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Creating an Adult Learner Entry Achievement Program

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Creating an Adult Learner Entry Achievement Program (ALEAP)

for New and Reentering Adult Learners to help them achieve

their goal of earning a postsecondary degree

within the State of Minnesota

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ABSTRACT

This proposal is to implement an Adult Learner Entry Achievement Program (ALEAP) within higher education institutions. The purpose of the ALEAP program is to support and serve the needs of adult learners who want to return to or begin college to earn their degree or certificate and pursue their personal or career goals. In turn, their achievements will also increase the higher education attainment rates in the State of Minnesota. This program could exist as a stand-alone program or be housed within support systems, such as, Continuing Education or an Academic Support Center.

Current research indicates that there is a large number of adult learners in the United States who have little or no education above a high school diploma. The State of Minnesota's higher education attainment rate is currently at 54 percent with a goal to increase the attainment rate to 70 percent by 2025. In order to achieve this goal, programs and processes to support and serve adult learners need to be established. Each college and university has to do more to encourage this demographic to complete their degree. In providing this service, they become instrumental in increasing the attainment rates for higher education, positively impact their communities with an educated workforce and society, encourage life-long learning and transform the lives of an overlooked demographic that is currently under-served by higher education. Please note that this program could evolve and be shaped to meet the specific needs of any university within higher education.

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I am also grateful to my parents who taught me to believe in prayer and to have faith in a higher power.

Gloria Riopelle

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Introduction

I am an adult learner. I decided to return to college to earn my Master's degree in Counseling and Student Affairs. I earned my bachelor's degree a few years earlier and decided to continue my education in order to seek new career opportunities, learn the theories, skills and become educated in the student affairs and college counseling profession. I have spent the majority of my adult life and professional career in higher education. My postsecondary degrees offered me the ability to obtain a sense of accomplishment and achievement while also making a living to benefit my family. I cannot say for sure which reason was my main motivator, however, earning my higher education degrees gave me opportunities I would not have had otherwise. During the time I was enrolled in courses and completing practicum and internships, I was also working at demanding full-time jobs, raising a family, assisting my aging parents, and helping with our grandchildren. As an adult learner and juggling the aforementioned responsibilities, I continued to strive toward my goal of achieving my bachelor's degree and soon my master's degree.

As the completion my master's degree draws near, I reflect on how my experience as an adult learner could encourage other adult learners to return to college, finish their degree or earn a new degree or certificate. Could my experience encourage another adult to complete their degree or even enroll in a course because they want to learn more about the subject? How could the path be made easier for them? What resources and support systems do they need to be successful to achieve their degree? Do other adult learners know they are invited and encouraged to return to college or enroll in a course?

Literature Review

Adult Learners - New Target Population to Earn Postsecondary Degrees

The adult learner as defined is not what we visualize as today's college student. Most visualize the stereotypical college student as the eighteen-year-old high school graduate who is leaving home for the first time, living in the dorms and excited to have their first taste of independence from their parents.   The future points to the fact that there will be a decline of high school graduates in the next few decades than are currently in the higher education system (Blumenstyk, 2018, p. 8). Research indicates that the adult learner population is the new target audience in higher education with adult entry programs being developed or invested in at other universities in Minnesota and across the country. According to the National Center for Education Statistics (NCES, 2018) "In 2018, a projected 7.6 million students in degree-granting postsecondary institutions will be 25 years old and over." And that number will continue to grow, according to the NCES, with the majority of the adult students enrolled part-time and mainly identifying as female.

It is evident that there is a large demographic of adult learners who do not have postsecondary degrees but why would these adult learners want to enter or return to college? Laurie Quinn (2018) points out several reasons why the decision for adult learners to return to college can be difficult as they often have to decide if a degree is worth the barriers they must overcome (Quinn, para. 6). Provost indicates in her article that there are several deterrents from returning to college such as cost, yet some of the benefits outweigh the negatives "as more adults choose to delay retirement, the workforce becomes even more competitive and career shifts become more common" (Quinn, para. 7). Provost lists four reasons most adult learners return to higher education: making a career shift, to remain competitive in the workforce, personal and professional development, and personal fulfillment (Provost, para. 8).

Even though there are many motivating reasons for adult students to return to earn their degree, there are reasons why they do not. There are a thousand stories of why college students don't finish their degrees and are deemed "non-completers" - some people may even label them as quitters. Nonetheless, there was a reason for them to leave or never attend college – perhaps it was related to causes such as academics, finances, medical, legal, personal, or perhaps they just weren't ready to be a college student at that time in their life. The point being, is that adult learners need to know they are going to be encouraged and welcomed to return to college and not be judged on their past struggles or mistakes.   It begins with removing barriers, changing attitudes, and learning about the needs of the adult learner.

One barrier is the stigma of entering or returning to college at a "nontraditional" age. I remember feeling a sense of shame because I had waited to earn my bachelor's or Master's degree and was often asked why now or what do you plan to do with a degree now? I recall walking into each class for the first time, taking a deep breath to find my courage - knowing that I would be the oldest student in the room. The odds of anyone close to my age, much less a grandmother, was highly doubtful to be in the classroom. Most of my classmates were welcoming, friendly and supportive, however, this emotion is supported in the literature that feelings of guilt and shame are common for adult learners (Blumenstyk, The Adult Student, p. 15). The recruitment message and internal policies need to thwart the stigma associated with returning to college and replace it with intentional encouragement and support.

Likewise providing accessible success-focused strategies, such as, advising and financial aid assistance, are game changers for adult learners. Support through an adult learner entry program would fill that void with student-centered advising methods and navigating them through the maze of expectations and requirements set by higher education systems (Blumenstyk, p. 15-16). The adult entry program would be the central hub to serve as

their point of contact, home base to resources, policy advocate, and provide the support to get them into college and through college.

The U.S. is Investing in Adult learners

It is intriguing to recall that during former United States President Barack Obama's time in office, he had a vision to restore American's standing as the best educated nation in the world. The goal was for America to have the highest proportion of college graduates in the world by 2020. This challenging goal was based on the fact that the United States was noticeably behind several other countries in postsecondary attainment rates and this decline was impacting economic growth (Lederman and Fain, para. 16). During Obama's time in office, he implemented standards for adults to pursue a postsecondary education as part of his College Completion Goal.

Perhaps this goal was too lofty to accomplish during Obama's eight years in office. However, the initiative improved and positively impacted the perception of the value of a postsecondary education in the United States.   According to the Pew Research Center report that states, the "U.S. still has a ways to go in meeting Obama's goal of producing more college grads" and that "In 2015, 47% of U.S. 25- to 34-year-olds had at least an associate degree, exceeding the OECD average of 42%." (Fry, 2017, para. 4). In addition, the Organization for Economic Cooperation and Development (OECD) reports that in 2017, the United States' higher education attainment rate is "lagging behind its global competitors" ranking 11th in global postsecondary attainment (OECD, 2017). The 2017 OECD data indicates that 46.4 percent of U.S. young adults in the age group of 25-34 have completed education beyond high school. Whereas other countries such as Japan and Canada are near a 60 percent completion rate.

