

Improving Lives
Through Higher Education:

Campus
Programs
and Policies
for
Low-Income
Adults

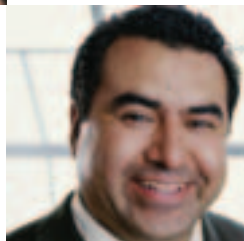
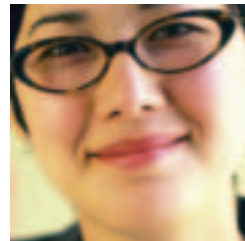


American Council on Education
The Unifying Voice for Higher Education
Center for Policy Analysis

Improving Lives
Through Higher Education:

Campus
Programs
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for
Low-Income
Adults

by
Bryan Cook and
Jacqueline E. King



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Improving Lives Project Staff

Jacqueline E. King
Director
ACE Center for Policy Analysis

Bryan Cook
Project Associate
ACE Center for Policy Analysis

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One Dupont Circle NW

Washington, DC 20036

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Foreword

The demographic characteristics of American college students have shifted dramatically over the last 15 years. Only one in six undergraduates is a “typical” 18-year-old who enrolls at a residential campus, stays for four years, and graduates with a baccalaureate degree. Adult students (those who are 25 years of age and older) are becoming the new majority on campuses across the nation, and many of these students, particularly low-income adults, face multiple challenges and barriers to academic success.

To overcome these barriers, low-income adult students require supportive colleges and universities. *Improving Lives Through Higher Education* provides the most complete national description available of institutional policies, programs, and practices that campuses have implemented to help low-income adults meet their academic and career goals, as well as those that may impede their success.

This report is the third product of a three-year national project conducted by the American Council on Education (ACE) and sponsored by Lumina Foundation for Education titled *Improving Lives: Ensuring Academic Success for Low-Income Adults*. For a full description of the project and links to its other products, please visit www.acenet.edu and select the Center for Policy Analysis from the programs menu. The project will conclude in September 2005, when state leadership teams will convene at two policy summits to develop action plans for improving public policies and institutional programs and services for low-income adult students.

ACE and Lumina Foundation are collaborating on this project because of a shared commitment to access, success, diversity, and lifelong learning. ACE embraces the belief that widespread access to excellent postsecondary educational opportunities is the cornerstone of a democratic society. Consistent with that value, ACE identifies lifelong learning in its strategic plan, *Connections to the Future*, as one of its areas of focus. Lumina Foundation for Education is founded on the belief that postsecondary education remains one of the most beneficial investments that individuals can make in themselves and that society can make in its people. With this tenet in mind, Lumina Foundation strives to address issues surrounding student access and success—particularly among underserved student groups, including adult learners.

ACE and Lumina Foundation believe that understanding and addressing the challenges faced by low-income adult learners are critical to our shared desire for a well-educated, diverse citizenry and workforce.



David Ward
President
American Council on Education



Martha Lamkin
President
Lumina Foundation for Education



Executive Summary

Adults who have not completed a postsecondary degree are more likely than their peers to live in poverty and to be unemployed, underemployed, or working in low-wage service sector jobs with few benefits. The road out of poverty for these individuals is through postsecondary education, and each year many low-income adults find their way to colleges, universities, and vocational schools. Yet little has been known about this important segment of the student population or the college and government programs and policies that help them succeed in higher education. ACE, with support from Lumina Foundation for Education, has endeavored to close this information gap through its three-year project *Improving Lives: Ensuring Academic Success for Low-Income Adults*. This report, and the survey on which it is based, are part of the *Improving Lives* project. They represent one of the first and most comprehensive attempts to assess how well colleges and universities serve adult students generally, and low-income adults in particular.

Adult students, like their traditional-age peers, have a diverse range of academic needs and interests. No single program or policy can make college accessible, convenient, and relevant for the broad range of adult students. Institutions must provide an array of academic and co-curricular offerings, backed up by appropriate administrative structures, to serve this population well. Previous research by the Council for Adult and Experiential Learning (CAEL), ACE, and others has delineated the major programs and services that adult students require. This report represents one of the first attempts to take a national measure of institutional programs, policies, and services for adult students, particularly low-income adults. More than 1,000 institutions, representing the diversity of U.S. colleges and universities, responded to the survey. The survey instrument asked institutions to describe in considerable detail their commitment to serving adults and the academic and co-curricular programs and services they have put in place to meet that commitment.

The results of the survey suggest that institutions have made considerable headway in implementing adult-friendly programs and policies, but that there is still much room for improvement. Institutions generally offer a wide range of programs and services that benefit adult students and, in some cases, are of particular help to low-income adults. However, the survey also identified service gaps and areas in which institutions can make additional progress.

Institutions generally have the organizational and academic infrastructure in place to serve adult students. The next steps are to refine that infrastructure to better meet the needs of low-income adults by seeking external funds for special programs, funding institutional financial aid, and introducing childcare where it is not yet available.

INSTITUTIONS GENERALLY HAVE PERFORMED BEST IN THE FOLLOWING AREAS:

- Acknowledging the importance of adults in the campus mission statement or strategic plan.
- Offering special academic programs, such as accelerated degree programs, night and weekend programs, and distance education, to meet the needs of adult students.
- Developing early warning systems to identify struggling students.
- Establishing full-service satellite campuses.
- Being accessible via public transportation.
- Welcoming adult students through special orientation programs.

INSTITUTIONS HAVE THE MOST ROOM TO IMPROVE IN THE FOLLOWING AREAS:

- Identifying the low-income adults within their student populations.
- Funding programs for low-income adults.
- Finding and developing faculty who know how to teach adults.
- Offering childcare.
- Providing financial assistance to low-income adults.

These findings are encouraging, but they also clearly show room for progress. Institutions generally have the organizational and academic infrastructure in place to serve adult students. The next steps are to refine that infrastructure to better meet the needs of low-income adults by seeking external funds for special programs, funding institutional financial aid, and introducing childcare where it is not yet available. It is hoped that institutional leaders can use the findings of this report to make the case to policy makers, donors, boards of trustees, and other key decision makers that funding these programs and services is a worthwhile investment in the human capital of individuals, families, communities, and society. ACE stands ready to assist in that effort.





Introduction and Methodology

In 2003, more than 18 million adults aged 25 or older, or 10 percent of the U.S. adult population, lived at or below the federal poverty level. Seventy percent of these individuals had never taken a college course.¹ Adults without postsecondary education are more likely than their peers to live in poverty or to be unemployed, underemployed, or working in low-wage service sector jobs with few benefits.² The road out of poverty for these individuals is through postsecondary education, and each year many low-income adults find their way to colleges, universities, and vocational schools. Yet little has been known about this important segment of the student population or the college and government programs and policies that help them succeed in higher education.

The American Council on Education (ACE) has set out to close the information gap on low-income adult students and to prompt improvements in government and higher education services to these students. In March 2004, with generous support from Lumina Foundation for Education, ACE publicly launched a three-year project, *Improving Lives: Ensuring Academic Success for Low-Income Adults*, with the release of *Low-Income Adults in Profile: Improving Lives Through Higher Education*. That publication was the first to describe the 2.5 million college students who are aged 25 or older and who have low family incomes. The report argued that these individuals differ in significant ways from middle- and upper-income adult students, that they face more significant personal and academic challenges than other adult students, and that they merit special attention and assistance from policy makers and colleges because, when they succeed in higher education, the payoff to their families, their communities, and society as a whole is well worth the necessary investment.

Since the release of *Low-Income Adults in Profile*, ACE has worked to determine the current state of both college and public policy efforts to help low-income adults succeed in postsecondary education. The ACE Center for Policy Analysis, which oversees the project, has created an online searchable database of more than 400 state and federal government programs that assist low-income adults seeking to attend college. This database includes an

¹ U.S. Census Bureau. March 2003 current population survey. Analysis by the authors.

² Throughout this report, the term *adult* is used to refer to individuals aged 25 and older.

overview of the programs, with eligibility criteria and award amounts, as well as a web link and phone number for further information about each program. The web site also features short profiles of state and federal programs that provide significant, highly creative, or effective benefits to low-income adults (visit www.acenet.edu and select the Center for Policy Analysis from the programs menu).

INSTITUTION SURVEY

In 2004, to assess college and university efforts to help low-income adults succeed in higher education, ACE administered a survey to 3,987 regionally accredited, degree-granting colleges and universities that enroll undergraduates and received usable responses from 1,026 institutions

(see the Methodology section on page 4 for detailed information on the survey design). This survey asked institutions to describe their programs and policies in three areas:

- **Institutional commitment:** Has the institution articulated its goals for serving adults and identified adults as a priority student population in key documents such as the mission statement?
- **Academic programs and support:** Does the institution tailor academic programs to the needs of adult students and has it established adult-friendly policies, such as granting credit for nontraditional learning?
- **Co-curricular programs and support:** Does the institution offer services such as childcare, financial aid, and transportation to meet the needs of adult students?

The statistics in this report provide a national measure of institutional efforts to serve adults and low-income adults, but they provide no information on the quality or intensity of those efforts or on the array of special programs and activities that institutions offer.



