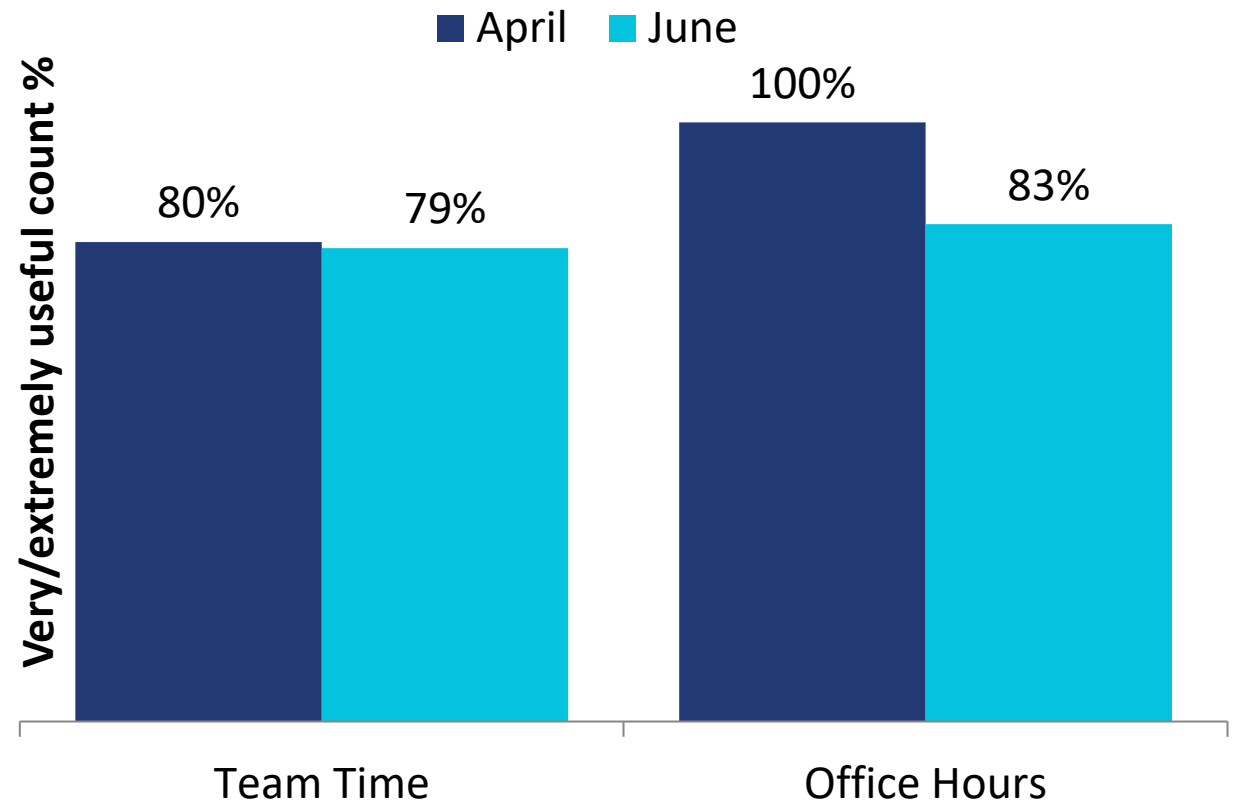
- All survey respondents said that the facilitation of the April and June convenings were good or excellent





Institutions found team time and office hours very/extremely useful

- Most survey respondents said that team time and office hours in June and April were either very or extremely useful supports
- However, team time was utilized more than office hours