States are also working to create legislation and support systems to reach adult learners and entice them to enroll in a postsecondary institution. A report by the Education Commission by the States (2017) states "In response to attainment goals and workforce needs, states are

aiming to reach these near-completers through legislation and initiatives, working to bring them back into a postsecondary institution to complete a credential" (Anderson, 2017, p. 1). The article mentions initiatives enacted by the States of Indiana, Mississippi and Tennessee who are focused on postsecondary attainment for near completers by taking a proactive role in creating programs and systems to help returning adults achieve a college degree. For example, the Indiana Commission for Higher Education implemented legislation and created a "You Can. Go Back." campaign aimed to help the "more than 750,000 adults with some college credit, but no degree, finish a credential" (Anderson, 2017, p. 2).

The Lumina Foundation

Most states have set their attainment rate goals with help from a non-profit foundation named Lumina. The Lumina Foundation indicates on their website to have set the goal to "increase the higher education attainment rate of the United States to 60 percent by 2025 to meet the growing need of our nation's talent" which results in "an increase of 23 million graduates above current levels of production" (Lumina Foundation, 2017, Our Work, para. 1). The Lumina Foundation's purpose is to assist States and universities to grow their higher education attainment rates and increase the number of skilled workers which supplies a workforce to fill employment opportunities now and in the future.   As noted above, the Lumina Foundation hopes to help 23 million people receive postsecondary degrees throughout the U.S. This equates to approximately 3.3 million adult learners entering or returning to a higher education institution each year for the next seven years.

The Lumina Foundation's research states that "among working-age Americans, the national rate of educational attainment beyond high school is 46.9 percent. Across states, attainment rates vary widely, but it is evident that every state needs improvement. Thus far, 41 states have set attainment goals that meet Lumina's criteria for rigor and efficacy (i.e., the goal is quantifiable, challenging, long-term, addresses gaps, and is in statute and/or a strategic

plan)" (Lumina, 2018, A Stronger Nation, para. 8).   They report that the need to increase post-high school education "is rooted in the global shift from an industrial economy to a knowledge economy. The vast majority of jobs created since the Great Recession require education beyond high school, and that trend shows no sign of abating" (Lumina, 2018, para. 4). This stance is also supported by the 2017 OECD publication "Education at a Glance 2017, OECD INDICATORS" which states "Investing time and money in education is an investment in human capital. For adults, the labor market outcomes of higher educational attainment outweigh the initial cost of pursuing education" and "It is crucial for policy makers to understand the economic incentives to invest in education. For instance, large increases in labor market demand for more highly educated workers can drive up earnings and returns until supply catches up" (OECD, 2017, p. 118).   The investment in adult learning is also an investment in our economy, addresses community issues and workforce needs.

Each state in the U.S. was listed in the Lumina attainment report, however, this proposal will focus only on the rates for Minnesota and North Dakota. The attainment rate as reported by Lumina for the State of Minnesota is 54 percent with a goal to increase the attainment rate to 70 percent by 2025.   Minnesota's attainment rate across five racial and ethnic groups was the highest in our region for whites at 52.4 percent with North Dakota being the next closest at 47.5 percent.   Minnesota was lowest in this report at American Indian attainment rates of 19.4 percent. It is important to mention that the Lumina report included the Metro area of Minneapolis/St. Paul as a main driver of goal achievement but did not indicate any metro areas within the State of North Dakota.

Narrowing the attainment rates down to a local level, the report indicates that the attainment rate in Clay county for people ages 25-64 is 51.7 percent with a population of 62,875 who achieved at least an associate's degree. In reviewing the attainment rates of Moorhead's neighboring counties, such as Becker, Ottertail, Hubbard, and Wilken, the numbers were all

under 50 percent and some even below the 30 percent attainment rate. In comparison of the

State of North Dakota (ND) and the city of Fargo, ND as a border State to Minnesota and the

City of Moorhead, MN; North Dakota's attainment rate was 49.5 percent with Cass County at

52.6 percent with a population of 175,249. Surrounding counties in ND that were also below the

50 percent rate are Barnes, Richland, Trail and Steele with Richland having the largest

population of 16,353. The others are relatively low population counties in ND. The research

also indicated ND had a higher attainment rate for Hispanics and American Indians than did

Minnesota.

Reframing Educational Needs

Advances at the State and University Level

The Minnesota Office of Higher Education (OHE) and Minnesota State partnered to

develop a new pilot program to support adult learners called MN Reconnect. The pilot program

is made possible by financial and technical support from the Lumina Foundation and the State

Higher Education Executive Officers (SHEEO). The program will support Minnesota State

students through specialized services, who return to college during fall of 2019 to earn a

credential of economic value after an absence of two or more years.   Currently four Community

Colleges have been awarded grant funding: (Inver Hills Community College, Lake Superior

College, Riverland Community College and South Central College).   The pilot program began

January 1, 2018 and will support an estimated 500 returning adult learners. The MN Reconnect

program hires a person at each campus identified as a "navigator" to coach and counsel adult

students. Each participating student will receive an annual grant of up to $2,000 beginning with

the 2018-2019 academic year in addition to all other grant assistance received by the student

including federal Pell Grant and Minnesota State Grants. The grant proposal indicates that

students entering Minnesota State Colleges "between Fall 2005 and Fall 2012 had three-year

completion rates that varied from 33% to 57% in relationship to academic preparation and

financial need of students. The non-completing students are now working adults with some

college credits, likely some debt, but no certificate or degree. They likely make up a majority of

the 143,000 Minnesotans reported by the Office of Higher Education in this category." MN

Reconnect is important because it allows our colleges to provide students another opportunity to

achieve their educational dreams or create new ones.

      This program will focus on addressing issues of inequity within postsecondary

completion, improving workforce preparation and helping students achieve their academic and

professional goals. The racial, ethnic, economic, age and experiential diversity of our students

brings significant assets to campus life and creates a dynamic community for learning from one

another. The Minnesota State System is beginning to do its part to address the need for qualified

workers and collaborating with stakeholders to provide an educated workforce (Malhotra, 2018,

para. 1). Currently the Lumina grant opportunity is only funding community colleges so four-

year institutions of higher education are currently flying solo on efforts to recruit and retain adult

learners. It is reassuring that the current MN Chancellor sees the needs and is planning to

address the concerns for the State of Minnesota.

<center>**Reconsider How To Measure Learning**</center>

Credit for Prior Learning and Competency-Based Education

      The literature indicates that "for adult students, time is at a premium — they are already

carving out time for their studies from a calendar weighted with other high-priority

commitments. If services are not structured or offered in such a way as to not make further

demands on students' time, this will only place further strain on their studies" (Fusch, 2011, para.

21). Allowing adult learners to earn credit for prior learning is a valuable asset for them to

expedite their degree completion and it also communicates to them that their time and experience

are valued. I can relate to the need to optimize time and also felt that there were times during my

college journey that a few courses were offered just to put in the time instead of measuring the

learning outcome. Higher education needs to review how learning is measured. Likewise, it is

interesting to point out that the college credit was created not with learning in mind, but only as a

way to measure how a faculty member's pension was calculated. This perspective is validated in

the article, "Cracking the Credit Hour" which states "Students who earn credits through Prior

Learning Assessment (PLA) are more likely to stay in and complete college than those who

don't, so it should be in everyone's interest to help those students" (Laitinen, 2012, p. 19).

Adult learners come with a plethora of experiences which were acquired through work, military

service, volunteer service and professional development trainings. Adult learners should be

encouraged and allowed to apply these experiences and prior knowledge to count toward college

credit. Unfortunately, although many institutions "allow" for some form of prior learning credit,

it is often limited, and not well publicized through an institution's policies.