The questions asked in the survey were based on earlier efforts to determine the core programs and policies that all adult students need in order to succeed.³ The survey then went a step further to document whether and to what extent institutions make special efforts to serve low-income adult students. (Unfortunately, because data are limited at many institutions, the survey did not address services or programs for students in noncredit programs.) This report summarizes the

survey results for institutions by sector with a similar proportion of adults in their total undergraduate enrollment. It includes information on programs and policies for all adult students, as well as—where appropriate—special efforts that institutions may make to meet the unique needs of low-income adult students.

CAMPUS PROFILES

The statistics in this report provide a national measure of institutional efforts to serve adults and low-income adults, but they provide no information on the quality or intensity of those efforts or on the array of special programs and activities that institutions offer. To provide real-world examples of how institutions successfully serve low-income adults, this report also features short profiles of five institutions that responded to the survey: Highland Community College (IL), University of Akron (OH), Ohio Dominican University, Community College of Denver (CO), and City College of San Francisco (CA). These five institutions were selected to exemplify approximately 150 colleges and universities that we identified as highly active based on their responses to the survey.

³ The two surveys that served as models were the ACE Center for Lifelong Learning “Focus on Adults Self-assessment” and the Council for Adult and Experiential Learning “Adult Learning Focused Institution Self-assessment.”

METHODOLOGY

To collect information on campus programs and policies for adult students, especially low-income adult students, a team of ACE researchers and senior leaders designed a web-based survey instrument, with input from staff of the American Association of Community Colleges. The survey questions derived from a review of adult education literature and interview responses from adult student focus groups on the challenges and barriers to postsecondary education for adults and low-income adult students. The design team was guided in particular by institutional self-assessment instruments developed by the ACE Center for Lifelong Learning and CAEL.

In February 2004, ACE sent an e-mail containing a link to the web survey to 3,987 presidents of regionally accredited, degree-granting institutions nationwide. Because of the specific nature of the questions, ACE instructed presidents to

forward the survey link to the individuals on their campus best able to answer questions regarding institutional efforts to address the needs of adult and low-income adult learners. Nonresponding institutions received a second e-mail in March and a final e-mail in April. The three waves of data collection resulted in 1,026 usable responses, for an overall response rate of 26 percent.

Although 1,000 institutions is a large enough sample from which to generalize national trends, ACE was concerned that the sample also adequately represent the four major institutional sectors of higher education: public two-year, public four-year, private not-for-profit four-year, and private for-profit institutions. To determine nonresponse bias by institution sector, we analyzed 2001 data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This analysis revealed a disproportionately low number of responses from private for-profit institutions (see **Table 1**). The response rate for the three



TABLE 1
SURVEY RESPONDENTS AND IPEDS INSTITUTIONS

Sector	Survey Respondents		IPEDS Institutions ^a	
	(N)	(%)	(N)	(%)
Public four-year	222	21	618	16
Private not-for-profit four-year	364	36	1,098	28
Public two-year	352	34	1,419	36
Private for-profit	88	9	806	20
Total	1,026	100	3,941	100

^a Source: U.S. Department of Education, National Center for Education Statistics. 2001 Integrated Postsecondary Education Data System.



other sectors ranged from 25 percent to 36 percent, but the response rate for private for-profit institutions was only 11 percent. To address this low response rate and ensure that the results of the survey reflected the national distribution of institutions, weighting techniques were used to approximate responses from the original survey population, resulting in a more accurate representation of regionally accredited, degree-granting institutions across all sectors. Readers should nonetheless exercise caution when interpreting

the results for for-profit institutions, but can have a high degree of confidence in the overall findings as well as the findings for the other three sectors.

Throughout this report, institutions are grouped by sector and by the share of their for-credit undergraduate student population that is aged 25 or older. Within each sector, institutions are divided into three groups, based on the proportion of adult students aged 25 or older in their undergraduate population: less than 25 percent, 25 percent to 49 percent, or 50 percent or more. Twenty-seven percent of the students enrolled for credit in regionally accredited, degree-granting colleges and universities, or 3.8 million individuals, were aged 25 or older. The majority of these students attended public two-year institutions (66 percent). In contrast, private for-profits enrolled the smallest share of adult students, but had the second-largest proportion of enrolled students over age 25 (see **Table 2**).⁴

TABLE 2
TOTAL UNDERGRADUATE ENROLLMENT AND ADULT UNDERGRADUATE ENROLLMENT,
BY SECTOR: FALL 2002

Sector	Total Undergraduate Enrollment (N)	Total Adult Undergraduate Enrollment (N)	Percentage of Institutional Enrollment Aged 25 or Older (%)	Distribution of Adult Student Population (%)
Public four-year	5,162,656	896,176	17	23
Private not-for-profit four-year	2,259,004	318,563	14	8
Public two-year	6,270,199	2,548,262	41	66
Private for-profit	518,131	118,232	23	3
All institutions	14,209,990	3,881,233	27	100

Source: U.S. Department of Education, National Center for Education Statistics. 2002 Integrated Postsecondary Education Data System.

⁴ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Fall 2002 Enrollment Survey. Analysis by the authors.



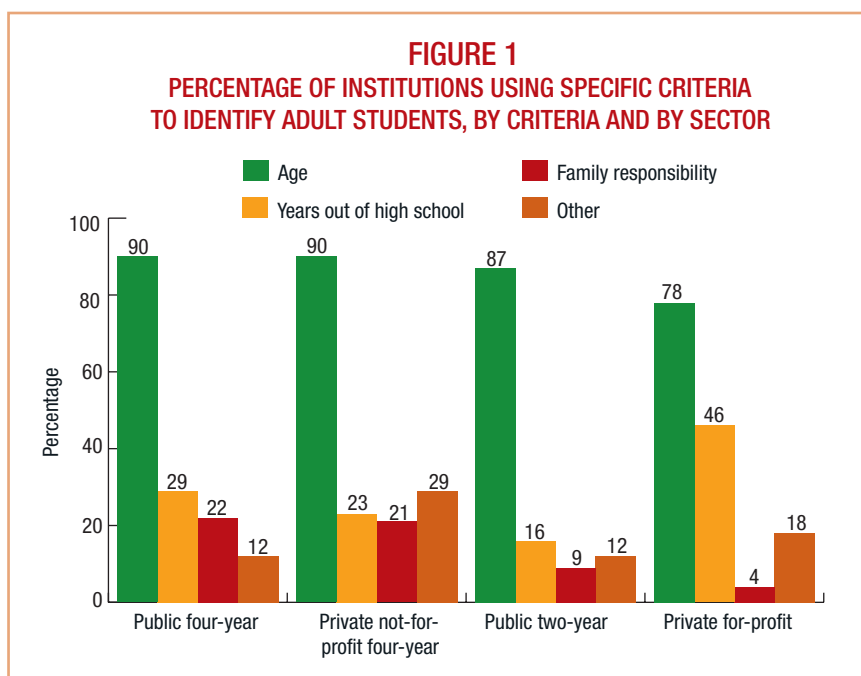
Institutional Commitment to Serving Adults and Low-Income Adults

In general, the first steps for any institution that seeks to serve adult students are to identify these individuals, publicly articulate a commitment to serving them through such key documents as the mission statement or strategic plan, seek funds and establish an administrative office to serve these students, and set goals to help the institution measure its success. This chapter describes the extent to which institutions have taken these fundamental first steps toward serving adult students.

IDENTIFYING ADULTS AND LOW-INCOME ADULTS

Approximately half of colleges and universities have at least one method for identifying adult students.⁵ Among these institutions, age is the most common characteristic used to identify adult students (see **Figure 1**). The age range that institutions use is typically either 22 and older or 25 and older. Following age,

“years out of high school” is the second-most common criterion used to characterize adult students, except at private not-for-profit,⁶ where “other” is the more common response. Open-ended responses revealed that nearly half of the institutions that selected “other” use student employment status to identify adult students (for example, students employed full time are considered adults). The use



⁵ Unless otherwise noted, the source for all data cited in this report is the ACE survey of institutional policies, programs, and services for adult students. See page 44 for the complete survey instrument.

⁶ Throughout this report, the term “private not-for-profit” refers only to private not-for-profit institutions offering programs of four years or more.



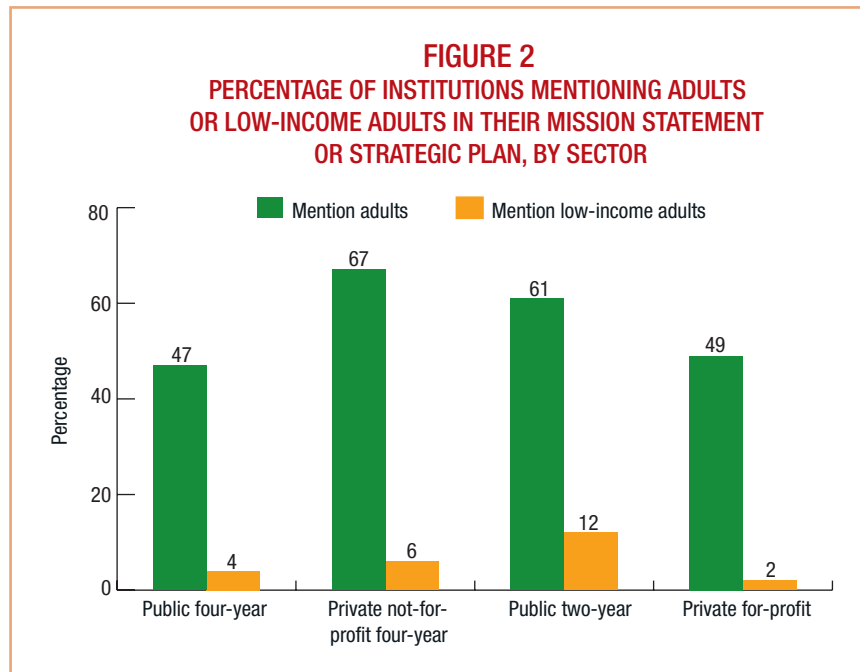
of criteria other than age to identify adult students indicates that colleges and universities are aware that factors beyond age, such as life experiences and responsibilities, play an important role in determining which students require “adult-friendly” programs and policies. Surprisingly, among all sectors except

private for-profits, institutions are less likely to identify adult students as the percentage of students over age 25 increases (see **Table 3**). A possible explanation for this pattern is that, as older students become the majority of an institution’s student body, colleges and universities have less need to identify them.