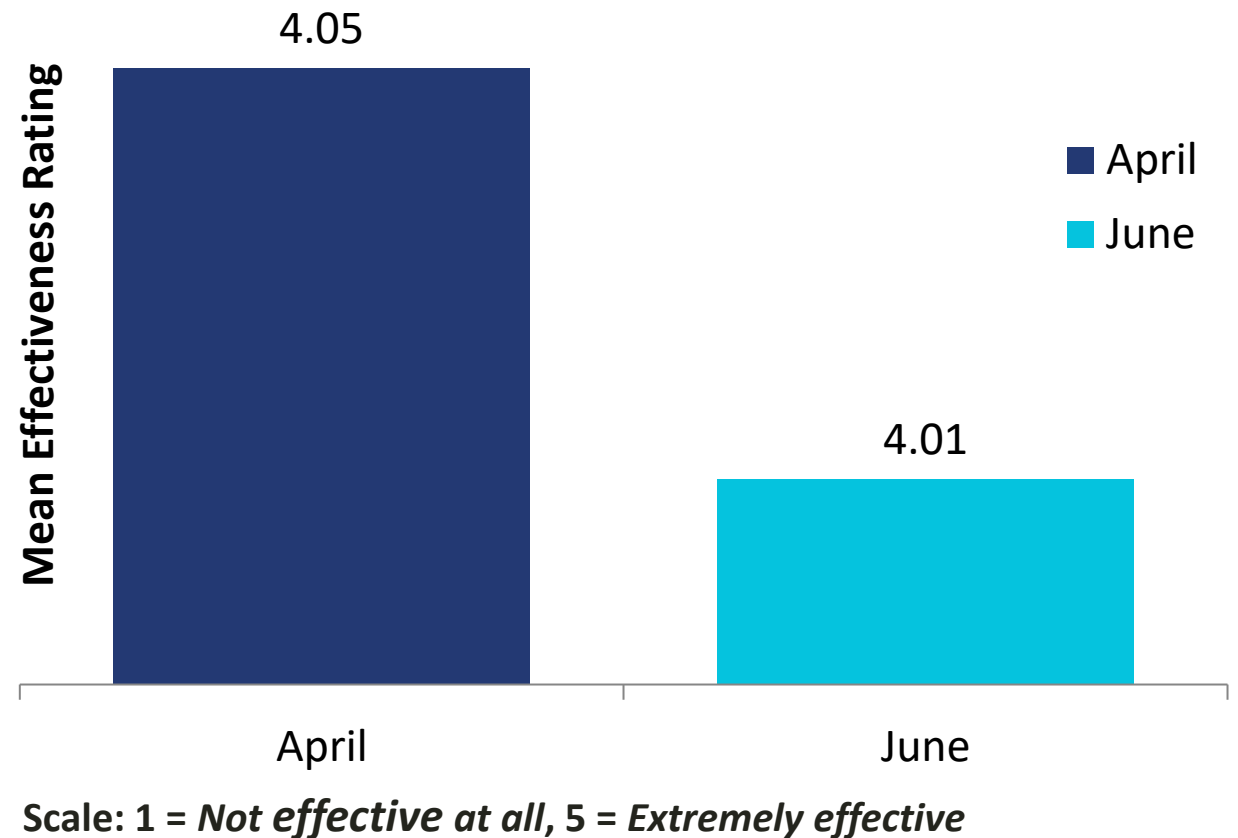
Scale: 1 = *Not at all useful*, 5 = *Extremely useful*



Average Session Effectiveness in April and June

Sessions in April and June were very effective in supporting institutional work

- Effective sessions included:
 - CPL panel (April)
 - Change management (April)
 - CAEL: CPL presentation (June)
 - Peer learning on CPL & CBE (June)





Most Useful Aspects

Institutional leads found several aspects of convenings useful for their work

- The most useful aspects of convenings included:
 - Guidance on engaging cross-functional teams (March)
 - Learning from the Texas panel's experiences (May)
 - Overview of case-making, will-building, and storytelling (July)
 - Performance-based assessment session (September)



Coaching Support

Findings Summary: Coaching Support



Coaching Readiness Among Institutional Leads Was Apparent in Survey Responses



Interviewees Considered Coaching Highly Effective and a Key Benefit of the Design Lab



