

# BRINGING ADULTS BACK CONVENING

## Pre-work Assignment

### INTRODUCTION

The Oregon Community College Association, in partnership with New America and Student-Ready Strategies (SRS), looks forward to welcoming your institutional team at the Bringing Adults Back Convening on April 24, 2024, in Portland.

To prepare your team for a successful engagement, SRS has identified key institutional policies and data points that provide important context for this work. **Please gather the policies and data listed in this document and bring them with you to the convening (either electronically or printed) so the information is accessible to your institutional team members. You may also upload the files into the Google Drive folder provided to your team.**

If certain data or policies are not available or do not exist, please compile what is available prior to the convening. **This information will be referenced during the convening and will inform your team's discussions during working breakout sessions.**

### POLICY

Examining your institutional policies is an important component in becoming a more adult-centered institution. Policies governing the following areas, in particular, can have a significant impact on the experience of adults students.

- Academic dishonesty
- Academic probation
- Admissions criteria
- Course scheduling
- Credit for Prior Learning
- Degree requirements
- Developmental education placement
- Graduation requirements
- Institutional aid, including emergency grants
- Parking
- Registration holds
- Satisfactory academic progress (SAP)
- Student conduct
- Textbook selection and open educational resources (OER)

### DATA

Analyzing the data identified below will enable your team to establish your institution's current baseline on metrics related to adult student success, as well as set goals at the convening.

**Collect the most recent data you have available for all degree-seeking students, disaggregated by age, race, sex, and Pell status.** This will allow for comparisons between your adult student population and general student population, as well as among subpopulations of adult students.

- Total enrollment
- Retention
  - From first to second semester
  - From first to second year
- Graduation rates
  - 100%, 150%, and 200%
- Placement into developmental education
- Enrollment and success in gateway courses
- Number of courses utilizing OER
  - Number of high enrollment courses for adult students utilizing OER
- Number of students receiving credit for prior learning (CPL)
  - Average number of CPL credits earned
- High enrollment programs
- High enrollment courses for adult students and success rates associated with those courses

### QUESTIONS TO CONSIDER AS A TEAM BEFORE THE CONVENING

- **Why is better serving adult students important to us as an institution?**
- **In what ways do our adult students differ from our younger students?**
- **What unique needs do they have?**

# BRINGING ADULTS BACK Convening Agenda

April 24, 2024

Sheraton Portland Airport Hotel

## Objectives

- Understand why a focus on adult learners is critical
- Develop a shared institutional purpose statement for the work
- Examine data, guiding documents, and policies related to adult learners
- Create an institutional goal for bringing adults back
- Prioritize specific strategies that align to the goal
- Develop short-term action plans to generate intentional progress

## Agenda

Time	Activity
9:00 am	Welcome + Introductions
9:15 am	Adult Student-Ready Institutions in Oregon
9:45 am	Creating a Purpose Statement
10:30 am	Break
10:45 am	Data-Informed Adult Learner Priorities
11:45 am	Reviewing Policy to Examine Barriers
12:30 pm	Lunch
1:15 pm	Goal-Setting: A Leadership Exercise
2:00 pm	Action Planning for Success
3:30 pm	Sharing Action Steps
4:15 pm	Closing and Next Steps

## Tips

- Clear your calendar, to the extent possible, to commit to the full meeting
- Dress comfortably
- Bring your laptop, a pen, and a notebook
- Bring the data and policies listed in the pre-work assignment