      Competency-Based Education (CBE) programs "are particularly appealing for students

whose work or family commitments make educational completion a priority" (McClarty and

Gaertner, 2015, p. 1). Largely in part because adults are busy working and raising families

stating that "Twenty percent of undergraduate students work full time, with more than 70 percent

working at least part time. Nearly a quarter of undergraduate students are parents, and half of

those are single parents" thus those priorities make it difficult to sit in a classroom for a specific

number of credit hours (McClarty and Gaertner, 2015, p. 1). Many college courses are

scheduled during the day when adult learners are at work so CBE allows students to work at their

own pace and timetable to prove they have mastered the subject. Goldie Blumenstyk explained

in her video series about the Adult Learner, that competency based learning is taking "education

and separating it from time" and thus not tying it to the credit hour. The outcome being that the

student then proves that they learned the material. Blumenstyk also calls credentials as "shorter

spans of education" versus two- or four-year degrees. Credentials or certificates could be valued

by the adult learners who already possess their associates or bachelor's degree. Likewise, credentials can be established by discussing and collaborating with industries to identify and define the skills needed in the workforce.

Communication and Outreach

Marketing

The research and evidence points to a need to get adult learners back to college to earn a postsecondary degree. The research indicates that colleges need to tailor services to the older adult learner, stating that "27 is the new 18" and that instead of offering the adult learner another chance, we need to reframe that message to ask them to give higher education another chance (Blumenstyk, "Fresh Ideas" 2018, para. 2). In addition, higher education needs to be more "accessible" to adult learners. Changing the message and being more available to adult learners will open the lines of communication for the student and the university to assess needs and review processes which need improvement.

It takes more than a catchy slogan to attract adult learners to return to college so it is important to be sincere and make our actions match our message. I recently looked at the MSU Moorhead Admissions website and noted that there were no options in which I could select as an adult learner. I emailed our Admissions Director to ask if they would consider adding an option for students who wanted to return to college or enroll but did not fit the stereotype of a traditional college student. At that time, the only options available on the MSUM Admission website were focused on recent high school graduates or transfer students which sends a message to adult learners that MSUM does not have a place for them.   The messages we send to our adult learners or non-completers must, however, extend further than just one website.

Convenience and Access

Time can also affect academics. There are only so many hours in a day, and the more students face demands of work and family that intrude upon time for studying or attending class, the harder it is to complete necessary assignments or get help from instructors or peers. Colleges often make matters worse by scheduling needed courses or advising opportunities at times of the day that may not work for non-traditional students' schedules. Often the functions that support students are only available during the same times that the adult student is working. For instance 8:00 a.m. until 5:00 p.m. and often not staffed over the lunch hour. This is another barrier for the adult learners that are working full-time to have access to various campus services. Resources to these students then becomes limited and often is not centrally located so when they do find a time during their work day to come to campus, they are shuffled from office to office trying to receive the accommodations they need to achieve success. Similarly, higher education uses complex systems which are usually only explained during orientation sessions held for traditional college students so the non-traditional adult learners have to figure out these systems on their own. This can require too much time for students to properly sort out their way of progressing through a program. Access and convenience for adult learners need to be reexamined by institutions of higher education in order to better serve and accommodate their needs.

In the article entitled "Boosting Adult Persistence" it states the importance of support programs for adult learners with the focus on four key components to help adult learners succeed which the Adult Entry Program would provide and focus efforts (Fusch, 2011, para. 2):

1. A central unit on campus to coordinate cross-departmental efforts to support adult learners, and which serves as a single, "one stop" point of contact for adult students.
2. An intentionally designed orientation to help adults transition back into the college experience.
3. Academic advisers (and faculty) who understand adult learners' unique needs.
4. Extended office hours for key services and a campus-wide emphasis on availability and convenience.

Review & Reframing Policy Intent

It is imperative to promote "friendly-written" policies which are easy to locate, comprehend and complete in an efficient and streamlined admission or readmission process for adult-learners. Policies which could affect non-completers would be university policies such as: Academic Forgiveness, the Transcript Release and the Credit for Prior Learning.   For instance, I recall when the Academic Forgiveness policy was created at MSUM, however, I'm not aware that it is publicized to our adult learners or marketed to our non-completers. This "second chance" policy indicates the student has to be away from MSUM for a minimum of five consecutive years in order to qualify. Also, it is interesting to note that the dictionary indicates the antonym of the word "forgiveness" is "punishment" whereas the word "renewal" is defined as "an instance of resuming an activity or state after an interruption". The policy should be rewritten to be more welcoming to encourage our non-completers to return to college.

The transcript release policy could also be aligned with the relief of past debts that have already been written off by the school after five to six years. For instance, the MN Department of Revenue considers the statute of limitations to be six years and sometimes the debt is forgiven sooner. This would allow transcripts to be released and the adult learner the freedom to apply to a different college or university. These are only two of the many policies within higher education institutions which would need to be reviewed and possibly reframed in order to remove the barriers and send a more welcoming message to adult learners.

Reimagine the Future

The research solidifies the reasons to analyze and reimagine the future for adult learners within higher education. The data and facts indicate that the need exists, from achieving state and national postsecondary degree attainment rates to obtaining personal achievement for a demographic to whom higher education seldom tailors services and resources. To some it may seem a daunting task to fulfill all of the needs of each adult learner, however, implementing an

adult learning entry program focusing on fundamentals such as improved communication and

outreach, access to services and building relationships through coaching, tutoring and other basic

needs, adult learners can achieve their goal of earning a postsecondary degree. The following

proposal contains the basic structure and processes needed to create an Adult Learning Entry

Achievement Program.

Purpose of Program

Definition of an Adult Learner

Earlier I labeled myself as an adult learner but did not explain how higher education defines an adult learner. Research indicates that the definition of an adult learner is 25 years and older and often referred to within higher education as a "non-traditional" student. The non-traditional student usually also works full-time, are parents, veterans or have varied obligations. I wondered how many adult learners, like myself, had not followed the "traditional" student track of completing college immediately out of high school. The Chronicle of Higher Education (2018) recently released information about adult learners which states that "about 80 million people ages 25 through 65 have graduated from high school but don't have a college degree. Another 15 million have an associate degree but no bachelor's" (Blumenstyk, 2018, p. 7). That equates to 95 million adult learners within the United States. In 2017 alone, the U.S. Census Bureau reports that of 216,921 men and women, approximately 16.5 percent had some college but no degree and over fifty percent had not achieved any type of postsecondary educational degree (Table 3: Detailed Years of School, 2017).

The number of adult learners in the United States without education beyond high school is astounding. We know they exist yet it is important to understand how the non-traditional student differentiates from the traditional student in terms of learning style. Malcom Shepard Knowles proposed in 1968 the adult learning theory or as he named it, "Andragogy" which differs from the concept of "pedagogy" which is the teaching of children. Knowles recognized the differences in how adults learn versus how children learn which include partake in self-learning concepts, relate past experiences to education, understand the value of learning, are internally motivated to learn, and apply purpose to what they learn (Smith, 2002).

Adult Learner Entry Achievement Program (ALEAP) Plan Overview

Purpose

The Adult Learner Entry Achievement Program will help adult learners who are 25 years and older navigate their way to achieve a post-secondary degree.

Objective

The result will increase postsecondary attainment rates and assist in fulfilling workforce needs within the United States. The information in this proposal pertains mainly to the State of Minnesota and aligns with the higher education attainment goal as noted in MN Statute 135A.012 (Appendix A).