Fewer than 40 percent of all colleges and universities identify adult students who are low-income. Nearly half of community colleges make efforts to identify low-income adults, compared with fewer than 25 percent for all other sectors (see **Table 3**). In general, institutions with a larger percentage of students aged 25 or older are more likely to identify low-income adult students than institutions with smaller adult populations. This suggests that institutions that work with larger populations of adult students recognize

TABLE 3
PERCENTAGE OF INSTITUTIONS IDENTIFYING ADULT AND LOW-INCOME ADULT STUDENTS, BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Institutions Identifying Adult Students (%)	Institutions Identifying Low-Income Adults (%)
Public four-year	Less than 25% adult	69	20
	25% to 50% adult	56	23
	More than 50% adult	55	24
	Total	62	24
Private not-for-profit four-year	Less than 25% adult	72	18
	25% to 50% adult	60	29
	More than 50% adult	52	23
	Total	62	24
Public two-year	Less than 25% adult	58	42
	25% to 50% adult	41	45
	More than 50% adult	41	50
	Total	42	46
Private for-profit	Less than 25% adult	11	11
	25% to 50% adult	23	31
	More than 50% adult	38	19
	Total	24	24



the unique challenges that low-income adults face in pursuing postsecondary education and realize the importance of identifying those students in order to provide them the additional resources necessary for postsecondary success.

INSTITUTIONAL MISSION OR STRATEGIC PLAN

For most colleges and universities, the institutional mission or strategic plan drives institutional priorities. Nearly 60 percent of colleges and universities articulate some type of commitment to serving adult students in their mission statements or strategic plans. A greater share of private not-for-profit four-year (67 percent) and public two-year (61 percent) institutions mention serving adult students in their mission statements or strategic plans than do public four-year (47 percent) or private for-profit

(49 percent) institutions (see **Figure 2**). Not surprisingly, the greater the proportion of students aged 25 and older in an institution’s enrollment, the more likely the institution is to mention a commitment to adult students in either a mission statement or strategic plan. On average, only 8 percent of institutions, however, make any reference to low-income adult students in their mission statements or strategic plans, regardless of sector or percentage of adult students enrolled. This may be because most references to low-income students in an institution’s strategic plan or mission statement are likely to include all students, regardless of age.

UNIVERSITY OF AKRON

Located in metropolitan Akron, Ohio, approximately 35 miles south of Cleveland, the University of Akron (UA) is a four-year public university that has a student enrollment of approximately 23,300. Its 10 degree-granting colleges offer more than 300 associate, bachelor's, master's, doctoral, and law degree programs, as well as 120 certificate programs. It is internationally recognized for its polymer science and engineering programs.

Founded in 1870, UA developed alongside the nation's tire manufacturing industry in Akron, and provided business and technical training to generations of managers, engineers, nurses, programmers, and others. The university first developed educational programs for adult students in the early 1900s. Today, more than one in four undergraduate students at UA are aged 25 or older, and a significant portion of these students are from low-income households.

Northeast Ohio's Rust Belt days are gone, but sporadic down-cycles and job losses keep many adults aware that, without a college education, employment prospects are limited. The University of Akron plays a prominent role in providing adults with the education they need to be viable employees in the changing labor market. In 2001, in an effort to strengthen its services to adult students and better meet the needs of the

community, UA merged its Evening Division Services with its Adult Resource Center to form Adult Focus.

Recognized as an outstanding adult learner program by the American College Personnel Association in 2004, the primary mission of Adult Focus (AF) is to assist adults in thinking about, enrolling in, and succeeding in college, as well as to assist with career choices. To realize this mission, Adult Focus provides numerous services and has assisted in establishing several organizations that provide academic, career, and social advice and support for adult students at the University of Akron.

For adult learners who are considering college for the first time or who are re-enrolling after a long break, AF offers Transitions Workshops, which are free to both students and non-students. These workshops are held two or three times each year and cover topics as broad as back-to-school adjustment and study skills, or as specific as math anxiety. To ease adults' adjustment to the college environment, AF also established the Adult Learner Mentor Program. Juniors and seniors over age 28 who have a 3.5 GPA or higher are asked to volunteer to be trained as mentors, who then help new adult students in their first semester. The mentor program, which averages about 50 mentors each year, has significantly affected the retention of

INSTITUTIONAL GOALS

Forty-six percent of colleges and universities articulate formal goals for serving adult students. Across all institutions, the most frequently stated goals were raising student degree attainment, retention, and satisfaction rates (see **Figure 3**).

However, the relative importance of these goals varies by sector. For example, while job placement or career advancement is not among the top three goals of four-year public (45 percent) or private not-for-profit (51 percent) institutions, it is the second most commonly stated goal among public two-year (78 percent) and private for-profit (84 percent) colleges.

Notably, only 14 percent of public two-year colleges indicate that increasing the number of transfers to four-year colleges and universities is a formal institutional goal. The small proportion of two-year colleges aiming to increase their number of transfers may be due to these institutions placing a higher priority on ensuring that adult students complete a career-oriented associate degree or certificate. This pattern may represent institutional responsiveness to student plans and goals, as many adults attending community colleges have little or no interest in pursuing a bachelor's degree.

students in the program, many of whom are at risk of dropping out. Year-to-year retention among the mentored group is approximately 87 percent. AF also helps low-income students purchase their textbooks through the Emergency Book Loan Fund, which is financed through fund-raising activities held by the Adult Learners student organization (discussed below) and gifts from the community.

Adult Focus also offers specialized financial aid information and career counseling to help adults overcome the financial barriers to attending college and clarify their career goals. Academic support for underprepared adults is offered each semester through a series of intensive weekend workshops (“Focus on Success”) that cover textbook comprehension, memory management, test-taking strategies, critical thinking, and cognitive styles. Adult Focus also offers a monitored computer lab with one-on-one technical assistance, and a quiet study lounge.

An additional mission of Adult Focus is to foster a greater sense of community among adult students. This has been accomplished through the promotion of adult student organizations. One of these organizations is Adult Learners, which provides adult students with opportunities to host social events and plan service projects, as well as participate in an online

discussion group. Another important group is Life Strategies, a self-directed group of adult learners who come together to share ideas about personal issues with Adult Focus staff. Life Strategies was created to address adult students’ desire to have regular opportunities to discuss and reflect on their life experiences. A third key organization that AF sponsors is the Parenting Network, which helps parents and guardians of young children stay focused on their education and learn how to access the many resources available to them on campus and in the community.

It is apparent through Adult Focus that the University of Akron has a strong commitment to the success of its adult students. Adult Focus attempts to build a strong community among adult students by supporting student organizations that provide not only academic and career support, but also much-desired social and emotional outlets.

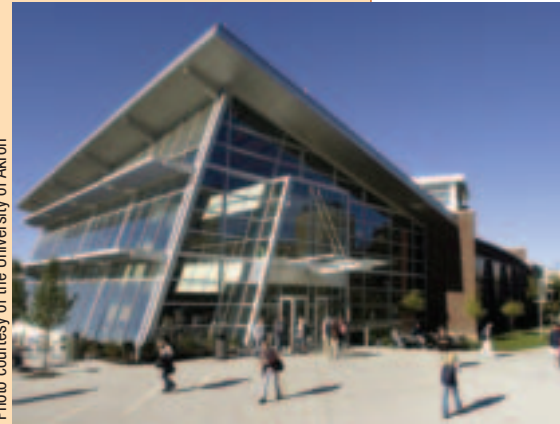
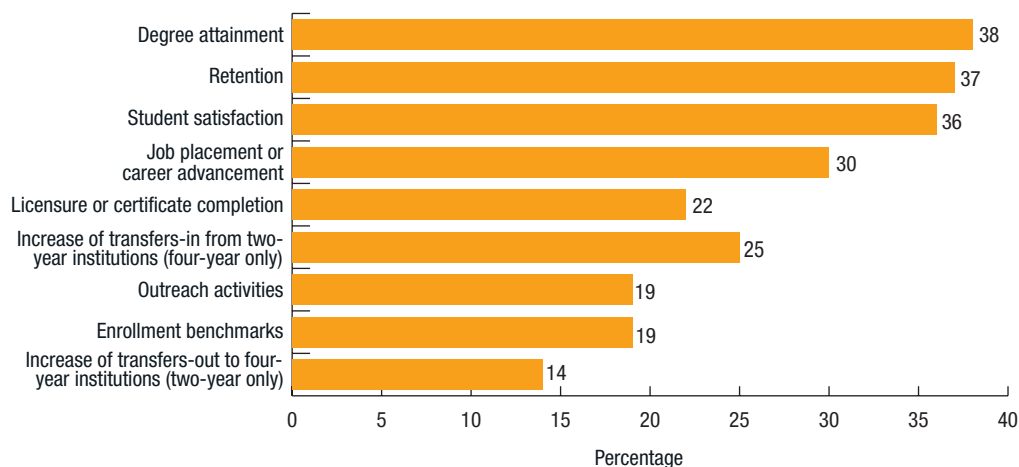