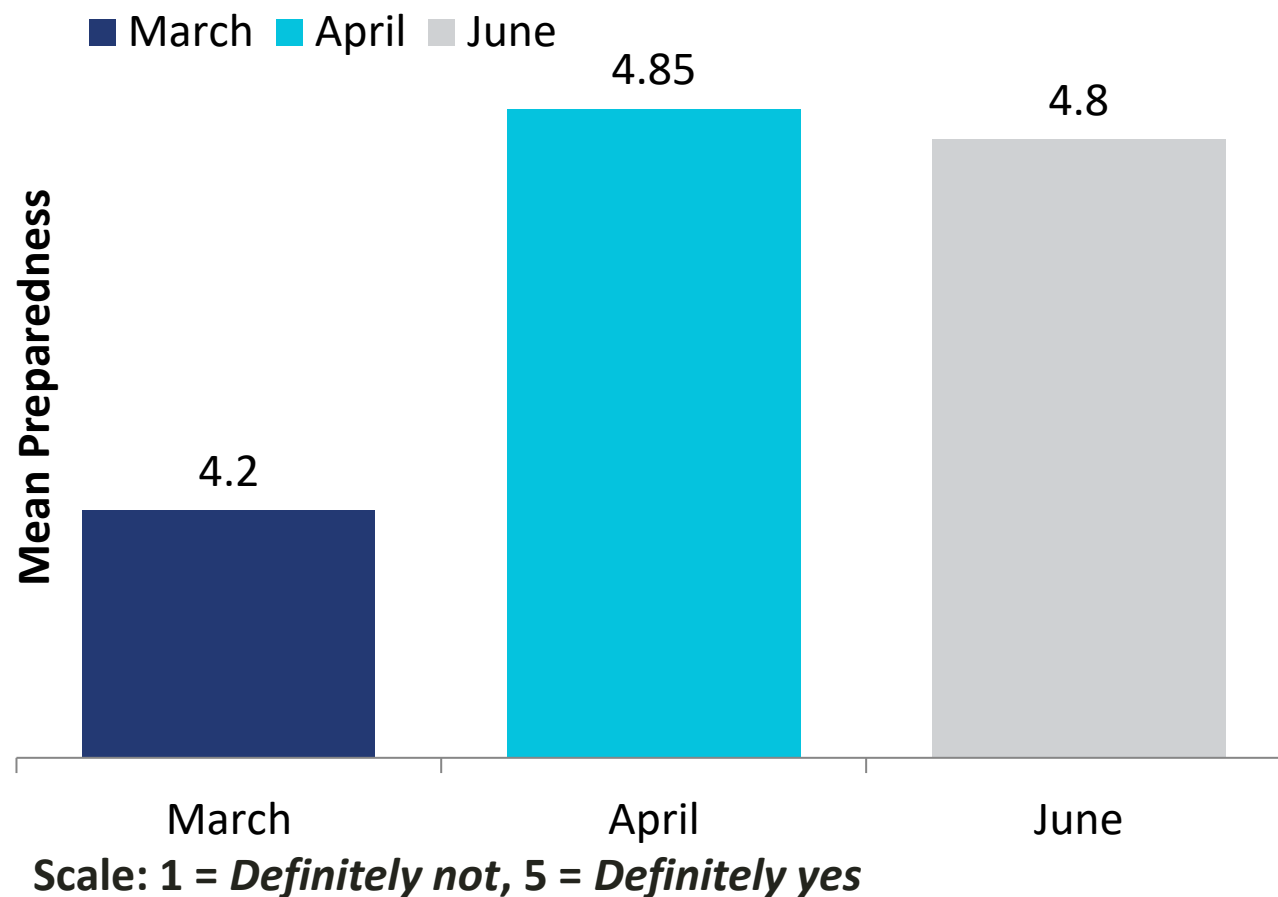
All Institutions Worked With Coaches, but Not All Sought Out Expert Organizations



Survey Findings: Readiness to Engage with Coaching

Institutional leads were prepared to engage with coaching staff across convenings

- Leads expressed readiness to begin engaging with coaching support in March
- Coaching readiness increased in following convenings





Interview Findings: Coaching

Interviewees considered the coaching highly effective and saw it as a key benefit of the Design Lab