This proposal provides the basic structure and processes required, however, each component should be adjusted in order to fulfill the specific needs of a university.

Budget and Personnel

Budget

The operating budget for the Adult Learner Entry Achievement Program (ALEAP) will be established based on a first year program and be appraised on an annual basis based on the program annual evaluation. The success of this program would be evaluated after acquiring a minimum of three years of data in order to measure the financial impact for a University and the higher education attainment rates for the State of Minnesota. The estimated budget is based on the first year of implementation and would be adjusted at the end of each fiscal year. (Appendix B).

Adult Learning Navigator Position Description

The Navigator position serves as the academic coach and the key point of contact for the adult learner. The Navigator would be responsible for outreach, building relationships with students and employers, coordinating services and resources for each adult learner that wishes to be a part of the program.

The Navigator serves as an admission recruiter for the program and must also have the ability to establish and maintain relationships with faculty, staff, employers and the community, in order to build respect for and value to the Adult Learning Program. The Navigator must be a professional who is resourceful and knowledgeable of university polices in order to advocate for the adult learner. Likewise, the Navigator must also work with the adult learner to understand their goals and the barriers they face in order to provide the resources needed to achieve their degree.   The Navigator's responsibilities are explained in the position description. (Appendix C)

Access and Location

The Adult Learning Entry Achievement Program (ALEAP) would serve as the "one-stop shop" for adult learners to have their questions answered and be connected to resources. The ALEAP program would be located on a University campus and housed within an Academic Support Center or a Continuing Education program. The ALEAP program's predominant focus would be on outreach efforts to meet the needs of the adult learners' busy lifestyle. The office would also offer nonconventional hours to allow adult learners the opportunity to visit campus outside of their work schedule.

Outreach

Recruitment & Employer Relations

The adult learner must know they are welcome and encouraged to attend or return to higher education. The Navigator would collaborate with area and regional businesses who offer tuition reimbursement programs and who want to retain employees who seek to improve their skills. Informational sessions would be offered at their place of employment during their lunch hour, or during early morning or evening hours. Open House information sessions would be scheduled at family friendly community outreach centers, such as the YMCA or local churches on specific days each semester. Other outreach efforts would include visits to the Veteran's Home Administration, community continuing education sites and through retraining work programs. (Appendix D)

Marketing

The ALEAP program would be promoted both locally and regionally through a university's website, video ads, social media platforms, email to alumni and friends, posters and other printed media such as the local newspaper, brochures, and billboards. In person presentations to local and regional employers, service clubs, and other community outreach efforts will also be an important marketing tool. It will be important for the university's admission and transfer offices to assist in promoting this program as well. Once adult learners are admitted to and graduate from the program, word of mouth and testimony from alumni will be another recruiting tool. (Appendix E)

Identifying the Participants

The Navigator will contact any adult learner that self-identifies on their admission application to be age 24 or older or have been away from college three or more years. These students will be supported by the Adult Entry Program and be informed of the services available to them. There is also an opportunity to communicate with students who are termed "non-completers" to welcome them back to complete their degree.

Institutional Collaboration

Policies

Each university should identify policies and procedures which could directly affect the success of adult learners. Language and messages within university policies should be examined in order to attract and retain students versus discouraging and shaming them. This in turn will encourage adult learners to utilize policies to their advantage such as the Academic Renewal Policy, formerly named the Academic Forgiveness Policy. (Appendix F)

Credit for Prior Learning (CPL)

Credit for Prior Learning (CPL) policies are essential to reach higher education attainment rates. CPL policies include tools such as Prior Learning Assessment (PLA) and College Level Examination Program (CLEP), both of which are the ways to evaluate an individual's prior knowledge toward college credits. (Appendix G)

College Level Examination Program (CLEP) University Policy

Adult learners would be educated on the CLEP exams which are designed for students with prior learning experiences. The CLEP allows them to potentially test to receive credit towards their degree and thus expedites their path to achieving a post-secondary degree by utilizing their prior knowledge and experiences. These exams also save them time and money and may expedite their goal of obtaining a post-secondary degree. Likewise, military members may qualify for free CLEP exams through the Defense Activity for Non-Traditional Education Support (DANTE) program. In addition, by utilizing CLEP exams to fulfill general education credits, the adult learner can focus on their advanced-level coursework. Minnesota State's Board Policy 3.3 support student success by encouraging CLEP Policy. (Appendix H)

Prior Learning Assessment (PLA)

Many adult learners have learned valuable information through their employment experiences and do not find value in spending time and money taking a course for information they already know. It is important for higher education institutions which value adult learners to have a policy or process for PLA. PLA allows adult learners to receive college credit by demonstrating that they already know the learning outcomes of a course by creating a portfolio that is approved by the program faculty member. A work group within a university could collaborate with the Council on Adult and Experiential Learning (CAEL) through their "Learning Counts" online assessment program in order to establish a PLA policy or a process. (Appendix I)

Preparing Adult Learners for Success

Financial Aid and Scholarships

A financial aid specialist would present at information sessions on financial aid basics, when and how to complete the Free Application for Federal Student Aid (FAFSA), local and national scholarships, employer reimbursement tuition programs, grants and loans. The Navigator would assist in communicating information and financial deadlines to adult learners as well. (Appendix J)

Childcare

Information sessions would be held at family friendly spaces to allow adult learners to bring their children with them. Undergraduate students from degree programs such as elementary education would volunteer or be hired to provide activities during the sessions so parents have an opportunity to listen to the presentation and gather information. Childcare needs during class time may be met by university daycare programs.

Refresh Sessions - Placement Tests Preparation & Technology Skills

Often students who have been away from the academic environment for long periods of time may not remember basic concepts in mathematics and English. Instead of spending an entire semester in a remedial course, the adult learner would attend refresher tutor sessions or use take home or online study reviews in order to reteach themselves concepts they may have forgotten. These refresher sessions would give adult learners the ability to return to the classroom with the tools they need to be successful to pass placement tests such as the Accuplacer.

Technology Resources

There would also be opportunities to learn how to operate and utilize computers systems and technology which can often discourage adult learners from returning to the classroom.   Learning systems such as Desire2Learn Brightspace (D2L), Eservices, Degree Audit Report (DARS), TK20 and OneDrive are vital components for students to know prior to taking courses.

Tutoring Resources

Adult Learners would have access to university tutoring services available through the 24-hour online program "Tutor.com". In addition, tutoring would be available through the campus tutoring center on evenings staffed by students and volunteers. The tutoring center will be staffed by undergraduate students and volunteer community members who have been screened to have the skill sets to tutor a specific subject.

Faculty Connections

Adult learners would be assigned an academic advisor within their major department to receive guidance from experts within that field of study. Adult learners bring added value to the classroom because of their life experiences, are usually more willing to participate in discussions and are more committed to learning if they understand why it is important to them.

Early Alert System

Missed classes or assignments usually indicate a student is struggling in a course or experiencing some type of difficulty in their life. An early alert system such as Mapworks or Starfish, would be utilized to alert the Navigator if a student is absent from classes or if the student has not logged into their online courses within a certain amount of days.

Career Development

The Career Development Center would also offer resources, such as resume writing, creating a LinkedIn account, etiquette dinners, mock interviews and networking opportunities, academic coaching sessions at the employees work location and/or provide evening sessions to accommodate their work schedules. Adult Learners will also have access to career development workshops and resources scheduled on the university campus.