## Contact

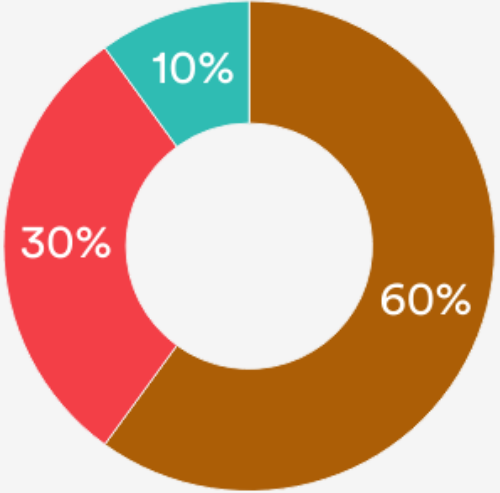
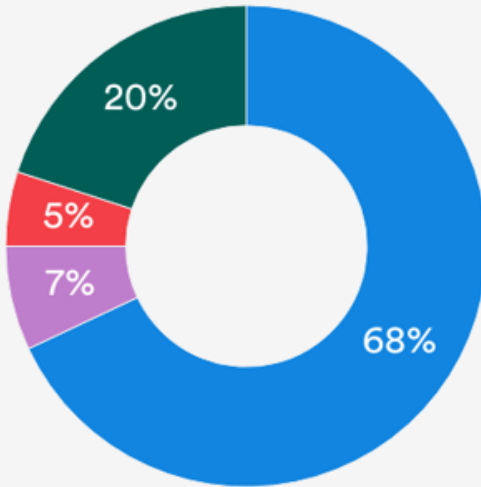
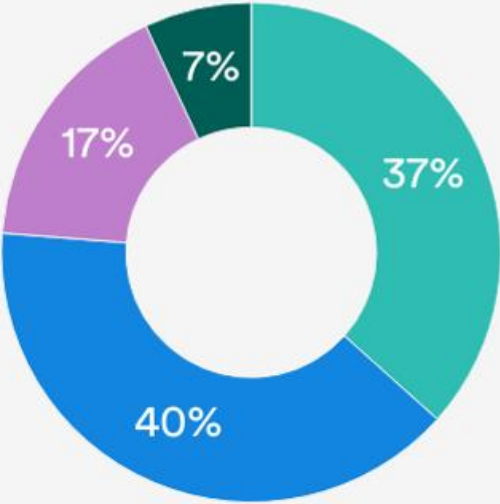
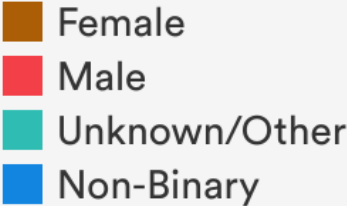
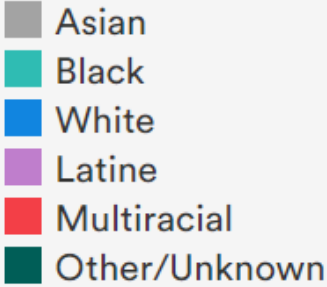
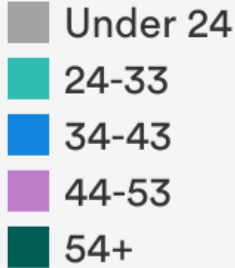
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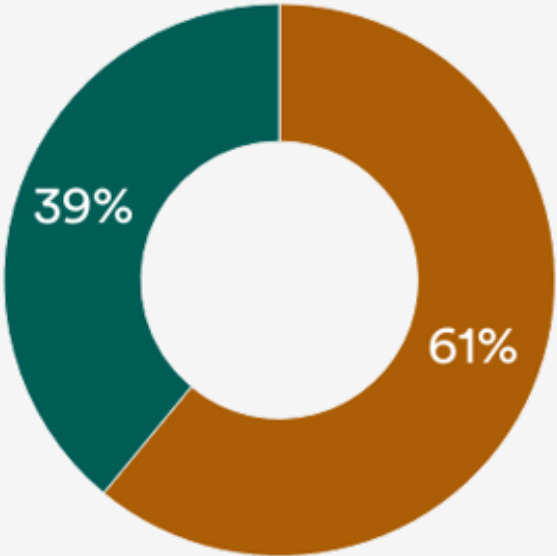
Lane Community College