- All institutions agreed on its value
- Many felt it was the most valuable component
- Coaches assisted institutions in numerous ways

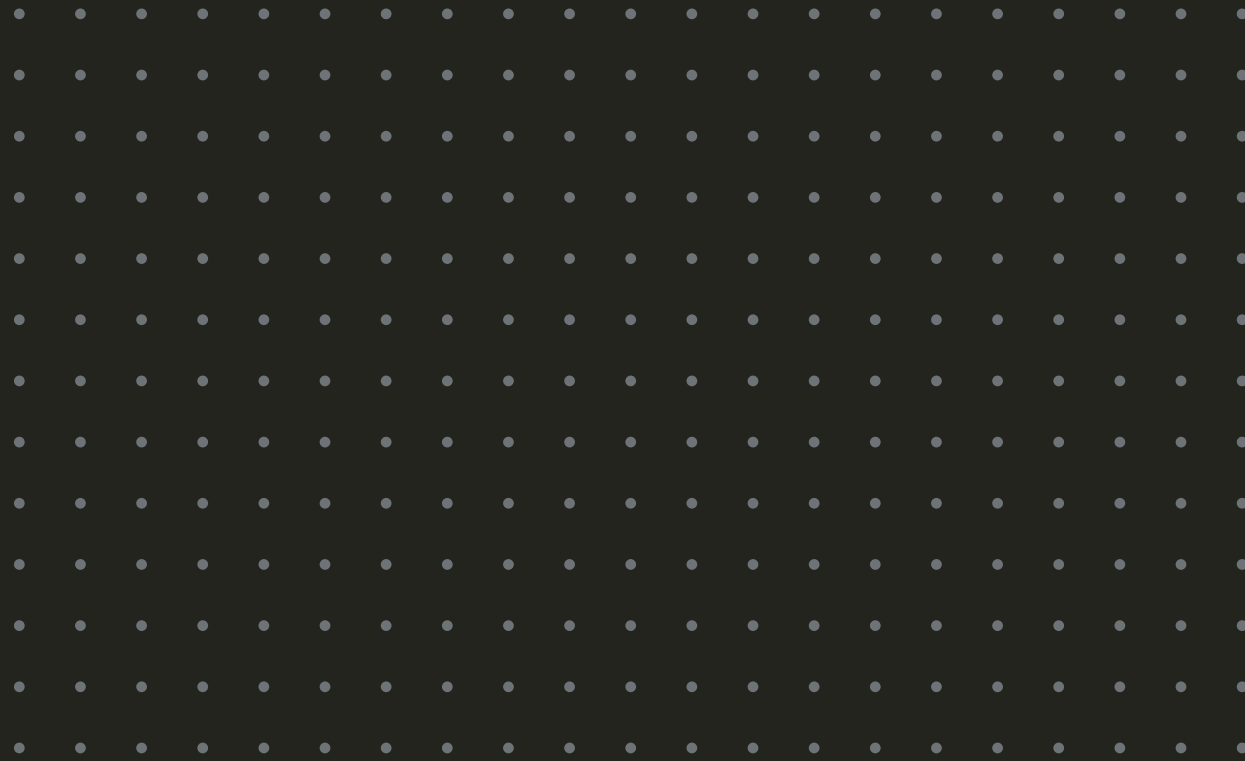




Interview Findings: Coaching

All institutions worked with coaches, but not all sought out expert organizations

- Only a few institutions sought coaching from expert organizations during “office hours”
- Some interviewees found office hours setup/sign-up confusing



Program Impacts on Institutions

Findings Summary: Program Impacts



Inter-Institution Collaboration Was a Key Feature and Program Benefit



The Program Prompted a Shift in Mindset About Adult Learners at Several Institutions



Respondents Felt Increasingly Confident to Apply Concepts Learned From Convenings