Academic Coaching

The Navigator would schedule academic coaching sessions at the employee's site by working through their Human Resource department. The employee can either register for a thirty minute session or hold a group informational session during their work day. This allows them to lose less work time and yet be supported in such ways as advising for the next semester or asking questions that pertain to their current semester. The meeting days and times would be announced through the employer's human resource office and adult learners would schedule the day/time that works best for them.

This time would also be utilized to review forms that need to be completed, signed, and then routed to various departments. The Navigator would route the forms instead of the student trying to find time during their work day to come to campus, find parking and drop off a form or be constantly redirected to different offices. The Navigator would know where the forms should be routed and serve as an advocate for the adult learner.

This also allows the Navigator to build relationships with the employer and be visible to other adult learners within the business who perhaps are considering completing their degree. Theories utilized during academic coaching would be person-center and solution focused to focus on strengths, goal-setting and to assist in empowering adult learners to remove barriers to fulfill their goals. Online or telephone academic coaching sessions would also be scheduled utilizing Adobe Connect or by conference call during the adult learners work hours with their employer's approval.

Group academic coaching would also be scheduled similar to informational sessions. Presentations related to study strategies and other professional development topics such as goal setting, strength finders and resume writing assist them in growing as a professional. Faculty members could also present about credit for prior learning and specific program requirements. (Appendix K)

Communication

Achieve Newsletter

A monthly newsletter would be sent to the adult learners in order to communicate important dates and items they need to take action. The newsletter would be informative to include key action items such as advising week, FAFSA deadlines, scholarships opportunities, deadlines, and so forth, so they can review one document and decide what is applicable to their needs. (Appendix L)

Network & Community for Adult Learners

The Adult Learning Program will hold two social events each semester such as potlucks and social outings, such as a sporting event, to promote opportunities to build relationships and community with each other. This will also create an alumni base of adult learners to be mentors to future adult learners in order to maintain the momentum and ongoing success of the program. Social media such as Facebook would also help them stay connected.

Program Evaluation

Retention, Grade Point Averages & Graduation Rates

It is important to evaluate college success by reviewing retention, academic success and graduation rates each semester. This information will be reported to the Enrollment and Retention University Committee.

Student Evaluations will be collected at the end of each semester to measure what resources are utilized, need to be improved or changed.

Surveys

Students will receive a two minute intake survey when they enroll and self-report they are an adult student. This survey will give a brief overview of who they are and their needs while they earn their postsecondary degree. In addition, the students who graduate or do not continue in the program will receive a one minute exit survey to collect information to evaluate changes or improvements as well as identify why students leave the program without graduating. Likewise, employers will be surveyed each academic year to measure employer satisfaction with the program and to ensure workforce needs are being met. (Appendix M, N & O).

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Model, 2000 through 2027. U.S. Department of Commerce, Census Bureau, Current

Population Survey (CPS), October, selected years, 1970 through 2016. (This table was

prepared April 2018.)

APPENDICES

Appendix A – MN Statutes 135A.012

1   MINNESOTA STATUTES 2018   135A.012

135A.012 HIGHER EDUCATION ATTAINMENT GOAL.

Subdivision 1. **Purpose.** This section sets a goal for postsecondary education attainment for Minnesota residents.

Subd. 2. **Postsecondary credentials.** The number of Minnesota residents ages 25 to 44 years who hold postsecondary degrees or certificates should be increased to at least 70 percent by 2025.

Subd. 3. **Rights not created.** The attainment goal in this section is not to the exclusion of any other goals and does not confer a right or create a claim for any person.

Subd. 4. **Data development and analyses.** The Office of Higher Education shall work with the state demographer's office to measure progress towards the attainment of the goal specified in subdivision 2. The United States Census Bureau data shall be used to calculate the number of individuals in the state who hold a postsecondary degree. The Office of Higher Education, demographer's office, and the Department of Employment and Economic Development shall develop a methodology to estimate the number of individuals that hold a certificate awarded by a postsecondary institution as their highest educational credential using data available at the time that the analysis is completed.

Subd. 5. **Reporting.** (a) Beginning in 2016 and every year thereafter, the Office of Higher Education, in collaboration with the state demographer's office, shall, by October 15, report to the chairs and ranking minority members of the legislative committees with primary jurisdiction over higher education policy and finance on the progress towards meeting or exceeding the goal of this section.

(b) Meeting and maintaining the goal of 70 percent of Minnesota residents ages 25 to 44 years holding a postsecondary degree or certificate will likely be difficult without achieving attainment rates that are comparable across all race and ethnicity groups. The Office of Higher Education shall utilize benchmarks of 30 percent or higher and 50 percent or higher to report progress by race and ethnicity groups toward meeting the educational attainment rate goal of 70 percent.

History: *2015 c 69 art 3 s 6*

Appendix B - Budget

Adult Learner Entry Program Budget

Operating Budget:

Program Director (Navigator Position)	$64,000.00
Benefits	$8,960.00
Approximate Salary	$72,960.00
Marketing (mailing, brochures, advertising)	$2,500.00
Outreach Travel	$4,000.00
Student Workers & Workstudy Funds	$7,200.00
Total	$86,660.00

Appendix C

Adult Learner Navigator Position Description

Employee Name:	Position Control Number:
Department/Division: Student Affairs	**Classification Title:** MSUAASF Professional Range C
Prepared By:	**Working Title:** Adult Student Navigator
□Non-Exempt ☒Exempt: □Executive □ Professional □ Administrative ☒Unlimited □ Seasonal □Temporary □Limited	*If Exempt, attach required documentation* If seasonal, list months during the season worked
☒Full-time □Part-time □Intermittent Percent if not full-time _____ %	**Date Prepared: 9/1/2018**

POSITION PURPOSE

This position delivers high quality, student centered, culturally responsive support to new and returning adult students. This position directly supports non-traditional age students' efforts to successfully transition to the college and reach their academic goals, providing advising to applicants and students who need additional support to navigate complex financial aid situations, admission, assessment or registration issues. This position provides outreach, academic coaching, retention services, programming and marketing.

RESPONSIBILITIES AND RESULTS

Advise adult students by providing in-depth information and expertise on all aspects, policies, procedures and principles of the admissions, assessment, records, registration, and payment processes.

a. Serve as an academic advisor for an assigned caseload of Adult Learners.
b. Provide a wide range of advising and degree planning services in person, through phone, and email in accordance with university, college and professional standards.
c. Function as a team member with other advisors and serve on relevant University committees
d. Maintain current knowledge of university policies and procedures, academic programs and other programs and services.
e. Conduct program information meetings, developing advising resources and materials and functioning as a liaison with college and university faculty and staff.
f. Advocate for students' best interests.
g. Work with faculty in the development of student policies and procedures.
h. Participate in college and university governance and committee activities.
i. Maintain records of student contacts in print and electronic systems.
j. Meet with students about Satisfactory Academic Progress requirements, advising students on warnings, holds, and the process for submitting appeals;

k. Establish positive and trusting relationships with students, foster student accountability, self-advocacy, self-awareness, and effective use of resources;
l. Connecting students to additional funding opportunities such as scholarships and emergency grants
m. Explain credit for prior learning opportunities and process to eligible students
n. Work with students to provide detailed information on course registration, appeals processes, records information changes;
o. Assist students with interpreting DARS and requirements for graduation;
p. Review and revise existing processes, policies and procedures to increase services to students, timely response to inquiries and necessary changes to outdated process better served through changing work plans;
q. Assist students with enrollment processes and completion of forms;
r. Provide triage and assistance to students with complicated enrollment issues.

