



All Aboard the ARC:

Adult Students' Voyages to Degree Completion

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What is ARC?

- Point of entry for new and returning adult students (age 24+) for associate's degree completion.
- Management of Accelerated Program.
- Referral resource to adult, AAS, and place-bound students who need bachelor's degree options.
- Responsible for developing additional adult-friendly bachelor's completion and master's degree "partnerships".

*Adult and Workforce Education (GED, ABE, etc.) is a different department.



Why ARC?

- Provides tuition dollars to the College that might otherwise not be available.
 - Non-degree enrollments are harder to predict.
 - Adults with early college attempts are now able to relate academics to career objectives.
 - Why lose those AAS completers?
 - As students complete and transfer, the community college may realize between 3-20 additional credits of tuition, depending on the bachelor's program (allowed or required)
 - FTE of Parkland's accelerated cohort(s).
- Service to students age 24+. Provides degree-completion options to AAS, and place-bound students.
 - AAS completers appreciate bachelor's completion options.
 - Adults are more likely to be place-bound.
 - Students age 21-23 on a slower completion track are looking at local options also.




Building the 'ARC'

- Identifying the target market
- Designing the blueprint
- Selecting your 'crew'
- Map the destination
- Fund the destination
- Report from the 'new land'



Target Market...

- Community colleges have done a great job of providing career and vocational training.
- These current and former students have promotion potential with the addition of degree completion (associates & bachelor's).
- More adults are taking steps necessary to re-educate in a traditional baccalaureate field.



...but haven't community colleges always...

- Provided all inclusive access?
- Served adult students?
- Built university alliances in the form of '2+2' transfer programs?

Yes, but the dynamic that makes the difference is a **purposeful** focus on specific needs and options for adults.



Blueprints Vision

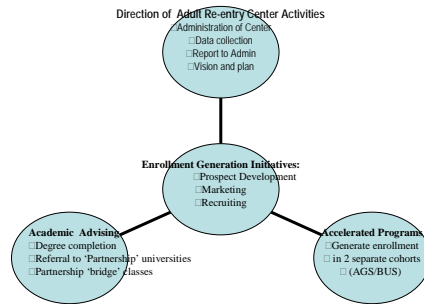
- Parkland ARC has targeted goal of adult re-entry for associate's and advanced degree completion. (See slide #9-10 for charts)
- Matching your target audience's needs to options provides focus for the department's initiatives.
- Building 'alliances':
 - Within the College for student resources and less redundancy
 - With entrepreneurial colleges/universities for degree completion partnerships.
 - With District employers and social service agencies for recruiting purposes.



Blueprint: Mission

- Centralized personnel information, services, and.
 - A specific office or department that is only identified with adult students.
 - Accountability, report generation and goal setting.
- Department head to always be on lookout for innovation and options.
- Focused and specific recruiting
 - Targeted recruitment of adults presents it's own, unique challenges.

ARC Structure

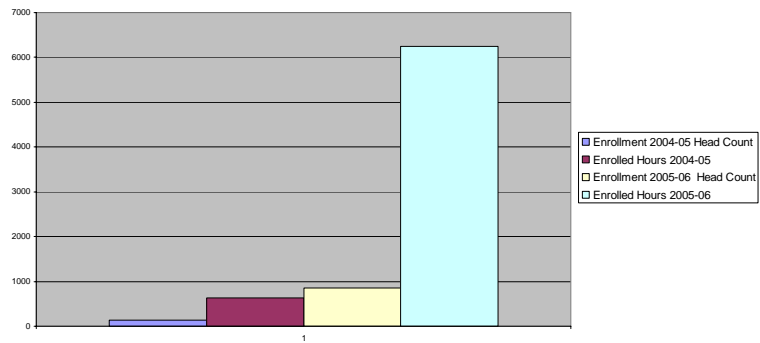


Blueprint: Voyage

- Data collection is key to evaluation of effectiveness, viability, goal setting.
- Collect data from:
 - Point of recruitment, advising, and enrollment.
 - University partnership enrollment
- Continual evaluation for additional measurement as needed.