The Design Lab Impacted Institutions' Data Use and Data Literacy in Several Ways



The Design Lab Led to New Programs or Policy Changes at Several Institutions



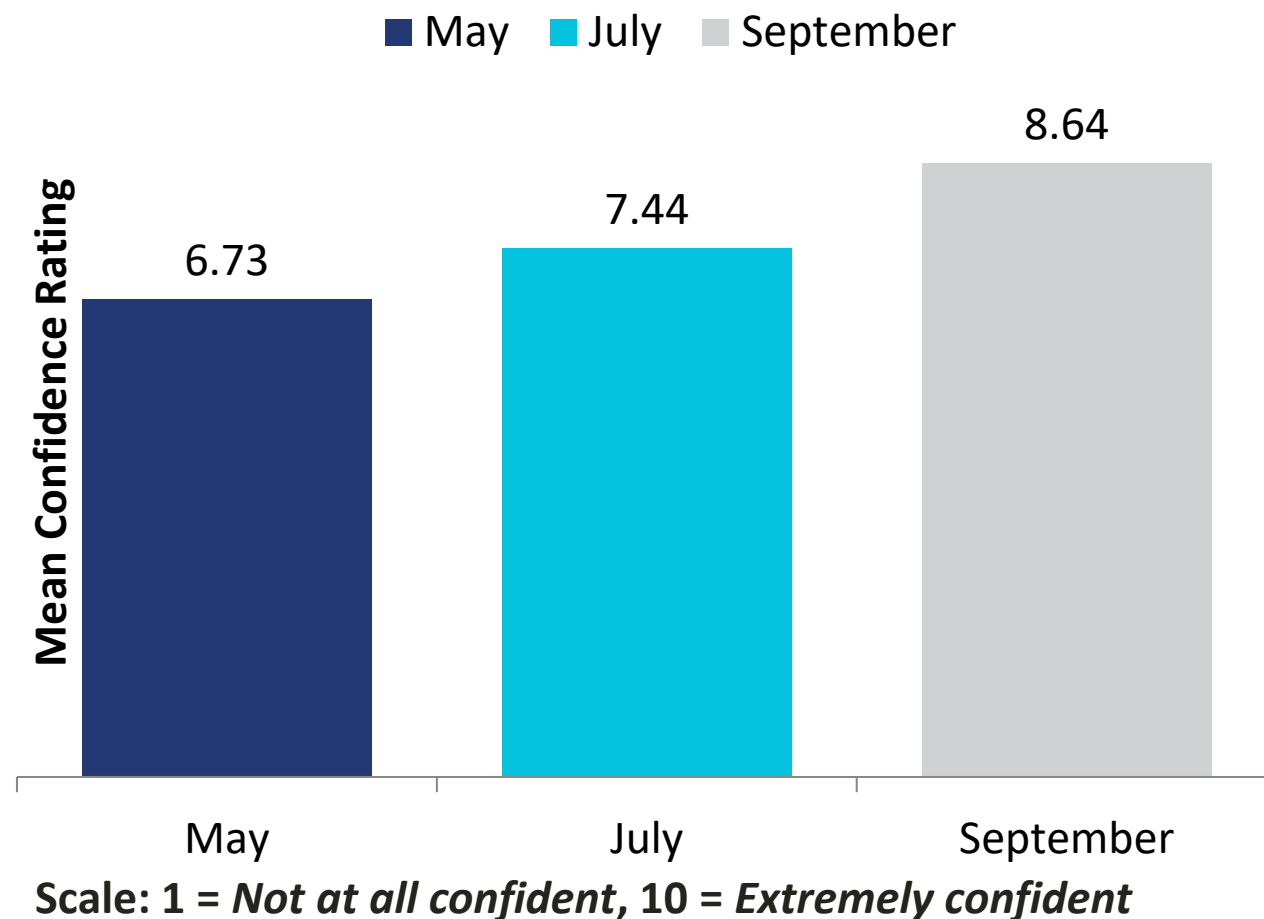
Institutions Discussed Several Barriers to Data Use



Confidence in Applying Concepts Learned from MI-LEARN Design Lab Convenings

Confidence improved over the course of the program

- In earlier convenings, institutional leads expressed modest levels of confidence and preparedness in applying concepts and advancing curriculum plans
- By the end of the program, leads felt more confident in applying the concepts learned throughout the course of the Design Lab to advance their institutional work





New Programs & Policy Changes

- Several institutions completed implementation plans and moved forward with programs and projects.
- Institutions incorporated Adult Learner 360 results into strategic planning.
- Degree plans were established to accept community college transfers.
- However, institutions reported more time is needed to fully implement new programs and policies.