Photo courtesy of the University of Akron

FIGURE 3
PERCENTAGE OF INSTITUTIONS ARTICULATING
VARIOUS GOALS FOR ADULT STUDENTS



FUNDING

Colleges and universities' ability to provide the necessary support for adult and low-income adult students often relies on funding. Surprisingly, less than one-third of colleges and universities seek external funding for programs and projects for low-income adults. Even among institutions with an adult enrollment of at least 25 percent, only 35 percent pursue external funding for low-income adult programs. However, nearly 60 percent of community colleges seek external funding for these activities, almost twice as many as any other sector. Not surprisingly, the more students over age 25 who are enrolled at an institution, the more likely that college or university is to pursue external funding for low-income adult programs (see **Table 4**). And, as one would expect, institutions that pursue external funding more often are more likely to receive it than those that do not. Therefore, public institutions, both two-year (78 percent) and four-year (55 percent), are more likely to receive outside funding for low-income adult programs than are private institutions.

A similar pattern exists regarding internal institutional funds earmarked for programs and services for low-income adults. Public two-year institutions (34 percent) are nearly twice as likely to allocate internal funds for low-income adult programs as private not-for-profit (19 percent) or public four-year institutions (16 percent), and nearly four times as

likely as private for-profit (9 percent) institutions. In general, the likelihood that institutions dedicate internal funds for low-income adults rises as the percentage of enrolled students over age 25 increases.

ADMINISTRATIVE OFFICES

In focus groups conducted for the Improving Lives project, adult students frequently cited the presence of an administrative office that deals specifically with adults as a factor in their postsecondary success. Four-year institutions, both public (46 percent) and private not-for-profit (67 percent), are more than twice as likely to have administrative offices responsible for working with adult students than either community colleges (20 percent) or private for-profits (20 percent). A possible explanation for this disparity is the high concentration of adult students enrolled at public two-year and private for-profit institutions. Because many of these institutions have such a large number of adult students, most or all of their administrative offices are likely responsible for working with these individuals. In contrast, public and private four-year institutions that typically serve a largely traditional-age student population have a greater need to establish separate administrative offices to accommodate their adult students.

TABLE 4
PERCENTAGE OF INSTITUTIONS SEEKING AND RECEIVING EXTERNAL FUNDS AND EARMARKING INTERNAL FUNDS FOR LOW-INCOME ADULT STUDENTS, BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Seek External Funds (%)	Receive External Funds (Of Those Seeking Funds) (%)	Earmark Internal Funds (%)
Public four-year	Less than 25%	25	52	15
	25% to 50%	29	54	15
	More than 50%	73	76	37
	Total	30	55	16
Private not-for-profit four-year	Less than 25%	15	26	16
	25% to 50%	22	32	19
	More than 50%	35	48	23
	Total	22	34	19
Public two-year	Less than 25%	38	59	23
	25% to 50%	58	80	31
	More than 50%	59	78	44
	Total	57	78	34
Private for-profit	Less than 25%	0	NA	0
	25% to 50%	8	29	10
	More than 50%	13	20	9
	Total	9	24	9

SUMMARY

Many colleges and universities, regardless of sector and proportion of adult enrollment, express a commitment to the academic success of adult students through their mission statements and efforts to identify their adult student population. In general, when institutions have set goals for their service to adults students, they have named improved retention and graduation rates as priorities, with community colleges and private for-profit institutions focusing on job placement and career advancement. However, tangible support

and commitment for low-income adults appears to be primarily concentrated at public two-year colleges. Community colleges are nearly twice as likely as other types of institutions to identify low-income adult students and designate funds for low-income adult programs. This responsiveness to the needs of low-income adults may explain, at least in part, why more than 50 percent of low-income adult students chose to enroll at community colleges in 1999–2000.⁷

⁷ U.S. Department of Education, National Center for Education Statistics. National Postsecondary Student Aid Study: 1999–2000. Analysis by authors.



Academic Programs and Support

Because adult students typically work in addition to attending classes, they have little time for co-curricular activities. Their primary contact with their college or university is in the classroom. As a result, the quality, convenience, and relevance of their academic programs are of overriding importance. This survey could not assess the quality of academic programs, but it did query institutions on the extent to which they have structured their academic programs to be convenient and relevant for adult students. It also questioned respondents about the efforts they have made to provide special support and assistance to adult students, who may find it challenging to transition back to the classroom.

ACADEMIC PROGRAMS

Institutions have developed several types of special academic programs that are particularly convenient or relevant for adult students. Among the most common are accelerated degree programs, night and weekend programs, distance education, and contract programs for local employers, unions, or other organizations. Overall, 76 percent of institutions offer at least one of these special programs (see **Table 5**, on next page).

Community colleges were most likely to offer all these academic programs, except accelerated degree programs. Sixty-eight percent of public two-year colleges offer contract programs, 78 percent offer night and weekend programs, and 85 percent offer programs via distance education. Not surprisingly, community colleges with larger shares of adults in their student populations were more likely to offer each of these programs. Only one-quarter of community colleges offer accelerated degree programs, suggesting an area in which these institutions might be able to expand their offerings for adult students. On average, half of the community colleges that do sponsor special programs structure them in such a way that students can complete an entire degree program without having to take courses during the weekday (see **Table 6**, on page 18). This level of convenience was most typically achieved, of course, through night and weekend programs. Still, 30 percent of community colleges responded that students in night and weekend programs would not be able to complete a degree without taking at least one class on weekdays during typical business hours.

TABLE 5
PERCENTAGE OF INSTITUTIONS OFFERING SPECIAL ACADEMIC PROGRAMS,
BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Accelerated Degree Programs (%)	Night or Weekend Programs (%)	Distance Education Programs (%)	Contract Programs for Employers or Unions (%)	Any Program (%)
Public four-year	Less than 25%	12	48	57	22	63
	25% to 50%	35	69	85	43	91
	More than 50%	35	90	81	61	100
	Total	22	58	69	32	76
Private not-for-profit four-year	Less than 25%	23	34	14	8	38
	25% to 50%	61	74	32	31	84
	More than 50%	57	89	67	38	97
	Total	41	56	29	20	63
Public two-year	Less than 25%	8	69	69	42	88
	25% to 50%	28	78	88	70	94
	More than 50%	21	79	82	70	91
	Total	25	78	85	68	93
Private for-profit	Less than 25%	0	39	15	0	46
	25% to 50%	25	70	30	15	82
	More than 50%	41	79	30	21	82
	Total	28	69	28	15	77

HIGHLAND COMMUNITY COLLEGE

Highland Community College (HCC), one of 39 community colleges in Illinois, is located in Freeport, 115 miles northwest of Chicago. Like many cities with industrial-based economies, Freeport has been hit hard by the combination of a struggling U.S. economy and increased foreign competition. Resulting layoffs in Freeport and surrounding communities have led to a steady increase in adult enrollment at HCC, particularly among low-income adults. In fall 2001, 15 percent of the enrolled students over age 25 qualified for a Pell Grant. By fall 2003, the number of adult Pell Grant recipients had risen to 22 percent of all adult students.

The layoffs also caused more students to enroll in HCC under the Trade Adjustment Assistance (TAA) program. TAA is a federal program that funds the education and training of individuals who have lost their jobs due to the outsourcing of production to foreign countries. TAA generally covers tuition, fees, and books for two years. Before 1999, HCC had very few TAA students on campus; since 1999, HCC has enrolled more than 300 TAA stu-

dents. Because of the increasing number of TAA students and the amount of paperwork involved in enrolling them, HCC has designated one office to work primarily with TAA students.

According to its adult students, what makes Highland Community College a special place is the advising and support they receive from HCC staff. In fact, several students referred to the advisers as “awesome.” Faced with uncertainty about their career options, students stated that the advisers at HCC clearly explained students’ educational options, how they could best finance their education, and the coursework and timelines required to complete various types of certificate and degree programs. HCC staff view their advising role not simply as a job, but as a responsibility to the Freeport community.

