



Adult Learner Support @ LCCC

From Access, Completion and Beyond

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The LCCC Adult Experience: Efforts Add Up! Our Incremental Change

CAEL – AL 360 Results: An Indicator We are Heading in the Right Direction...

Becoming a CAEL 'Innovator': LCCC 2022 vs 2019

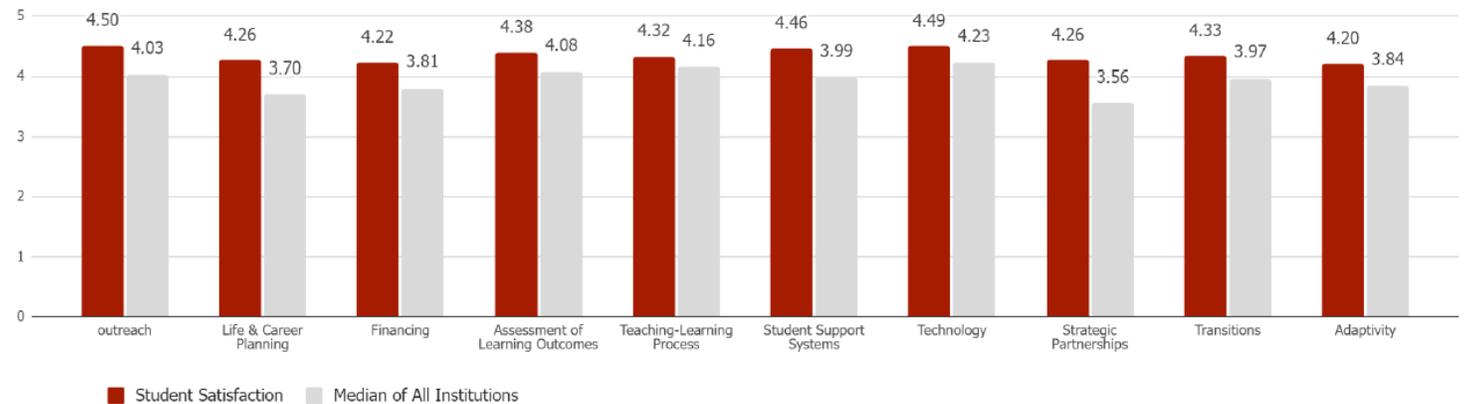
Improvements in every category!

CAEL Principle	2022 Student Satisf.	2019 Student Satisf.
Outreach	4.50	4.12
Life & Career Planning	4.26	3.78
Financing	4.22	3.87
Assessment of Learning Outcomes	4.38	4.08
Teaching-Learning Process	4.32	4.30
Student Support Systems	4.46	4.21
Technology	4.49	4.45
Strategic Partnerships	4.26	3.97
Transitions	4.33	4.06



Council for Adult and Experiential Learning (CAEL)

- Second time LCCC has participated (*first in 2019 with OACC cohort*)
- Fall 2022 administration n=236 adult learners



Overall Rating: Innovator

You scored above the median on 99% of the items.

Ingredients: What Has Helped Us?



- Advocacy and Resource Center (ARC), opened Fall 2019
- Strategic Research Agenda
 - NEW Welcome Survey
 - Surveys (CAEL included), such as Hope Center, Trellis, and others
- SNAP and Community Organization Partnerships
 - SNAP E&T Participation
 - SNAP Outreach Grant (joint with LCJFS and Second Harvest)
 - Childcare Resource Center (CCRC) on campus
- Grants:
 - Title III Grant, focused entirely on boosting supports for adult learners
 - CCAMPIS Grant, used to seed After School Program
- Fast Track Programs (especially during COVID-19!)
 - Elyria Skills City
 - Oberlin Social Equity Promise
- Outreach Specialists and Business Growth Services Team
- Investing in Commodore Comeback (balance assistance to return)



Welcome Survey

A glimpse into our new adult students and the lived experiences they bring

Welcome Survey taken by students as they enter LCCC is designed to:

- ✓ Facilitate proactive outreach and connection to supports
- ✓ Gain early insights to student challenges
- ✓ Align with LCCC philosophy and Culture of Career approach
- ✓ Understand the unique experiences of each entering student body
- ✓ Link to other systems for access and increased data analytics