Changes in Mindsets to Engage Adult Learners

- Participation in the program prompted institutions to rethink how they serve adult learners.
- Institutions with an existing adult learner focus had that commitment reinforced as a result of participating in the program.
- Institutions shifted from competition to shared investment in adult learner success.



Improved Data Use

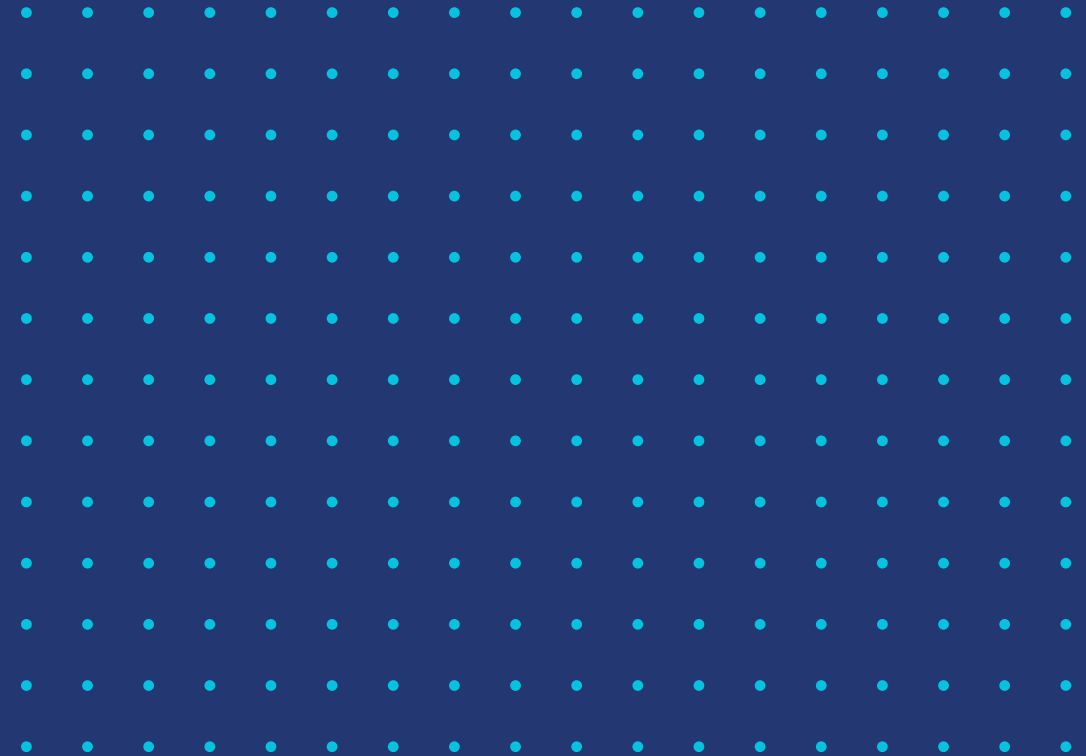
- Learned which data to prioritize for decision-making.
- Changed how they utilized existing data.
- Gained access to new data that was previously unavailable to them.