In addition to advising, HCC provides supportive programs for adults. Students frequently mentioned the Professional Support Network (PSN), a no-cost program open to HCC students and unemployed individuals in the community; the program helps participants expand their job search, understand what types of

Four-year institutions, though not as active as community colleges in tailoring these academic programs to meet adult students' needs, are nonetheless likely to offer some programs geared toward adult students (see Table 5). The majority of public four-year institutions offer night and weekend programs and distance education. One-third offer contract programs for employers or unions, and 22 percent offer accelerated degree programs. In each case, as the share of adults in the student population rises, institutions are more likely to offer these programs. Private not-for-profit institutions lead the way in accelerated degree programs, with 41 percent offering such programs. When adults make up at least one-quarter of the undergraduate population, more than half of private not-for-profit institutions offer accelerated degree programs. As at community colleges, while most accelerated, night and weekend,

distance education, and contract programs do allow students to complete an entire degree without taking classes during typical business hours, a substantial minority of programs at both public four-year and private not-for-profit four-year institutions do not come with this level of convenience.

Three-quarters of for-profit institutions offer these special academic programs. However, unlike other sectors, a disproportionate share of these offerings are night and weekend programs. This may be because these institutions typically are small and may offer their entire academic program at night and on weekends. When for-profit institutions do offer accelerated, distance education, or contract programs, they are as likely as other institutions to design them in such a way that students can complete the entire program without attending class during weekdays.

careers could best capitalize on their skills, and develop a professional support network. The combination of career-oriented programs such as the PSN and excellent advising allows HCC to excel at providing students with the academic and career support they need.

In January 2004, HCC partnered with nearby Sauk Valley Community College (SVCC) to assume responsibility for providing Workforce Investment Act (WIA) services in the five-county area that includes the districts served by both institutions. WIA services are now offered through five outreach offices and on the campuses of both colleges. This acquisition is likely to further encourage enrollment of low-income and unemployed adults at HCC. As of fall 2003, there were 920 participants in WIA in the Freeport area and nearly half of them were enrolled in a community college.

As a result of their experiences at HCC, many of the adult students interviewed expressed interest in continuing their education beyond a two-year degree. HCC provides that opportunity

through a two-plus-two partnership with Columbia College that began in 1996. The articulation agreement provides students a seamless transfer of credits from HCC to Columbia College. More important than the articulation agreement, however, particularly for adult students, is that Columbia College's presence at HCC allows students to continue their education at the same institution in which they earned their associate degree. Several adult students at HCC stated that having the option to continue their education in a familiar environment encouraged them to pursue a bachelor's degree.

Photo courtesy of Highland Community College



TABLE 6
PERCENTAGE OF INSTITUTIONS WITH SPECIAL PROGRAMS IN WHICH STUDENTS CAN COMPLETE THEIR DEGREES WITHOUT ATTENDING WEEKDAY CLASSES, BY SECTOR AND ADULT ENROLLMENT^a

Sector	Adult Enrollment	Accelerated Degree Programs (%)	Night or Weekend Programs (%)	Distance Education Programs (%)	Contract Programs for Employers or Unions (%)
Public four-year	Less than 25%	40	66	54	48
	25% to 50%	33	77	67	56
	More than 50%	100	79	68	32
	Total	41	72	62	51
Private not-for-profit four-year	Less than 25%	86	79	66	57
	25% to 50%	79	87	77	74
	More than 50%	89	91	88	83
	Total	83	86	79	73
Public two-year	Less than 25%	50	44	56	55
	25% to 50%	52	73	66	44
	More than 50%	56	72	69	44
	Total	52	71	66	44
Private for-profit	Less than 25%	0	39	100	0
	25% to 50%	40	71	34	33
	More than 50%	86	78	100	16
	Total	67	72	67	42

^a Percentages include only institutions that offer at least one of these programs.



CREDIT FOR NONTRADITIONAL LEARNING

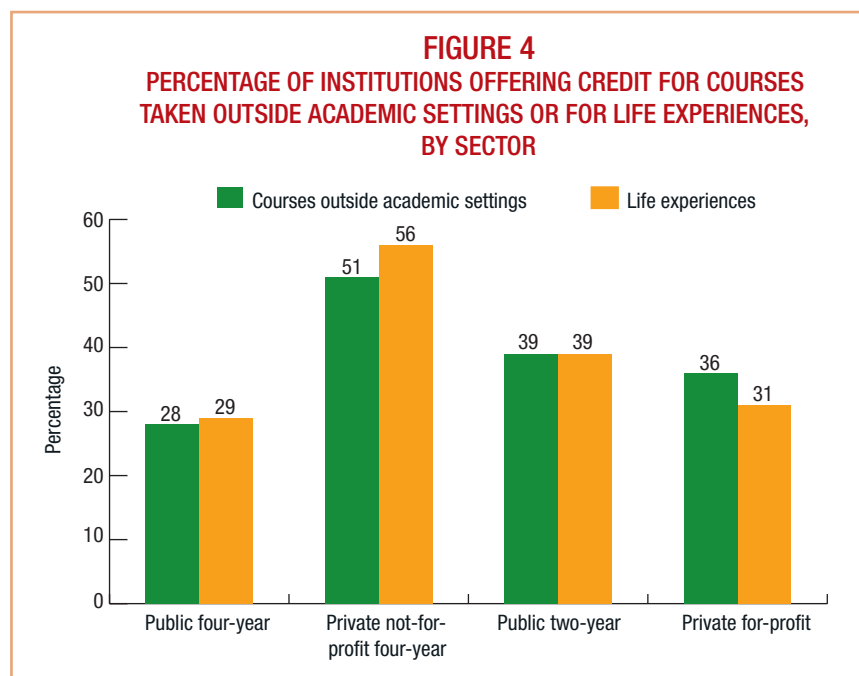
Another way in which institutions can make their academic programs more convenient and relevant for adult students is by granting credit for learning that happens outside the institution. In addition to transfer credit for courses taken at other postsecondary institutions, adult students may seek credit for courses taken outside traditional academic settings (e.g., through the military, corporations, or trade unions) or for life experiences such as skills gained at work. Perhaps because of their accelerated degree programs, private not-for-profit institutions—especially those that serve a large concentration of adult students—are more likely than other types of institutions to grant credit for nontraditional courses and life experiences; more than half of these institutions have such

policies, compared with 30 percent to 40 percent of other institutions (see **Figure 4**). In all sectors, the more adult students an institution has, the more likely it is to grant credit for nontraditional learning.

ACADEMIC INTERVENTION AND SUPPORT

Because adult students typically have spent a significant amount of time away from the classroom, many will require extra academic support in order to succeed. This is especially true of low-income adults, many of whom attended poor urban and rural high schools that did not prepare them well for college. One positive finding of the survey is that most institutions—80 percent or more—operate some type of early warning system to identify students experiencing academic difficulties (see **Figure 5**, on page 20).

However, in each sector, a smaller share of institutions operate intervention programs for adult students who may have been identified through those early warning systems. The figure is especially low among public four-year institutions; 79 percent of these colleges and universities have an early warning system in place, but only 32 percent provide some type of intervention program for adults experiencing academic difficulty. At least half of institutions in the other three sectors sponsor such programs.⁸ The share of institutions offering either an early warning system or academic intervention programs did not differ in any consistent way by the share of adults in the student population, suggesting that these programs typically are designed to benefit all students, regardless of age.



⁸ The exact wording of the survey question was “Does your institution operate an intervention program for adult students experiencing academic difficulties?” Some institutions may have mistakenly answered *no* to this question because they do not have an academic intervention program specifically for adult students.

CITY COLLEGE OF SAN FRANCISCO

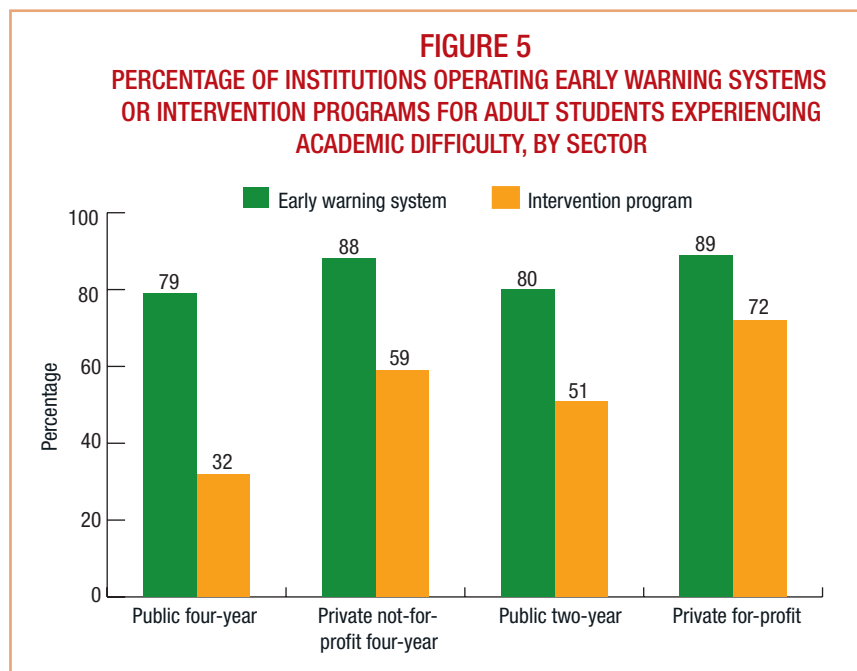
City College of San Francisco (CCSF), which serves more than 100,000 students annually, is a public two-year institution with nine campuses located in or near downtown San Francisco. For more than 35 years, CCSF has been the designated provider of adult and vocational education in the city of San Francisco. As a result, a significant portion of CCSF's student body is nontraditional; more than half of CCSF students qualify as low-income, one out of three begins in noncredit developmental courses, and more than 22,000 students speak English as their second language.