Welcome Survey: What We **[currently]** Ask

- Many of the questions are based on the Hope Scale, General Self-Efficacy Scale, Student Career Construction Inventory and other national surveys and research.
 - **About you** – work, plans, background, family
 - **Past experiences** – prior learning, HSDE, military, other training
 - **Your future plans** – goals, transfer plans, program, motivations, interests, career planning
 - **Navigating challenges** – support, school challenges, financial challenges, personal challenges, academic strengths, learning preferences
 - **Self-efficacy**
 - **Best way to contact & # or email**

Getting to Know our New Adult Students

(Welcome Survey 25+ aged respondents, between April 2022- April 2023, $n = 662$)

91% are working at least intermittently

- This is slightly higher than the overall Fall 2022 new students.
- (excludes retired or not seeking employment - 19% of all Adults)

85% plan to work while attending

- With the majority planning to work FULL-TIME

Over half live with someone they provide care for

- 90% are caring for children under 18yrs
 - Less than half consider themselves single parents
- 15% are caring for children AND a spouse or elderly parent

Less than half (44%) plan to attend full-time



“My whole family reaches to me for support”

Noteworthy breakdowns: 52% between 25-34; 71% female

Where are they working? What are they doing?

Largest Employers	Top Jobs
Cleveland Clinic (18)	Medical Assistant, Nursing Assistant, Administrative Assistant
University Hospitals (21)	PCNA, Revenue & Billing related, Phlebotomist, Techs

Wide range of employers and jobs.

Many in Healthcare, Manufacturing, Retail & Restaurants



Belonging, Community and Support

Sources of support	Fall 2022 Overall	Adult 2022-2023
Immediate Family (ex. parents, children, siblings, spouse)	25.98%	56.34%
Self – I am confident I can succeed at college!	20.79%	46.83%
Friends	20.03%	37.61%
Extended Family (ex. grandparents, grandchildren, cousins, aunts/uncles)	14.08%	22.51%
I already have at least one friend on the LCCC campus	5.84%	6.65%
Family of Choice	5.56%	14.20%
Faculty and Staff – I've already connected with at least one or more faculty/staff.	3.88%	10.88%
Church Community	2.49%	6.65%
Resident Community	0.73%	2.72%
Other (Please Specify)	0.61%	2.57%

6% shared they identify as a member of the LGBTQ+ community.

4% indicated that they had spent time in foster care.

31% noted they are the first in their family to go to college.

Welcome Survey: Supports and Needs

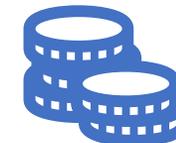


Personal Challenges	%	Count
I am not comfortable asking for help when I have trouble with school or life.	17.37%	115
I do not have access to reliable technology (computer, internet) at home	5.58%	37
I have a child/dependent in my care that has physical and/or mental health issues	4.98%	33



School Related Challenges	%	Count
I have been out of school for more than five years.	40.93%	271
I attended college before, but was not successful because life got in the way.	21.90%	145
I attempted college courses before, but I was not successful or struggled in class.	10.12%	67

Financial Challenges	%	Count
I worry about paying for my books and/or college tuition.	33.53%	222
I do not have the resources for a financial emergency (\$400, such as car repair, dental, etc.).	26.88%	178
I struggle with or worry about paying for other necessary living expenses like utilities	17.37%	115
I struggle with or worry about paying for housing.	12.99%	86
I struggle with or worry about paying for food.	10.72%	71
I have children and struggle with or worry about reliable childcare or paying for childcare	10.42%	69



29% struggle with more than one financial challenge



Other helpful data

Understanding our adult students' lives and entry points



4,367 students enrolled in their first LCCC class last year, **but most come via partnerships.**

3,359 within three years of high school graduation or while in high school (21 & younger)

- 78.4% in partnership with HS
 - 73.4% via dual enrollment
 - 11.8% via College Tech Prep
- 8.1% with a college or university
 - Concurrent or guest enrollment
- 3.4% with an Ohio Technical Center
 - LCJVS, EHOVE, Medina CC
- 1.4% in Fast Track
- 0.9% in Bricklayers apprenticeship

= 85.9% via “side door”

1,008 three or more years out from high school (22 & older)

- 21.9% in Fast Track
 - 14.0% with a college or university
 - 12.7% after Aspire/GED
 - 7.6% through their employer
 - 3.7% in Bricklayers apprenticeship
 - 6.0% via state agency/program
 - 3.2% at CBCF (ODRC)
 - ODJFS, OMJ, BWC, 60+
 - 3.4% with Veterans Benefits
- = 55.1% via “side door”**



38.% of Lorain County adults ages 24-65 have an associate's or higher

These 20 jobs account for nearly 40% of all adults who **have a HS diploma, but no post-secondary degree:**

Understanding Their Experiences:

Using data like this in Enrollment Planning Council (EPC) to identify opportunities to meet students where they are, prioritize PLA, and seek employer partnerships.

