

Adult Learner 360 Review:

Lord Fairfax Community College

Barry L. Nickerson, MBA

December 1, 2020



CAEL's Vision

Every adult has a pathway to lifelong learning and meaningful work.

Our institutions are traditionally structured to serve students
at a precise point in their young adult lives.

Why Adult Learner 360?

- Institutional context and culture
 - Evidence of best practice
 - Inform staff upon how we serve adults
 - Understand performance in student support services
- Reflect upon, improve, and continually assess student satisfaction and institutional effectiveness

Adult Learner 360

Research Questions:

What do adults need to be successful?

What are our adults' barriers?

How can our institution better support adults?

Opportunities:

What can we do to move the needle on adult student success?

How can we measure that impact – as evidence our practices work?

CAEL's Ten Principles for Effectively Serving Adults



Institutional Effectiveness Questionnaire (IEQ)

How effectively do we serve adult learners?

Participants: 69

Adult Learner Satisfaction Questionnaire (ALSQ)

Does my institution meet my needs, so I can be successful?

Participants: 221

Adult Learner 360 Results: Adult Learner Satisfaction Questionnaire (ALSQ)

AL 360 Principle	Student Satisfaction	AL 360 Principle	Student Satisfaction
Outreach	4.46	The Teaching-Learning Process	4.23
Technology	4.34	Financing	4.10
Transitions	4.27	Life & Career Planning	4.01
Student Support Systems	4.25	Adaptivity	3.91
Assessment of Learning Outcomes	4.24	Strategic Partnerships	3.78

Adult Learner 360 Results: Institutional Effectiveness Questionnaire (ALSQ)

AL 360 Principle	Quality/ Effectiveness	AL 360 Principle	Quality/ Effectiveness
Outreach	4.09	The Teaching-Learning Process	3.99
Assessment of Learning Outcomes	4.09	Financing	3.97
Student Support Systems	4.03	Adaptivity	3.72
Technology	4.03	Life & Career Planning	3.71
Transitions	4.00	Strategic Partnerships	3.42

Adult Learner 360 Results: Cross-Sample Gap Between Satisfaction & Effectiveness

AL 360 Principle	Student Satisfaction	Quality/ Effectiveness	Gap
Financing	4.10	3.97	0.13
Assessment of Learning Outcomes	4.24	4.09	0.15
Adaptivity	3.91	3.72	0.19
Student Support Systems	4.25	4.03	0.22
The Teaching-Learning Process	4.23	3.99	0.24

Adult Learner 360 Results: Cross-Sample Gap Between Satisfaction & Effectiveness

AL 360 Principle	Student Satisfaction	Quality/ Effectiveness	Gap
Transitions	4.27	4.00	0.27
Life & Career Planning	4.01	3.71	0.30
Technology	4.34	4.03	0.31
Strategic Partnerships	3.78	3.42	0.36
Outreach	4.46	4.09	0.37

Key Observations

What Stands Out to You?

Top Items for Student Satisfaction, ALSQ

Principle	Item Text	Student Satisfaction
Outreach	Enrolling at this institution is easy.	4.69
Outreach	I can easily and conveniently register for courses.	4.66
Technology	My institution consistently communicates with via technological means.	4.62
Outreach	My institution offers a planning, onboarding, or orientation course.	4.60

Top Challenges: Lowest Student Satisfaction

Life & Career Planning, Item #10

Satisfaction: 3.42

I was encouraged to engage with career services early in my program of study.

Related Institutional Item:

Effectiveness: 3.55

This institution encourages adult learners to engage with career services early in their program of study.

What is our institution doing regarding this challenge today?

What could we be doing better?

What could the future look like if we improve this practice?

Top Challenges: Lowest Student Satisfaction

The Teaching-Learning Process, Item #10

Satisfaction: 3.53

I am part of a learning community or study group within my institution.

Related Institutional Item:

Effectiveness: 3.83

Instruction of adult learners includes substantial peer interaction to create learning communities.

What is our institution doing regarding this challenge today?

What could we be doing better?

What could the future look like if we improve this practice?

Top Challenges: Lowest Student Satisfaction

Life & Career Planning, Item #7

Satisfaction: 3.54

My institution provides a process to assess whether the knowledge and skills I already learned through life and work could qualify for credit.

Related Institutional Item:

Effectiveness: 3.61

This institution consistently works with each adult learner to assess whether their prior learning through life and work experiences could qualify for credit through prior learning assessment.

What is our institution doing regarding this challenge today?

What could we be doing better?

What could the future look like if we improve this practice?

Top Challenges: Lowest Student Satisfaction

Life & Career Planning, Item #11

Satisfaction: 3.56

Life and career planning activities are integrated into my program of study.

Related Institutional Item:

Effectiveness: 3.38

This institution integrates life and career planning activities into adult learners' programs of study.

What is our institution doing regarding this challenge today?

What could we be doing better?

What could the future look like if we improve this practice?

What Comes Next?

Involvement:

All levels at our institution should discuss this data and consider adults' needs.

Recognize the importance of good practice identified in this assessment,
and keep building upon our strengths.

Be as inclusive as possible.

Continue collecting adults' feedback.

Adapted from: Dennison, D., & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science*, 6(2): 204-223.

What Comes Next?

Consistency:

Remember everyone has their own style!

Agree upon a “best way”: A stable, transparent process for supporting our adult learners.

Hold ourselves accountable for adult learners' success.

Adapted from: Dennison, D., & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science*, 6(2): 204-223.

What Comes Next?

Adaptability:

COVID-19 has reminded us how fast things change!

Know when the time is right for a change of practice.

Look to external signals – Economic, Socioeconomic, Health

Internal behavior – Expansion, staff changes (e.g., retirement)

Continue to reflect and use our data

Adapted from: Dennison, D., & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science*, 6(2): 204-223.

What Comes Next?

Mission:

Know our purpose – Our commitment to serving all learners

Know our mission – How our mission *informs* the work to serve adults

Know how adult learner success *informs* the mission

Adapted from: Dennison, D., & Mishra, A. (1995). Toward a theory of organizational culture and effectiveness. *Organizational Science*, 6(2): 204-223.

Keep in Touch!

 bnickerson@cael.org

 [@CAELnews](https://twitter.com/CAELnews)

 <http://www.linkedin.com/in/bnicks>

Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers, postsecondary educators, and employers, industry groups, foundations, and other mission-aligned organizations. By engaging with these stakeholders, we foster a culture of innovative, lifelong learning that helps individuals and their communities thrive. Established in 1974, CAEL, a Strada Education Network affiliate, is a nonprofit 501(c)(3) membership organization.

© 2020 The Council for Adult and Experiential Learning (CAEL). All rights reserved.

This Concludes Our Presentation

Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers, postsecondary educators, and employers, industry groups, foundations, and other mission-aligned organizations. By engaging with these stakeholders, we foster a culture of innovative, lifelong learning that helps individuals and their communities thrive. Established in 1974, CAEL, a Strada Education Network affiliate, is a nonprofit 501(c)(3) membership organization.

© 2020 The Council for Adult and Experiential Learning (CAEL). All rights reserved.