Recognizing that many low-income adults in the San Francisco area have extremely low levels of education, with many never having completed high school, CCSF offers adult basic education courses, GED preparation, and GED testing for free. In providing these services, CCSF not only provides San Francisco area residents a no-cost opportunity to acquire the basic skills needed to pursue postsecondary education, but also allows students to transition from adult basic education courses to an associate degree within one institution. Many of the students in CCSF's noncredit courses are working, single parents who, because of family responsibilities, may have need to stop out of courses for extended periods of time. To accommodate

these students, CCSF established an "open entry, open exit" policy whereby students can drop out of a course and return to CCSF, picking up where they left off, without having to repeat the entire course. Because of the importance of CCSF's noncredit courses to students' academic progression, CCSF maintains high-quality faculty in both its credit and noncredit courses by paying faculty who teach noncredit courses the same as faculty who teach credit courses.

CCSF strives to prepare low-income individuals for employment not only by addressing their educational needs, but also by supporting their professional development once they are employed. This is accomplished through CCSF's Career Pathways program. Career Pathways incorporates the use of career "ladders" and "lattices" to open opportunities for incumbent workers within their field or in a related field. For example, CCSF has developed a training program for hotel workers that provides them with the skills necessary to advance beyond low-wage, entry-level positions. The success of this program has led to the development of similar programs for certified nurses and biotechnology technicians.

With more than 22,000 students speaking English as a second language, CCSF's noncredit ESL program is the largest



feeder into CCSF's credit programs. To accommodate the majority of ESL students who are working parents, CCSF offers its ESL courses Monday through Friday, day and night, and on Sundays on those campuses where there is demand. The ESL program also addresses citizenship and naturalization issues to prepare students for the U.S. citizenship exam. For many of CCSF's ESL students, their limited ability to speak English impairs their ability to gain employment. The ESL program also has partnered with the San Francisco Department of Human services to create an intensive English program specifically for non-English speakers who receive TANF benefits, to expedite their job readiness. In addition, the ESL program has established similar programs with several community organizations to help prepare non-English speakers for employment.

Another critical program at CCSF is Extended Opportunity Programs and Services (EOPS). Established in 1969, EOPS was designed to help severely poor students matriculate through college. To qualify for EOPS, single students must have an annual household income of no more than \$13,000, and a family of four must have a household income of \$22,000 or less. In fall 2003, EOPS enrolled 1,300 students. Despite being extremely low-income single parents with poor educational preparation, EOPS

students have consistently outperformed the general CCSF student body in measures of course success, transfer, persistence, and graduation rates. This program offers students a range of services including tutoring, peer counseling, mentoring, and academic

progress monitoring. However, the major strength of this program is the commitment of the staff members, who give freely of their time and money to ensure the success of EOPS students.

An additional program offered through EOPS is the Pre-trial and Second Chance (PTSC) program, which helps former criminal offenders reintegrate into society through higher education, one of few such programs in the country. PTSC staff is just as committed to the success of these students as other EOPS students and, according to students, PTSC and its staff have provided them with a real opportunity to turn their lives around.

Photo courtesy of City College of San Francisco



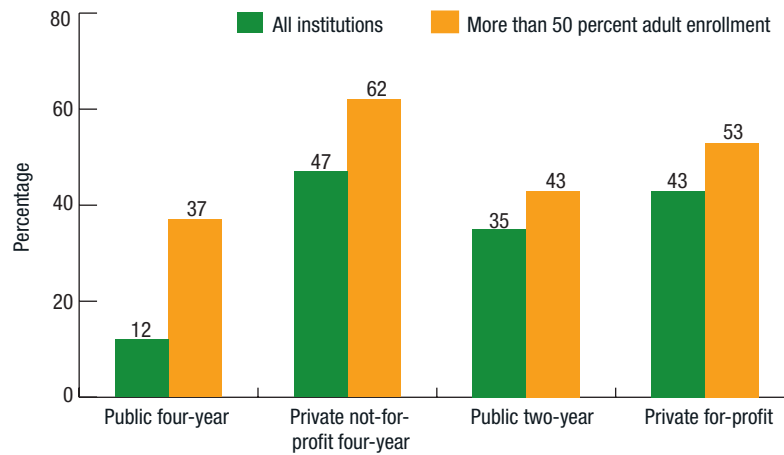
FACULTY RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Numerous studies suggest that because age affects memory processes and prior knowledge and life experiences shape the way in which we learn, adult students likely have different learning and thinking styles from 18- to 24-year-old students.⁹ As a result, the quality of teaching and the ability of faculty to make course content relevant to working adults are particularly important. One way in which institutions can help ensure a high-quality academic experience for adults is to recruit individuals who have experience teaching adult students. This practice appears to be fairly

common at most types of institutions, except public four-year colleges and universities, only 12 percent of which recruit faculty who have experience teaching adults (see **Figure 6**, on page 22). In the other sectors, between 35 percent and 47 percent of institutions seek out faculty members with such a background. Not surprisingly, the share of colleges and universities that look for this experience varies based on the composition of the student body. When adults make up more than half of all undergraduates, the share of institutions that recruit faculty who have taught adult students ranges from 37 percent (at public four-year

⁹ Merriam, S. B. & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Jossey-Bass.

FIGURE 6
PERCENTAGE OF ALL INSTITUTIONS AND THOSE WITH MORE THAN 50 PERCENT ADULT ENROLLMENT THAT RECRUIT FACULTY WITH EXPERIENCE TEACHING ADULTS, BY SECTOR



institutions) to 62 percent (at private not-for-profit institutions).

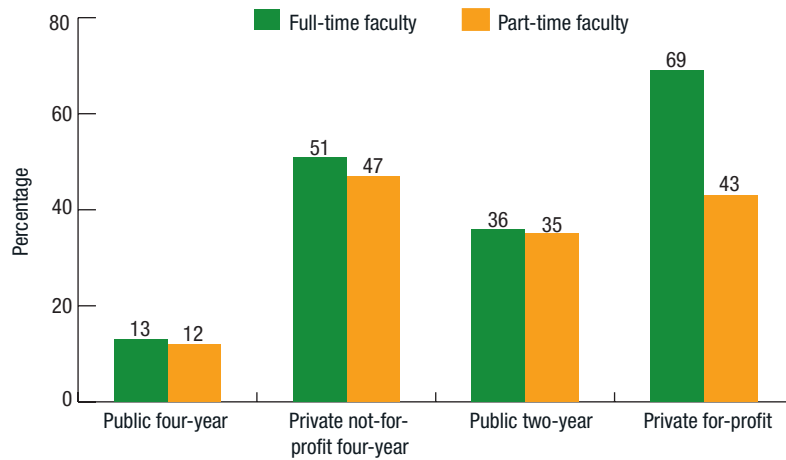
Another avenue for improving the quality of teaching is to offer faculty orientation or other professional development programs that concentrate on teaching adult students. Again, while this practice is fairly common at most types of institutions, it appears much less frequently at public four-year colleges and universities. Only 13 percent of public four-year institutions offer their full-time faculty such programs, compared with between 36 percent and 69 percent of institutions in other sectors (see **Figure 7**). When institutions do offer these programs, they generally do not distinguish between full- and part-time faculty members. With the exception of for-profit institutions, all college and universities are as likely to make these offerings available to part-time faculty as they are to full-time faculty.

As with faculty recruitment, the share of adults in the student population does appear to influence institutional behavior: Colleges and universities with a larger concentration of adults are more likely to offer faculty orientation or development than those that serve primarily traditional-age students.

SUMMARY

Recognizing that adult students face special time constraints and academic challenges, almost all institutions offer at least some type of special academic programming to accommodate adult students. However, the type of program offered varies by sector. For example, private not-for-profit institutions have taken the lead in offering accelerated programs, but are much less likely than public institutions to offer programs via distance education. While most institutions design

FIGURE 7
PERCENTAGE OF INSTITUTIONS OFFERING ORIENTATION OR PROFESSIONAL DEVELOPMENT PROGRAMS TO FULL- AND PART-TIME FACULTY ON TEACHING ADULT STUDENTS, BY SECTOR



special academic programs in such a way that students may complete their degrees without taking any courses during traditional business hours, a substantial minority of institutions do not. This raises a potentially significant barrier to degree completion for some adult students.

Similarly, while many institutions have academic programs and policies in place that facilitate degree completion for adult students, such as credit for non-traditional learning, academic support programs, and faculty recruitment and professional development programs, a substantial share of institutions have not yet implemented such initiatives, even those institutions with sizable adult student populations. The data presented in this chapter suggest that, while institutions have taken great strides to promote the participation and success of adult students, there is still considerable room for improvement.





Co-curricular Programs and Support

For adult students, particularly those who are low-income, nonacademic (or co-curricular) support is a key to academic success. Because low-income adult students have family and work obligations that compete for their time; are typically unfamiliar with the maze of campus services, rules, and procedures; and often struggle to overcome insecurities about their ability to succeed in college, their persistence and ultimate success is sometimes more likely a function of co-curricular support than academic ability. This chapter assesses the extent to which campuses are providing the types of support commonly cited as important to adult student success by both educators and adult students themselves.