Priority: Essential   **Percent of Time:**   **70%**

s. **Collaborate with Student Affairs & Academic departments to recruit and assist incoming students**

    a. Provide students with assistance interpreting and understanding assessment test scores
    b. Follow up via email, online or telephone with prospective adult students
    c. Collaborate with Admissions, Financial Aid, Career Center and other departments to enhance adult student engagement, enrollment and retention.

Priority: Essential   **Percent of Time:**   **25%**

t. **Perform other duties as assigned to ensure the smooth functioning of the department and maintain the reputation of the organization as a viable business partner.**

Priority: Secondary   **Percent of Time:**   **5%**

KNOWLEDGES, SKILLS, AND ABILITIES
Minimum Qualifications

- Master's degree in Student Affairs & College Counseling or Education
- One year of academic advising or related professional experience at a regionally accredited institution of higher education. Desire to work with adult learners.
- Demonstrated ability to work independently and as a part of a team to lead implementation of improvement projects.
- Knowledge of practices and procedures related to student academic advising and retention.
- Demonstrated experience serving an ethnically and culturally diverse student body.
- Excellent communication and relationship building skills (interpersonal, intercultural, oral and written).
- Demonstrated attention to detail.
- Basic computer skills including word processing and electronic communications.
- Demonstrated ability to work independently on a variety of projects and as a member of a team

Preferred Qualifications
- Working knowledge of current student information system (Integrated Student Records System), ImageNow, Minnesota State System related Web Communications and degree audit systems (DARS);
- Ability to maintain the confidentiality of private information according to federal regulations (FERPA, Data Privacy Act, Minnesota State System policies and procedures);
- Knowledge of Minnesota State System and college policies, as well as state and federal laws and regulations;
- Knowledge of testing and assessment functions, policies, procedures, and processes
- Marketing and public relations skills
- Experience creating strategic partnerships
- Knowledge of services available to students within Minnesota State
- Understanding of the structure of academic programs offered at the colleges

RELATIONSHIPS

This Position Reports to: Vice President for Student Affairs & Enrollment Management

Supervises
Graduate Students and Work study students

Internal and External Clientele and Purpose of Contact
The position works on a daily basis with college faculty, staff and students, and community partners. The position works frequently with university administrators.

This position has a broad scope of relationships internally and externally that demand the ability to influence and lead others. Effective working relations will be maintained with administration, staff, employers, community organizations, workforce agencies, and other Minnesota State personnel.

PROBLEM SOLVING

The position responsibilities require the incumbent to resolve unforeseen issues and problems frequently, in dealing with a wide range of individuals and groups and by choosing from among multiple courses of action that affect stakeholders and diverse interests. Working with a diverse population requires this person to creatively adapt and modify programs and activities to meet student, employer, and external constituent needs and enhance utilization of services. An in-depth understanding of the various populations being served is essential.

FREEDOM TO ACT

Decision(s) Position Makes and Decision(s) Referred to Higher Authority
The position requires the person to define outcomes and to work independently with very limited supervision. The position has the authority to initiate relationships and develop programs on and off campus. The job holder must be self-driven, creative and results oriented to successfully fulfill this role.

Appendix D – Recruitment & Employer Relations

March 2019 Adult Learning Workshops & Webinars
Join Us In Person or online via Adobe Connect
All Sessions are Free & Open to the Public. Each session lasts 50 minutes.
Activities provided for children at sessions noted below.
Need some one-on-one time to ask questions about creating your degree plan? Register online at: www.mnstate.edu/ALEAP, contact the Adult Learning Entry Achievement Program (ALEAP) at 218-477-5824 or email aleap@mnstate.edu

Topic	Date	Time	Location	Presenters	Activities for Children Provided
Working while Achieving your College Degree or Certificate	March 5th	12:05 pm	Discovery Benefits Conference Room or join by Adobe Connect	Adult Learning Navigator	No
Working while Achieving your College Degree or Certificate	March 10th	5:30 pm	MN State University Moorhead, CMU Room 101 or join by Adobe Connect	Adult Learning Navigator	Yes
Working while Achieving your College Degree or Certificate	March 11th	1:30 pm	Veterans Administration	Adult Learning Navigator	Yes
Financial Aid Options & Employer Tuition Programs	March 15th	5:30 pm	YMCA Downtown location (Conference Room 100) or join by Adobe Connect	Financial Aid Representatives	Yes
Make a Leap and get Admitted!	March 20th	5:30 pm	MN State University Moorhead, CMU Room 101 or join by Adobe Connect	Admission Representatives	Yes
Tutoring, Placement Exams & Registration	March 25th	12:05 pm	CH Robinson Conference Room or join by Adobe Connect	Academic Support Center	No
Using Linked In to Network – Stay and connect with colleagues	March 30th	4:30 pm*	Porter Creek Restaurant/Conference room or join by Adobe Connect.	Career Development Center	No

Appendix E – Marketing

Adult Learners

Is It Time to Take the Leap
to achieve your
College Degree or earn a Certificate?

Take the First Step by Meeting with the Adult Learning Navigator to Help You Find the Resources You Need! Schedule your one-on-one appointment today at

Discovery Benefits, Room 102
4321 20th Ave S, Fargo, ND 58103
on Tuesday, March 2, 2019

Appointments can be scheduled between 7:30 a.m. and 5:30 pm by contacting your Human Resource office, email aleap@mnstate.edu, call 218-477-5824, or register online at: mnstate.edu/ALEAP to learn more!

Minnesota Adult Learner Entry Achievement Program (ALEAP)

Appendix F – Policy

The Academic Renewal Policy
(formerly known as the Academic Forgiveness Policy)

The Academic Renewal policy gives an undergraduate student who has not been enrolled in an institution of higher education for at least five years a one-time opportunity to establish a new GPA. Students must meet the following conditions:

- We encourage students who had to leave college due to circumstances beyond their control (such as illness, financial hardship or death of a family member) and/or have not been enrolled in an institution of higher education for a minimum of five (5) consecutive years, to return to achieve their postsecondary degree. With this opportunity, you will establish a new GPA and can be a member of the adult learner entry achievement program.
- Upon readmission, the student will have access to academic coaching, tutoring and other resources to help them successfully achieve a mandatory "C" or higher grade and maintain a minimum GPA of 2.0
- Students who meet the two conditions cited above should contact the Adult Learner Program or the Academic Support Center for the application form.

A student who receives academic renewal will have their transcript adjusted by the Record's Office as follows:

- The transcript will be separated into two sections indicating the point of academic renewal. Academic renewal will be indicated on the transcript.
- Course titles and grades from courses prior to academic renewal will remain on the transcript, however, credits for these courses will not be calculated in the student's new GPA.