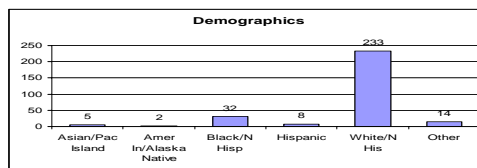
ARC Stats

Enrollment

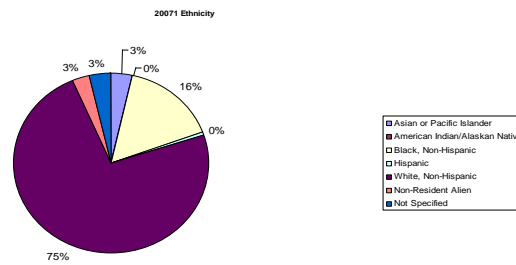


ARC Stats

Ethnicity:
2004-05

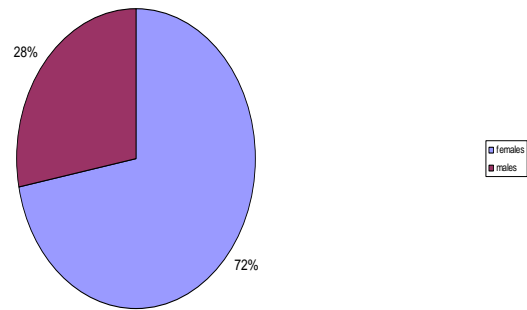


Ethnicity:
2005-06



ARC Stats

Male/Female Ratio



Selecting the 'Crew'

- Department head
 - Knowledge of internal processes, personnel, and programs.
 - Search out university partnerships.
 - Be accountable for Vision, Mission, Voyage.
 - Innovate for adult students within the College; (ie: accelerated programs and other creative programming).



Crew: support personnel

- Recruiter
 - Off campus: Site visits to employers and social service agencies; participate in community events focused on employment.
 - On campus: First-visit intake, information sessions, college fair events.
- Academic advisor
 - For both associate's and bachelor's completion
- Clerical
 - Office and calendar management; coordinate site visits; assist with data collection.



Crew: Alliances

- Internal (collaboration & referral):
 - Marketing & PR
 - Student Services (Admissions, Financial Aid...)
 - Academic departments
 - Adult & Workforce Ed (GED grads)
- External
 - Four-year contacts for 'partnerships'
 - Local employers
 - Social service agencies



Map the Destination

- Degree options
 - Student career goals will drive enrollment and completion.
 - Clearly outline associate's completion options.
 - Identify university degree completion needs. Do gap analysis. Attempt to fill.
 - Don't forget about master's options.



Funding

- Keep the enrollment management concept clearly identified in your initiatives and reporting.
- Look for grant opportunities to fund new initiatives and programs.
 - Lumina Grant: See slides # - # for Accelerated program information.



Postcards from the ‘New World’

- Communicate constantly:
 - To your institution: monthly and annual reports.
 - Also: ask AAS faculty about student needs, report student success. Involve them in new partnership ventures.
 - To students (current & prospective):
 - User friendly web site, handouts, processes, access to ‘crew’.
 - Email ‘newsblast’ as needed and 2 newsletters per year to contact database.
 - Celebrate successes! Attend commencement, send notes congratulating graduation, acceptance.
 - Provide ‘success stories’ to inspire
 - <http://www.parkland.edu/arc/success.htm>



Development of a Pilot Adult Accelerated Program

Lumina Foundation for Education

- Parkland’s program began in 2004.
- We do not provide the entire degree.
 - Associates in General Studies (approx 48 hrs of general education classes over 4 full-time semesters)
- We have completed the pilot cohort, and started a second AGS cohort.
- We do a course ‘weave’ per semester.
 - 12-13 credit hour semesters within a 16 week semester. The courses are woven together in a learning-community fashion and taught in an on-campus/online hybrid.

Development of a Pilot Adult Accelerated Program

Lumina Foundation for Education



- The goals of our project are:
 - To identify the special needs of adult students and design programs around those needs.
 - Design and deliver new instructional delivery models and expand the number of learning options for Parkland's adult students.
- Objectives:
 - The number of students registering for the pilot and persisting into subsequent semesters will be sufficient to ensure program viability.
 - A number of adult students who have participated in accelerated programs will complete their associate's degree through the program in two years.
 - Student achievement (learning outcomes) and retention per course will compare favorably with the same courses offered traditionally.
 - Student satisfaction related to their program needs and expectations will be high.