CHILDCARE

One of the biggest challenges facing low-income adults who pursue postsecondary education is childcare. According to the 1999–2000 NPSAS, 55 percent of all adults and 59 percent of low-income adult students had dependent children. In general, fewer than 30 percent of postsecondary institutions offer on-campus childcare. The dearth of on-campus childcare is likely due to the high cost of providing this service. Public four-year colleges and universities (64 percent) and community colleges (60 percent) are more likely to provide childcare than private not-for-profit (13 percent) and private for-profit (5 percent) institutions.

While the presence of on-campus childcare by itself is an important factor in the ability of many adults to pursue postsecondary education, other aspects of childcare also are critical. Among these other considerations is drop-off childcare. Because many adult students attend part-time and do not spend a great deal of time on campus, placing their child in an on-campus daycare center for an entire day may be costly and inconvenient. With the exception of private for-profits, more than one-third of institutions with childcare facilities provide drop-off childcare, as well as many of the other childcare services that adults students with children cite as helpful, such as care for children under age two and for the children of part-time students (see **Table 7**, on page 26). Perhaps because institutions offer childcare services to faculty, staff, and graduate students as well as undergraduates, no consistent difference exists in

TABLE 7
PERCENTAGE OF INSTITUTIONS WITH CHILDCARE AND CHILDCARE SERVICES OFFERED,
BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Institutions with Childcare (%)	Childcare Services Offered (%) ^a				
			Childcare to Part-Time Students	Childcare at Satellite Campuses	Childcare Available All Day	Drop-off Childcare	Childcare for Children Under Age Two
Public four-year	Less than 25%	59	77	9	61	26	49
	25% to 50%	70	87	2	62	45	47
	More than 50%	55	65	0	65	35	47
	Total	64	81	5	62	36	48
Private not-for-profit four-year	Less than 25%	10	78	0	56	33	56
	25% to 50%	14	93	0	64	50	43
	More than 50%	15	89	11	56	44	56
	Total	13	88	3	59	44	50
Public two-year	Less than 25%	38	90	20	60	50	40
	25% to 50%	64	87	8	51	35	45
	More than 50%	54	91	22	51	33	42
	Total	60	88	12	51	35	44
Private for-profit	Less than 25%	0	NA	NA	NA	NA	NA
	25% to 50%	3	100	0	100	0	100
	More than 50%	9	100	0	100	0	0
	Total	5	100	0	100	0	100

^a Percentages under *Childcare Services Offered* include only institutions that offer childcare.



the percentage of institutions offering childcare by the relative size of their adult student enrollment.

ADULT STUDENT CENTERS

Because most adult students do not reside on campus, a student center or student union can become a place of refuge. Between 35 percent and 56 percent of student centers provide services and programs that cater to adult students, depending on sector. As expected, institu-

tions with larger percentages of adult students are more likely than colleges with fewer adult students to provide student center facilities and services specifically for adults. Among the most common facilities and services provided are work areas for adults to meet in study groups, computer labs, academic support offices, and up-to-date information on extracurricular activities for adults (see **Table 8**). Fewer student centers provide adult students with designated social areas for reading or watching television.

SATELLITE CAMPUSES

Fifty percent of the colleges and universities that we surveyed operate a satellite campus. Community colleges (68 percent) are more likely to operate satellite campuses than public four-year (55 percent), private not-for-profit (54 percent), and private for-profit (14 percent) institutions. The benefit to adult students is that satellite campuses typically offer students a more convenient location to attend classes. Among the institutions that operate satellite campuses, 66 percent allow students to complete their entire academic program at the satellite campus. Among these institutions, private not-for-profit institutions have the greatest share of satellite campuses in which students can complete their academic program (67 percent).

TABLE 8
PERCENTAGE OF INSTITUTIONS OFFERING VARIOUS FACILITIES AND SERVICES FOR ADULT STUDENTS AT THE STUDENT CENTER, BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Student Center Caters to Adult Students	Facilities and Services for Adult Students Offered at Student Center (%) ^a									
			Social Area	Common Work Area	Event or Organization Information	Academic Support	Computer Labs	Personal Counseling	Career Counseling and Job Placement	Course Registration	Bill Payment	Financial Aid Counseling
Public four-year	Less than 25%	43	54	63	54	59	56	49	46	44	32	41
	25% to 50%	45	69	72	76	64	67	62	55	40	40	45
	More than 50%	52	36	27	14	50	64	64	36	64	50	64
	Total	46	59	64	60	60	62	56	49	44	37	45
Private not-for-profit four-year	Less than 25%	52	32	57	61	78	81	52	63	72	59	70
	25% to 50%	54	47	62	60	95	87	55	73	82	73	85
	More than 50%	64	36	72	54	87	85	44	54	82	69	77
	Total	56	39	63	59	87	84	51	64	79	67	78
Public two-year	Less than 25%	35	56	44	33	78	89	89	89	78	33	100
	25% to 50%	45	60	70	76	89	82	76	83	71	52	74
	More than 50%	43	55	77	58	97	92	74	94	72	52	80
	Total	44	58	70	69	91	85	76	86	72	51	77
Private for-profit	Less than 25%	11	0	0	0	100	100	0	100	0	0	100
	25% to 50%	31	16	58	50	100	100	5	92	5	50	100
	More than 50%	47	20	60	20	87	93	53	60	67	67	87
	Total	35	18	57	32	93	96	5	75	54	57	93

^a Percentages under *Facilities and Services for Adult Students Offered at Student Center* include only institutions with student centers that cater to adults.

COMMUNITY COLLEGE OF DENVER

Community College of Denver (CCD) is an urban, public two-year college located in the Auraria Higher Education Center in downtown Denver, Colorado. With 57 percent of its 14,000 students being first-generation college attendees, CCD plays a critical role in the state's higher education landscape. In addition to representing the largest share of first-generation students in Colorado, nearly 75 percent of CCD students take developmental courses, 50 percent are older than 25, almost 50 percent are low-income (based on the number of Pell Grant recipients), 23 percent speak English as a second language, and 6 percent have a documented disability. Recognizing the educational challenges and barriers facing much of their student population, CCD has created a supportive environment of programs and services to provide their students the best opportunity for academic success.

One of these programs is the First Generation Student Success Program. This program helps first-generation students adjust to college by assisting with their academic, technological, and social needs. Participants in this program take a first-year experience class that exposes them to life as a college student, as well as receive specialized tutoring, peer mentoring, and

service learning opportunities. Additionally, two full-time educational case managers along with CCD faculty and staff are available to provide first-generation students with additional support for adapting to the college environment. The year-to-year retention rate for students in this program is nearly 80 percent.

Because of the many challenges facing them, CCD students can quickly become overwhelmed. To address that concern, CCD has developed an electronic early alert system, designed to send an e-mail to students who are falling behind academically. The early alert system, which is part of CCD's online grading system, allows faculty to flag students who may be missing classes or under-performing academically. Not only does the at-risk student receive an e-mail alert, but CCD's Academic Support Center also receives an e-mail, prompting a case manager to contact the student. Together, they discuss his or her situation and explore the resources available to help in overcoming any barriers to the student's academic success.

In addition to a commitment to the success of its students, CCD is committed to strengthening the Denver community. CCD accomplishes this by building relationships that create educa-



Institutions that operate satellite campuses provide students most of the same resources and services that are available at the central campus, further reducing the need for students to travel to a less convenient location (see **Table 9**). The one exception is food services, with fewer than one-third of all institutions providing on-campus dining at the satellite campus. Institutions also were less likely to provide personal or career counseling at their satellite campuses than other services, such as course registration or academic support. Counseling services can be especially important to low-income adults and so might be a welcome addition to many satellite campuses.

tional opportunities which will translate into self-sufficiency. One example of this is CCD's partnership with the City of Denver Housing Authority and Denver Public Schools to develop one of the first U.S. Department of Housing and Urban Development Campus of Learners locations. Campus of Learners is a federal initiative designed to provide public housing residents with an opportunity to live in a college-like setting focused on creating learning opportunities and better living environments that can move residents from welfare to work. The North Lincoln Homes Campus of Learners created by CCD and partners provides residents with a network of educational resources, streamlined access to family services, and employment and training programs to move North Lincoln's public housing residents from public assistance to self-sufficiency.

An additional effort by CCD to strengthen the Denver community can be found in its Essential Skills Program (ESP). ESP, the primary program of the Workplace Learning Project of the Workforce Initiatives of the Center for Learning Outreach, is an innovative program that provides GED preparation, vocational skills training, internships, peer mentoring, and post-employment support to par-

ticipants, most of whom are welfare recipients transitioning into the active workforce. Since its inception, ESP has produced impressive results: high levels of job placement, job retention, and wage progression. In recognition of its outstanding outcomes, ESP received the 2001 American Association of Community Colleges and the U.S. Department of Labor (AACCC/DOL) Workforce Development Award. An additional initiative of the Workplace Learning Project that has received recent national recognition is A Pathway to Nursing. This program, funded by the city of Denver and with money from the Workforce Investment Act (WIA), enables certified nursing assistants at the lowest developmental skill level to advance into a licensed practical nurse degree program in half the time required in traditional developmental education programs. This program has received strong employer support in the form of full tuition reimbursements for students, as well as release time from their jobs to attend classes.