TAKEAWAY: Lorain County individuals who are NOT connected to education post-high school are likely to be working in retail, food, and other service industries.

1. Laborers and freight/ Movers
2. Truck drivers
3. Janitors and building workers
4. Retail sales supervisors
5. Assemblers
6. Secretaries/ administrative services
7. Misc. management
8. Customer service representatives
9. Retail salespersons
10. Cashiers
11. Cooks
12. Misc. manufacturing workers
13. Inspectors, testers, sorters, samplers
14. Stockers and order fillers
15. Construction labor
16. Nursing assistants
17. Production supervisors
18. Licensed practical nurse
19. Misc, machine operators
20. Machinists



As an Adult Learner...You Belong.

Small efforts that show LCCC understands everything adults are juggling.

Title III Grant

- Developed through using our CAEL data
- Centered on the adult learner
- Efforts that boost student success overall, but with the adult learner in mind
- Multi-faceted portfolio of efforts
- Helped launch capacity-building projects to adapt our systems, structures, and supports for adult learners

Institutional Goals: LCCC Title III Grant

Academic Programs:

- To increase the enrollment, retention, and completion of adult learners
- To develop flexible course formats that attract and retain adult students, and accelerate their completion
- Develop an online orientation that meets the needs of adult learners by providing career and financial information up front.
- Redesign the First Year Experience course to focus on career preparation
- To increase the percentage of students completing college level math and English in the first year.
- To improve student career-readiness by increasing opportunities for work-based learning and paid internships/co-ops in high demand fields.

Student Supports:

- To create and staff a Career and Transfer Center to support successful employment or transfer of graduating adult learners.
- To increase instructional design capacity to support courses/programs that support student learning.
- To develop and staff a writing center to support adult learner completion of college level English and other writing-intensive courses.
- To increase coaching support for students in the ALEKS adaptive technology math studio.

Student Success and Completion:

- To increase funding by attaining performance-based benchmarks in persistence and completion
- To reverse enrollment declines and increase tuition revenue by retaining more adult students and helping them toward degree completion

TIII Evidence of Momentum (Year 3 of 5)

Exceeding project goals and targets in the following areas:

- Transfer out + bachelor's completion within 6 years (11 percentage points higher than stated target)
- Doubled adult learner 6-year completion rate (19.6%)
- Increase in % adult learners earning 15 or more credits in their first year (increased from 19.7% to 26.9%)
- Expanded work-based learning in 3 additional programs, meeting a stated goal of 7 restructured programs to align with workforce needs
- 93% of new students achieve competency in financial literacy, integrated into revised Intro to the LCCC Community course redesign



BONUS: We also have an LCCC Coloring Book, designed by our Marketing team 😊

Commodore Kids refers to a set of offerings designed to provide **family and 2GEN connection** to LCCC.

Children’s Learning Center	Classes and Camps	After School Program (NEW)
<ul style="list-style-type: none">• Ages 18 months- 5 years• Serves student-parents• Year-round• Reduced rate (and coordination with advising and financial aid services)	<ul style="list-style-type: none">• Year-round• Culinary, art, athletics and more• Kids’ Theater/ Matinees of Stocker Arts Center performances	<ul style="list-style-type: none">• Opens late Fall 2023/ Spring 2024• “Flex care” for student-parents (low income prioritization)• Serves ages 5-12• On-campus programming + homework assistance• Can be used for care during classes or use of services• 12:1 student/ teacher ratio

If a student shares with you they are pregnant...