Barriers to Data Use

- Lack of data on non-credit programs
- Bureaucratic impediments to data access and data-sharing agreements
- Inconsistent data formats
- Differing learning curves in data storytelling



Opportunities for Improvement



Findings Summary: Opportunities for Improvement



More Intentional Integration of TA Providers Into the Program



Content, Structure, and Resource Recommendations



On-Going Implementation Support



Integration of TA Providers

- Increase clarity of TA provider roles and expectations within context of institutional learning goals
- Offer a more structured engagement with subject-matter experts





Content, Structure, and Resource Recommendations

- Provide more time for institutions to collaborate
- Expand focus to other states
- Provide resources specific to competency-based education (CBE)





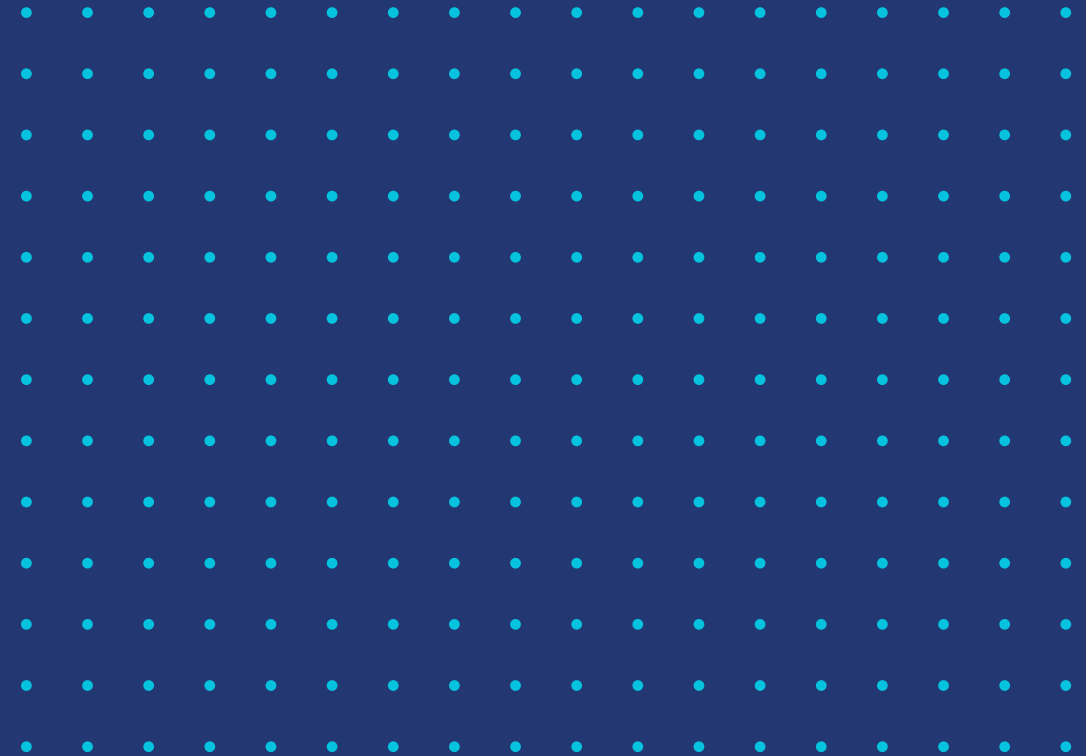
Ongoing Implementation Support

- Provide for clear expectations regarding next steps post-Design Lab
- Continue to provide coaching





Summary & Conclusions



MI-LEARN Design Lab: Summary of Evaluation Findings (2024–2025)



1. OVERALL PROGRAM RECEPTION

Exceedingly positive reviews from all stakeholder groups. Mean convening relevance ratings: 7.55–8.82 (out of 10).



2. COACHING

Universally identified as the most valuable program component. Coaches supported goal-setting, inter-institution connections, grant applications, and data literacy.



3. MEASURABLE IMPACTS

Mean confidence in applying concepts rose from 6.73 (May) to 8.64 (September). New programs, policies, and data practices implemented at multiple institutions.



4. OPPORTUNITIES FOR IMPROVEMENT

Refinements, not renovations: clearer TA provider integration, more proactive expert engagement, expanded peer collaboration, and continued post-program coaching.

Considerations for Future Evaluations



Align Evaluation Instruments With the Program Logic Model



Administer a Post-Program Survey to Assess Program Impacts and Satisfaction More Globally



Utilize Secondary Metrics Such as CAEL Login and Usage Data



Incorporate Conference Registries as Secondary Engagement Metrics



Thank You.