Development of a Pilot Adult Accelerated Program

Lumina Foundation for Education: Findings



- Comparison this to a traditionally offered section
- Combination of quantitative and qualitative data
- The data show, while learning gains may be less overall, students bring additional knowledge and skills to coursework initially through the selective admissions process and are able to meet similar outcomes to students in traditional classes.
- Provided selective admissions identifies prior knowledge and skills, accelerated programs can be very effective for degree completion for busy adults.
- Persistence and success measures at recipient transfer institutions would enhance our understanding of adult success in these programs.

Development of a Pilot Adult Accelerated Program

Lumina Foundation for Education: Recommendations



- New adult students have gaps in their knowledge base about degree-completion requirements.
- Students need a thorough and structured orientation process.
- Students need a preparation semester.
- Mathematics preparation needs to take place outside the cohort model.
- Faculty, even seasoned faculty who have taught in a variety of formats, need specialized training in curriculum and pedagogy for accelerated programming.
- Individualized curricular maps should be developed for each student.

Adult Learner Engagement

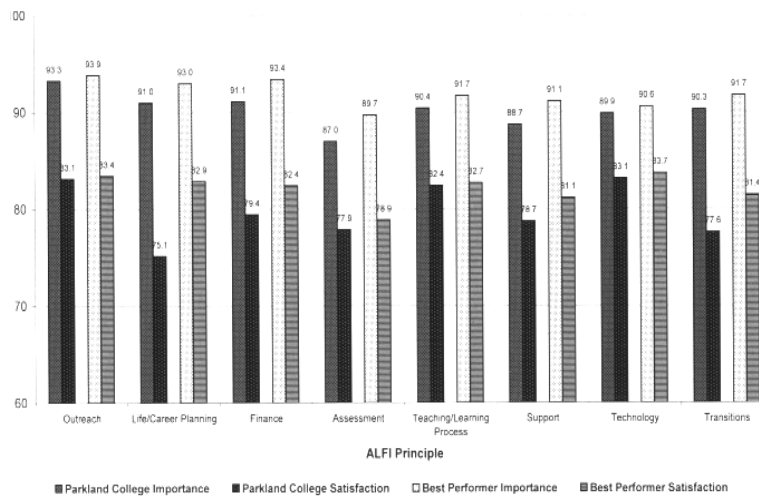


- Five benchmark scores
 - Active and Collaborative Learning
 - Student Effort, Academic Challenge
 - Student-Faculty Interaction
 - Support for Learners
- With the notable exception of email use, accelerated students are less engaged than a control group of adults in a traditional class in all dimensions.
- Surprisingly, there are no substantial differences in the grades earned by these students in these courses.
- Selective admissions process ensures that students are arriving accelerated courses with prior skills and knowledge in order to be successful.

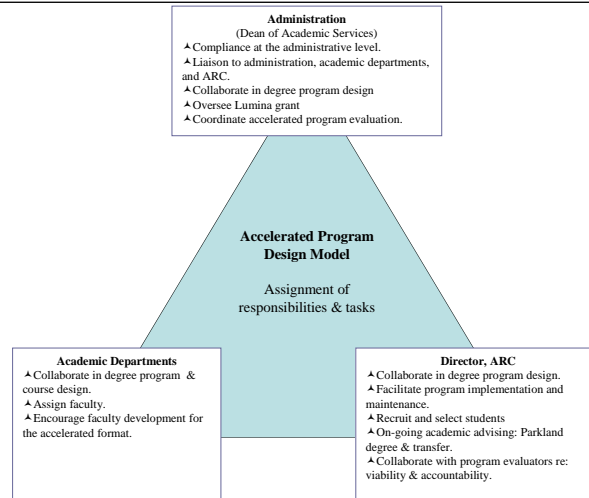
Benchmarking our progress

- Parkland participated in the 2006 ALFI inventory offered by CAEL to analyze institutional attention to and performance on eight dimensions
 - Outreach
 - Life and career planning
 - Financing
 - Assessment of learning outcomes
 - Teaching learning process
 - Student support systems
 - Technology
 - Transitions

**ALI Results
Parkland College
vs Best Performances in each Category**



Accelerated Program Info



Questions?

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- www.parkland.edu/arc