Appendix G – Credit for Prior Learning

Credit for Prior Learning

Past Learning

Life Experiences

Professional Learning

Careers
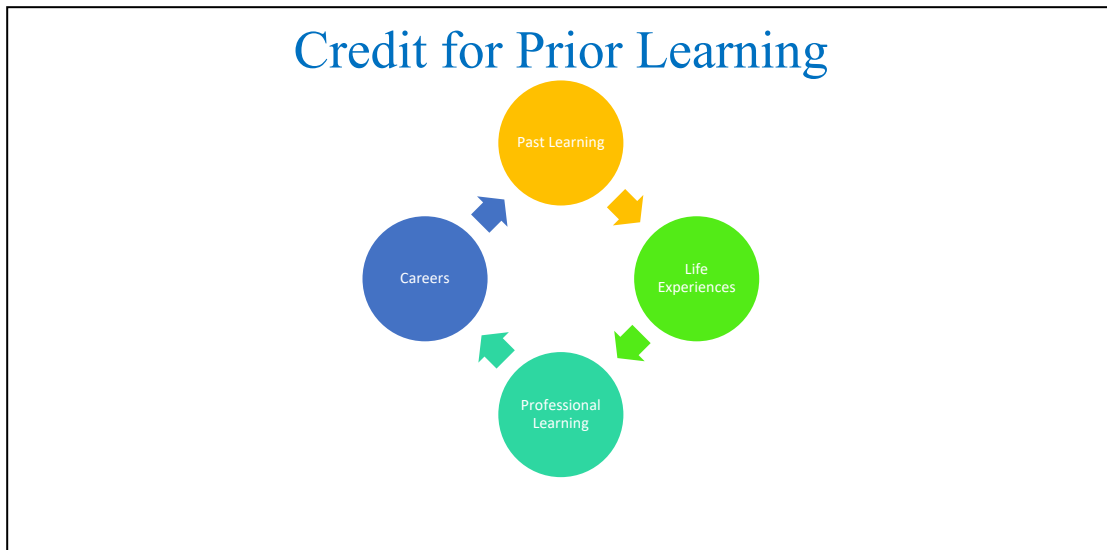
Credit for Prior Learning (CPL) is the evaluation of an individual's life learning for college credit. Your learning may have been occurred through work, corporate training programs, professional development, military service, volunteering with your community or independent study.   There are various ways to receive credit for prior learning such as:

Credit by Examination – You can satisfy the requirements of a particular course by a written or oral examination and receive credit without formally enrolling in the specific course. This policy allows students to receive credit if they have completed equivalent study at a non-accredited school or if they can present documentation of independent study or work experience that is related to the course material. Credit by Examination may not be used to repeat a course.

Credit for Military Training - Your service and education through military training may be accepted for credit based on your experiences and documentation through the Armed Services.

Credit for Prior Learning for courses or areas outside of the aforementioned should be discussed with the Adult Learning Navigator. More information on Credit for Prior Learning is available at www.mnstate.edu/adultlearner/CPL, email ALEAP@mnstate.edu or call 218-477-5824.

MINNESOTA STATE

Chapter 3 – Educational Policies

Board Policy 3.3 Assessment for Course Placement

Part 1. Purpose

The purpose of this policy is to improve student success in college and university courses through student assessment and course placement that addresses reading comprehension, written English, and mathematics knowledge and skills.

Part 2. Course Placement

Assessment Subpart A.

College and University Policy

Each college and university shall develop and implement a course placement policy that addresses how student knowledge and skills shall be assessed for course placement decisions according to Procedure 3.3.1 Course Placement.

Subpart B. System-Endorsed Placement Instrument

The chancellor shall select the system-endorsed placement instrument for assessment of reading comprehension, written English, and mathematics according to Procedure 3.3.1 Course Placement.

Date of Adoption: 05/21/97 Date of Implementation: 09/01/98 Date of Last Review:

Date and Subject of Amendments:
  05/17/06 - Amended the title, replacing College Readiness with Course Placement. Removed all previous language and added a new Part 1 and Part 2. Also repeals Carry Forward SU Policy 4.9 Presentation of ACT Scores for Enrollment in a Minnesota State University.

  No Additional HISTORY.

Appendix I – CAEL Prior Learning Assessment Resource

Appendix J – Resource Topics

Adult Learner Entry Achievement Program (ALEAP)

Are you an adult learner that's ready to earn or finish your certificate or degree? If you are ready to take *a leap* to complete your postsecondary degree, we welcome you to the Adult Learner Entry Achievement Program (ALEAP)

Below is information to get you started on your new exciting journey and resources which you can access throughout your time as an adult learner in the MN ALEAP!

Click on each button below to learn about each area:

Admission Requirements

Registration & Declaring Your Major

Graduation Requirements

Cost and Financial Aid Options

Support to Achieve Your Goal

**Adult Learner Entry Achievement Program Resources**
Please access these resources at any time and contact the Adult Learner Navigator for any questions by clicking the button at the bottom or email aleap@mnstate.edu or call 218-477-5824.

Academic Calendar	Academic Coaching & Resources	Accessibility Resources	Admissions & Transfer Information
Bookstore & Texbooks	Business Services	Career Development Center	Childcare on Campus
College Level Examination Program (CLEP)	Counseling Services	Credit for Prior Learning	Degree Programs
D2L (Desire to Learn Brightspace) Online Class Portal	Email and Technology Support	Eservices & Degree Audit Report	Financial Aid & FAFSA
Graduate Studies	Library Resources	Parking & Campus Map	Placement Exams (Accuplacer)
Registrar's Office	Student ID Card	Tutoring (Online & In Person)	Veteran's Resources

Contact the Adult Learner Navigator

Appendix K – Academic Coaching

Adult Learners – Schedule Your Advising Meeting!
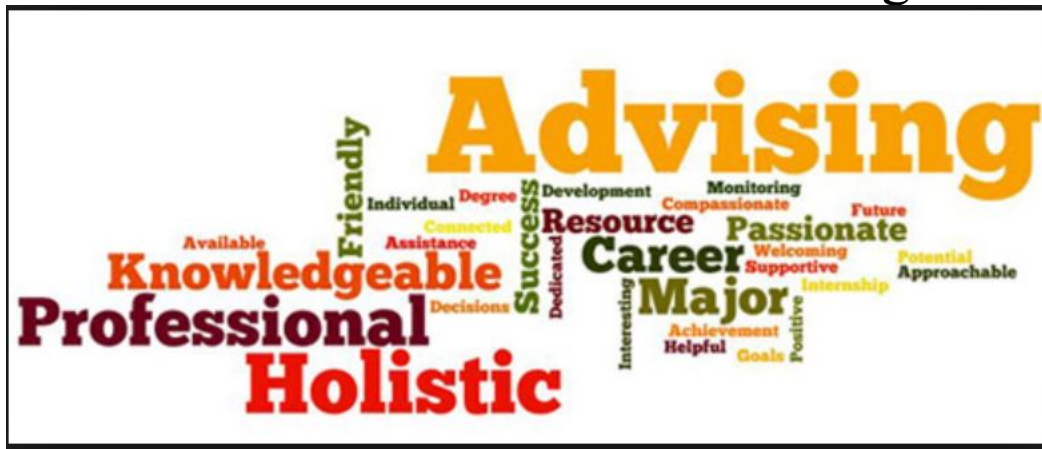
Advising meetings for Adult Learners will be held at your employment location on various days throughout the month of October.

- Human Resource office will send you an email to register for a time/day that works best for you.
- Each session will be scheduled in 30 minute increments.

Group Advising Workshops are also available on the following dates and times - Please register for a group session on Dragon Central:

- Saturday, October 1, 2018 at 9:00-10:30 a.m. - YMCA Downtown, Conference Room 1*
- Thursday, October 5, 2018 at 6:30-8:00 p.m. – Comstock Memorial Union, Room 101*

  *Activities for children will be available

Individual or group advising meetings through Adobe Connect may also be coordinated through your employer or available by contacting the Adult Learning office at aleap@mnstate.edu, 218-477-5824.