# Sample Demographic Characteristics

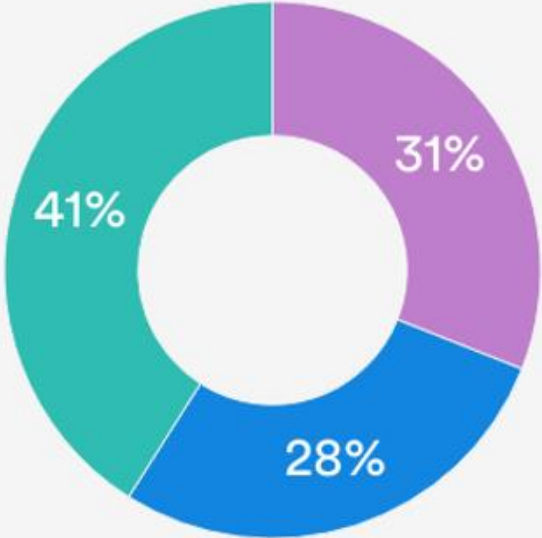


# Sample Work and Caregiving Characteristics

- Not Caregiver
- Current Caregiver



- Working Full-Time
- Not Currently Employed
- Working Part-Time



**Please indicate your level of agreement with the following statements about your major.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Applicable</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am in a major that is aligned to my interests.	5	3	3	30	47
I understand the career paths that are available to me, based on my major.	4	8	3	33	40
At least one of my first-year courses relates to my career interests.	4	3	4	38	39
By the end of the first semester, I had enough information to choose a major.	6	11	22	30	19

**Please indicate your level of agreement with the following statements about your college experience.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I feel personally connected to my college.	13	16	43	9
I have an advisor or other campus staff member I trust to help me.	9	15	35	22
I feel included in the classroom.	1	5	51	24
My professors understand my culture and background.	3	16	44	18

## Which, if any, of the following factors help you feel personally connected to your college?

A supportive group of friends or peers	33
Engaging and inclusive classroom experiences	44
Positive interactions with instructors	64
Positive interactions with staff and advisors	59
Participation in student clubs or organizations	14
Participation in campus activities or events	17
A strong connection to the college's mission and values	11



**Please indicate your level of agreement with the following statements about course scheduling.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Applicable</b>	<b>Agree</b>	<b>Strongly Agree</b>
I can usually get the courses I need when I need them.	6	8	1	44	22
The courses I need are usually available in the modality I prefer (online, in-person).	6	11	0	46	18
I have support from advisors and faculty when choosing what courses to take.	3	12	4	39	23
I have been able to easily resolve any registration holds I had.	2	3	21	32	23

**At any point in time while attending your college, have you experienced any of the following personal challenges?**

I experienced anxiety, depression, or other mental health issues.	57
I did not have access to the internet to complete coursework.	19
I did not have a place to live.	11
I could not find childcare during class hours.	7
I did not have transportation to get to campus.	5
I was sick with a serious illness or disease.	15
I did not have enough food.	12

**At any point in time while attending your college, have you experienced any of the following financial challenges?**

I had to go through the financial aid verification process.	39
I had a financial emergency that disrupted my academic progress.	13
I could not afford all my required textbooks/course materials.	11
I had to pay extra fees for certain courses that I took.	30
I was prevented from registering for classes because I owed money to the college.	8
I had an academic issue that prevented me from continuing to get financial aid.	4
I was dropped from my classes because of missing forms or paperwork.	2

## Which, if any, of the following financial supports would help you succeed in college?

Free textbooks and learning materials	61
Free tuition	68
Free technology equipment (e.g. laptop or wifi hot-spot)	39
Free mental health counseling	35
Assistance with basic needs like food and housing	40
Free or low-cost childcare	14
Free or low-cost transportation	24

## Which, if any, of the following college offerings would help you succeed in college?

Receiving college credit for my work knowledge or other experience	49
Having a dedicated coach focused on my success	37
Courses I need offered at night	26
Courses I need offered on weekends	28

## Which, if any, of the following personal factors affected your decision to stop taking courses?

I was sick with an illness.	5
I was caring for a loved one who was ill or aging.	2
I was caring for one or more children.	5
I experienced anxiety, depression, or other mental health issues.	11
I was working.	5