- ❑ Thank them for sharing this with you (since this is personal and private information), and let them know LCCC has supports in place to help them while enrolled
- ❑ Refer them to the [Resources for Pregnant or Parenting Students page](#)* and encourage them to complete the notification form to begin the process of accessing additional supports
- ❑ Let the student know they can expect follow up from the Title IX Coordinator, who will help them navigate next steps to receive flexibility and support while enrolled

Under Title IX, our non-discrimination responsibilities begin at time of disclosure.

So, *acting upon* this information is an important step to initiate the support structures in place to align with Title IX expectations.

As part of this process, we also coordinate for pregnant students to receive a small baby gift from LCCC, upon disclosure to us.

[From collegewide processing meetings, 2022-2023 academic year]



Crock Pot Program + Chopped for a Cause

Expanding Commodore Cupboard to Better Serve Busy Families



- Began purchasing crockpots for distribution in 2022
- Distributed through the Commodore Cupboard, our on-campus partnership with Second Harvest Food Bank
- Chopped for a Cause:
 - Community group/ volunteer involvement
 - Utilize LCCC's Culinary Arts Kitchen
 - Monthly freezer meal preparation
 - Full crockpot meals available for families through Commodore Cupboard



BOLD STRATEGIES TO:

[CONNECT]

[STREAMLINE]

[SUPPORT]

Community outreach and direct referrals.

- Outreach Specialists at mobile food distributions
- Direct referrals from Ohio Means Jobs, Job and Family Services, and employers navigating challenges

Single point of contact and funding handled internally.

- Modified existing advising model to route all short-term students to one caseload
- Momentum Scholarship to continue towards advance degree and warm transfer to pathways advisor

Leveraging the strength of LCCC's holistic supports.

- History of strong employer relationships and workforce connection
- Advocacy and Resource Center, food pantry, childcare, and emergency aid to support completion

Fast-Track

16 Weeks or Less to a New Career

FREE! Start Today!

State Tested Nurses Aide (STNA)

Real Estate

Medical Coding

Software Development

Welding

Computer Diagnostics

Guest Services

Accounting with Quickbooks

Robotics Programmer

Emergency Medical Tech (EMT)

Manufacturing Fast Start

Industrial Safety

Computer Networking

(listed as categories, not exhaustive)



FAST TRACK STUDENT EXPERIENCES

Preliminary data for current semester (Fall 2023) reflects 500+ Fast Track students enrolled and receiving funding.

2021 Survey Responses (re: Fast Track Experience)

“Being able to do my work at my own pace online is a big plus especially with being a stay at home mom helping my kindergartner with zoom.”

“I honestly, liked the feeling of being able to reach anyone at the school and have now enrolled full time at LCCC now!”

“Very understanding instructor, which is not only that she is good in what she knows, she is an encouraging person, gives you light and makes you feel comfortable with whatever you need to ask.”

“LCCC was very helpful, compassionate, and welcoming to me at a time when I was not sure what the future would hold.”

(Greg Stocker, who pursued and completed an IT Fast Track after a layoff during the early pandemic) [Read his story.](#)

“I didn’t know when I’d be going back [to work] so I got in touch with the Ohio Department of Jobs and Family Services, which directed me to LCCC.”

(Simone Yalanty, who completed a Fast Track in Software Development during layoff) [Read her story.](#)

Fast Tracks 2.0: Continuing to Improve Upon the Model

- Now aligned to LCCC’s SAIL Program (fully scaled through Ohio CUNY ASAP Demonstration Project)
- Specific Advisors specialize in the short-term experience and career advancement follow-up (200:1)
- Piloting Persistence Plus nudging with short-term certificate completers (to support return for next credential)
- Selected to engage in New America’s Workforce Transformation Project, focused on short-term programs
- 2 communities (Elyria and Oberlin) now provide gap funding for residents to complete Fast Tracks



What we've learned...

The work will continue! And we're more motivated than ever before.

learning

- ❖ WE are actually all adult learners... if we would struggle with certain tasks in our own busy lives, why would our students be any different?
- ❖ Messaging and nuance goes a long way in normalizing an adult student experience (ie, making it known how many of your students work, raise children, etc helps attract *others*)
- ❖ Adult learners bring experiences that are valuable; it's just a matter of making connections between non-traditional learning and academic success
- ❖ Continue to get outside of your four walls: The adults who can benefit from access to the College are out there, but you may need to think differently about where to find them...
- ❖ There is NOT a silver bullet. Improvements come from incremental changes, and acting when you see a gap or need