Appendix L – Achieve Newsletter

Translate ▾

N E V E R   S T O P   L E A R N I N G

MN Adult Learner Entry Achieve Program - October 2018 Newsletter

Advising

Friendly · Individual · Degree · Development · Monitoring · Compassionate · Future · Available · Assistance · Resource · Passionate · Welcoming · Supportive · Potential · Approachable · Knowledgeable · Career · Internship · Professional · Major · Achievement · Helpful · Holistic · Goals

Advising Meetings will be held at your employment location - Your Human Resource office will send you an email so you can register for a time/day that works best for you. Each session will be scheduled in 30 minute increments.

Group advising workshops are also available on the following dates and times:

*Saturday, October 1, 2018 at 9:00-10:30 a.m. - YMCA Downtown, Conference Room 1

*Thursday, October 5, 2018 at 6:30-8:00 p.m. – Comstock Memorial Union, Room 101

Please register for group sessions on Dragon Central.

*Activities for children will be available

Individual or group advising meetings may also be coordinated through your employer or available by contacting the ALEAP office at aleap@mnstate.edu, 218-477-5824

MN Adult Learner Entry Achievement Program

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

Learn more about the FREE Application for Federal Student Aid (FAFSA)! You can begin applying on October 1, 2018 for the 2019-2020 Academic Year. Questions about your financial aid options should be directed to the MN Financial Aid office at finaid@mnstate.edu, 218-477-2251

Searching for Scholarship Opportunities?

Also check out scholarship resources at www.mnstate.edu/financial-aid

Learn More

HOLIDAY PARTY

Join us for the Holiday Meet & Greet on Saturday, December 8th at Courtyard by Marriott in Moorhead. Refreshments and appetizers will be served from 1:00-3:00 pm. Pictures with Santa will be taken from 1:30-2:30 p.m. so bring the family!

Register on Dragon Central by December 5th

Follow Us on FaceBook & Twitter

Appendix M: Student Intake Survey

Adult Learner Entry Achievement Program - Getting to Know Your Needs

---

Start of Block: Default Question Block

Q1 Welcome to the Adult Learner Entry Achievement Program!   Please complete the following questions so we can help you find the resources you need while you achieve your post-secondary degree. We will contact you to discuss the resources that are available to you based on your answers. All survey results are confidential.

Q2 Please indicate your First and Last Name

_____

Q3 Indicate Your Gender

○ Male (1)

○ Female (2)

○ Other (3)

Q4 Please indicate your level of education below:

☐ High School Diploma (1)

☐ Credits from a Technical College Program (2)

☐ Credits from a Four-Year College but no degree (3)

☐ Associates Degree (4)

☐ Postsecondary Four-Year Degree (5)

☐ Returning to College to further Education (6)

Q5 Please indicate each item below which applies to you at this point in time.

☐ Are You Working Full-Time while you attend college? 30+ hours a week (1)

☐ Are You Working Part-Time while you attend college? 30 hours or less (2)

☐ Married (3)

☐ Married with children (4)

☐ Single (5)

☐ Single with children (6)

☐ Need Help with Financial Aid to pay for College (7)

☐ My Employer Will Pay for Some or All of my College (8)

☐ I have other assistance to financial fund my College (9)

Q6 Briefly indicate below any prior learning (work & life experiences) you currently obtain:

_____

_____

_____

_____

_____

Q7 Are you interested in Academic Coaching during your college career? This can be arranged at your place of work, online, via email or telephone.

○ Yes (1)

○ No (2)

○ Maybe (3)

Q8 Which is the best way for us to communicate with you? Which do you prefer?

○ Email (1)

○ Telephone (2)

○ One on One meetings (3)

○ Facetime meetings (4)

○ Meeting at your place of employment if your employer will allow. (5)

Q9 Please indicate below which resources would be helpful to you.

☐ Academic Coachng (1)

☐ Accessibility Resources (2)

☐ Child Care (3)

☐ Counseling Services (4)

☐ Financial Aid (5)

☐ Tutoring (6)

Q10 Please indicate any other resources you want to learn to help you achieve your degree.

_____

_____

_____

_____

_____

Q11 Thank you for taking time to complete the information. We will connect with you soon regarding the information you provided. In the meantime, please contact the Adult Learning Navigator, aleap@mnstate.edu or call 218-477-5824.   Thank you!

End of Block: Default Question Block

Adult Learner Entry - Exit Survey

Start of Block: Default Question Block

Q1 Thank You for participating in the Adult Learner Entry Achievement Program!   Please complete the following questions regarding your experience in the program. All survey results are confidential.

Q2 Please indicate your First and Last Name

_____

Q3 Indicate Your Gender

○ Male (1)

○ Female (2)

○ Other (3)

Q4 Please indicate if you graduated with your postsecondary degree:

☐ Yes (1)

☐ No Not at this time (2)

☐ No - plan to return at a later date (3)

Q5 If you are taking a pause from completing your postsecondary degree, please indicate one or more reasons why.

☐ Work Related (1)

☐ Family Related (2)

☐ Health Related (3)

☐ Financially Related (4)

☐ Not the right time (5)

☐ Other (6)

Q6 Briefly reflect on your experience returning to college.

_____

_____

_____

_____

_____

Q7 If you attended Academic Coaching sessions, please indicate if they were helpful.

○ Very Helpful (1)

○ Somewhat Helpful (2)

○ Not Helpful (3)

○ I wish I would have utilized academic coaching (4)

Q8 Which of the following communication items were helpful to you?

☐ Newsletter (1)

☐ Email Communications (2)

☐ One on One meetings (3)

☐ Facetime meetings (4)

☐ Meeting at my place of employment (5)

Q9 Which of resources noted below were helpful to you?

☐ Academic Coachng (1)

☐ Accessibility Resources (2)

☐ Child Care (3)

☐ Counseling Services (4)

☐ Financial Aid (5)

☐ Tutoring (6)

Q10 Thank you for taking time to complete the information. We value your input to help make improvements to our program.   If you have questions, please contact the Adult Learning Navigator, aleap@mnstate.edu or call 218-477-5824.   Thank you!

End of Block: Default Question Block

Appendix O – Employer Exit Survey

Adult Learner Entry - Employer Exit Survey

Start of Block: Default Question Block

Q1 Thank You for participating in the Adult Learner Entry Achievement Program!   Please complete the following questions regarding your experience in the program. All survey results are confidential.

Q2 Please indicate the Employer's Name & Location

_____

_____

_____

_____

_____

Q3 Approximately how many employees were enrolled in the Adult Entry Program?

_____

Q4 Did the Adult Entry Navigator meet with your employees during their work day as scheduled through your Human Resource office?

☐ Yes (1)

☐ No Not at this time (2)

Q5 Please indicate if the process of meeting your employees at their work location worked well or what you would change regarding that arrangement?

_____

_____

_____

_____

_____

Q6 Briefly reflect on your experience with the University during this past semester.

_____

_____

_____

_____

_____

Q7 Thank you for taking time to complete the information. We value your input to help make improvements to our program.   If you have questions, please contact the Adult Learning Navigator, aleap@mnstate.edu or call 218-477-5824.   Thank you!

End of Block: Default Question Block