**Which, if any, of the following college factors affected your decision to stop taking courses?**

I did not feel like my coursework was aligned to my career goals.	2
I could not get the courses I needed when I needed them.	3
I could not register for classes because I had a hold on my account related to academic requirements.	3
I did not have an advisor or other campus staff member I trusted to help me.	6
I had to take courses about things I already learned.	3
I did not feel personally connected to the college.	6
I did not feel included in the classroom.	5

**Which, if any, of the following financial factors affected your decision to stop taking courses?**

My financial aid was not enough to cover the cost of college.	7
I had an issue that prevented me from getting financial aid.	3
Textbooks and other course materials were too expensive.	4
I could not register for classes because I owed the college money.	5
I had a financial emergency (I was experiencing food and/or housing insecurity, could not afford childcare, etc.) that affected my ability to attend class.	5



**Which, if any, of the following college offerings would make you seriously consider coming back to college within the next year?**

Receiving college credit for my work knowledge or other experience	10
Having a dedicated coach focused on my success	10
Courses I need offered at night	6
Courses I need offered on weekends	7

**Which, if any, of the following financial supports would make you seriously consider coming back to college within the next year?**

Free textbooks and learning materials	11
Free tuition	19
Free technology equipment (e.g. laptop or wifi hot-spot)	5
Free mental health counseling	9
Assistance with basic needs like food and housing	10
Free or low-cost childcare	4
Free or low-cost transportation	3

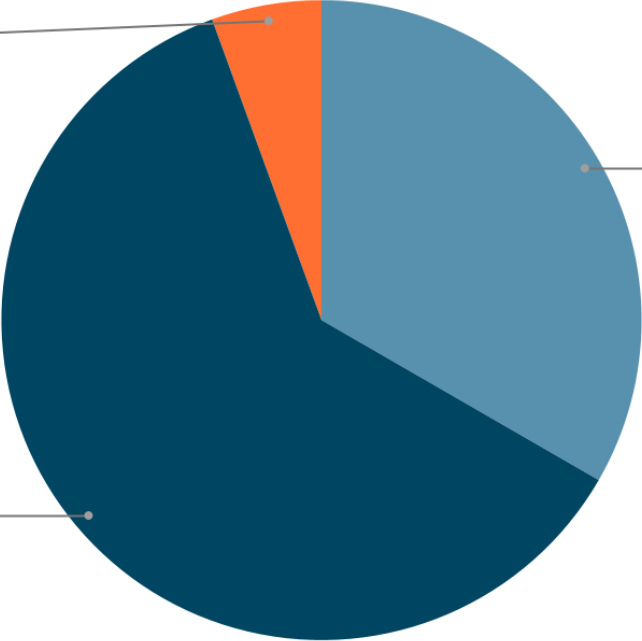
# Open Response: N 56

## Responses

Suggestion  
5.6%

Positive  
33.3%

Negative  
61.1%



# Open Response Themes

Advising: “Advising is a real problem at LCC. Myself and many others report confusion about how to access straight forward information on their individual programs”

Faculty: “It was just really inconsistent, like had an amazing constitutional law class with a great teacher then a geology class by someone who was so disorganized and unable to teach it was laughable. The culinary program is incredible.”

Scheduling: “Compared to Portland CC and Clark College, Lane CC is disappointing. While working full time day shift, it is very difficult to find classes that I can take. A 2 year degree may take several years due to limited class options. I would definitely attend night and/or weekend classes if offered.”

# Additional themes from topic-specific open responses

- Several respondents expressed how much they value the physical college campus, including using the library and the gym. At the same time, these students and others mentioned that evening and weekend library hours for quiet study and internet access would be useful to them.
- Transportation was named as a strain on time and money.
- A common refrain was a request for a wider availability of course sections: some online, some in-person; more evening/weekend courses; earlier course schedule availability for student planning purposes.