Photo courtesy of Community College of Denver



TABLE 9
PERCENTAGE OF INSTITUTIONS OPERATING SATELLITE CAMPUSES AND SERVICES OFFERED, BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Operate Satellite Campus (%)	Services Offered at Satellite Campuses (%) ^a								
			Bookstore	Academic Support	Computer Labs	Personal Counseling	Career Counseling and Job Placement	Food Services	Course Registration	Bill Payment	Financial Aid Counseling
Public four-year	Less than 25%	55	53	77	79	32	34	32	75	57	51
	25% to 50%	55	53	79	92	36	32	34	85	60	53
	More than 50%	55	47	82	100	35	18	18	65	65	35
	Total	55	53	78	86	34	32	32	79	58	51
Private not-for-profit four-year	Less than 25%	43	43	74	63	37	39	26	79	48	50
	25% to 50%	52	57	86	75	36	45	32	94	60	64
	More than 50%	72	48	75	71	29	34	25	80	75	71
	Total	54	50	79	70	34	40	28	85	62	62
Public two-year	Less than 25%	46	50	67	100	50	50	25	92	67	58
	25% to 50%	70	62	80	87	47	54	26	87	75	68
	More than 50%	70	46	75	88	44	53	20	83	66	71
	Total	68	57	78	88	46	54	24	86	72	69
Private for-profit	Less than 25%	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
	25% to 50%	13	59	100	100	80	100	20	59	59	80
	More than 50%	19	49	100	67	33	16	0	100	84	84
	Total	14	54	100	82	55	55	9	81	72	82

^a Percentages under *Services Offered at Satellite Campuses* include only institutions that operate a satellite campus.

TABLE 10
PERCENTAGE OF INSTITUTIONS OFFERING VARIOUS SERVICES ON NIGHTS, WEEKENDS,
AND ONLINE, BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Bookstore (%)	Academic Support (%)	Computer Labs (%)	Personal Counseling (%)	Career Counseling and Job Placement (%)	Food Services (%)	Course Registration (%)	Bill Payment (%)	Financial Aid Counseling (%)
Public four-year	Less than 25%	56	42	73	26	27	61	75	55	23
	25% to 50%	78	74	98	36	43	72	86	70	53
	More than 50%	71	71	90	36	36	61	100	81	45
	Total	66	56	83	30	34	65	81	62	36
Private not-for-profit four-year	Less than 25%	32	33	44	15	20	33	34	27	20
	25% to 50%	67	71	84	35	42	61	69	57	56
	More than 50%	77	75	82	35	41	49	72	67	62
	Total	51	52	63	25	31	45	51	43	39
Public two-year	Less than 25%	58	39	77	27	31	39	65	50	39
	25% to 50%	72	77	90	47	52	51	89	73	59
	More than 50%	71	74	86	35	47	53	85	70	53
	Total	71	74	88	43	50	50	86	70	56
Private for-profit	Less than 25%	54	69	69	23	54	15	54	39	54
	25% to 50%	37	68	75	35	78	28	48	65	73
	More than 50%	68	79	79	50	65	15	71	79	79
	Total	52	72	76	39	69	21	58	67	73

NIGHT, WEEKEND, AND ONLINE SERVICES

Because many adult students juggle work and family responsibilities, they often are unable to use campus support services and resources that operate only during traditional business hours. Providing access to services and resources during extended hours or in nontraditional formats (for example, via the Internet) can affect adult students' success. In general, the percentage of postsecondary institutions that offer various services at night, on weekends, or online is fairly consistent across sectors (see **Table 10**). The notable exception is private for-profit institutions. These institutions are much more likely than any other sector to offer financial aid and career counseling on nights and weekends or online, and much less likely to

provide on-campus dining at night or during weekends. Not surprisingly, institutions that enroll a sizable percentage of adult students are more likely to make services and resources accessible during nontraditional times.

Libraries are another resource that adult students may need to use during nontraditional hours. Many colleges and universities provide students with after-hours access to library resources via the Internet. Online access to catalogs of library holdings is the most common resource provided by most institutions, particularly two-year (91 percent) and four-year (83 percent) public institutions. Interlibrary loans and research support, while not as prevalent as catalog access, also are offered online by more than half

of public and private not-for-profit institutions. In contrast, fewer than 50 percent of private for-profit institutions provide online access to library catalogs (46 percent), interlibrary loans (22 percent), or research support (46 percent).

PUBLIC TRANSPORTATION

Transportation can be an insurmountable barrier to postsecondary education for adult students, particularly for low-income adults, who often do not have dependable transportation of their own. Overall, 77 percent of colleges and universities report that they are accessible via public transportation. With the exception of private for-profits, institutions with the greatest proportion of adult students also were the most likely to be accessible through public transportation. This suggests that accessibility via public transportation may be a factor in adult students' decisions about which college to attend.

FINANCIAL ASSISTANCE FOR LOW-INCOME ADULTS

Few postsecondary institutions provide special financial assistance for low-income adults. Fewer than 30 percent of all colleges and universities earmark institutional financial aid specifically for low-income adults. Community colleges are most likely to earmark aid for low-income adults (27 percent). However, these institutions typically have much smaller institutional aid budgets than either public four-year or private not-for-profit institutions, so the amount of funds available is likely to be small. No more than 12 percent of institutions within any sector waive general fees for low-income adult students and fewer than 15 percent of institutions in any sector subsidize the cost of childcare, parking, or public transportation for low-income students.

The fact that relatively few institutions earmark financial aid for low-income adults does not mean that these students do not typically receive aid. Analysis from *Low-Income Adults in Profile* reveals that 92 percent of low-income adults who applied for financial aid received assistance averaging more than \$6,000 in 1999-2000.¹⁰ Nonetheless, these students do receive less grant aid, on average, than traditional-age students, despite low-income adults' high levels of need. Low-income adults typically qualify for federal financial aid programs, especially the Pell Grant, but they often do not qualify for merit-based state student aid programs that are limited to students who enroll in college immediately after high



¹⁰ Cook, B. and King, J. (2004). *Low-income adults in profile: Improving lives through higher education* (p. 17). Washington, DC: American Council on Education.

OHIO DOMINICAN UNIVERSITY

Ohio Dominican University (ODU) is a Catholic, four-year liberal arts college located in Columbus, Ohio. ODU enrolls approximately 2,800 students, of which almost half are over age 25. While many of Ohio's industrial-based cities have been decimated by changes in the economy, Columbus has been relatively unaffected. As a result, unlike many Ohio adults returning to school, the majority of the adults at ODU are employed in low-wage, white-collar jobs and are attempting to improve their career prospects through postsecondary education.

As one of the first institutions in central Ohio to offer programs for adult students, ODU has a long history of commitment to lifelong learning. In 1963, ODU created a School of Continuing Studies and began offering noncredit programs for adults. In the 1980s, the School of Continuing Studies established degree and weekend programs tailored specifically to meet the needs of working adults. Today, the School of Continuing Studies offers instructional formats that range from traditional in-class programs to accelerated programs. In an effort to reduce the challenges that "brick and mortar" course delivery presents to working adults, ODU also established online degree programs and attempts to stay on the cutting edge of instructional

technology, so as to provide students with the most efficient means of online course delivery.

Because many of ODU's adult students work full time, requiring them to attend classes on even two nights per week or weekends can present a challenge (particularly for single parents). Several students interviewed said that they found it difficult to balance multiple class meetings, even in the evening, with work and family and did not want to give up their entire weekend for classes. As a result, in 1994 ODU created the Learning Enhanced Adult Degree program (LEAD). LEAD is a unique accelerated program in which students can earn a bachelor's of science degree in four years by going to class one night each week. Classes generally meet for four hours per night over the course of six weeks. Currently, ODU offers two bachelor's degrees through the LEAD program, business administration and management (ODU also offers a master's of business administration through the LEAD program). For students who are unable to complete the program, LEAD allows students to opt out at the midway point with an associate degree.

In 2003, 811 students were enrolled in LEAD. Students who participate in the LEAD program are enrolled as a cohort, which

school. Further, it may be difficult for low-income adults to compete with traditional-age students, who are much more likely to attend full time, for general institutional grant dollars. Even small amounts of financial aid set aside for low-income adult students—or reduced rates for commonly used services such as parking and childcare—could significantly boost their likelihood of success in higher education.

ORIENTATION

For adults who are first-time college attendees or who are returning to college after a long time away, the transition to the college environment can be challeng-

ing. Orientation sessions specifically for adults can play a significant role in addressing adults' questions and concerns and easing their anxieties about becoming a student. Sixty percent of colleges and universities offer a student orientation program for adult students. Private not-for-profit (73 percent) and private for-profit institutions (71 percent) are most likely to sponsor adult orientation programs. Among institutions that provide adult orientation, academic planning, course registration, financial aid advising, and career counseling are the topics most commonly included (see **Table 11**).

generally must have between 15 and 22 registered students; the program has approximately 65–70 cohorts enrolled at any given time. To ensure that the structure and curriculum of LEAD meets the needs of its participants, a representative of each cohort meets with ODU staff once a month to provide feedback on what is going on in the classroom and to discuss ideas for improving the program. Several students stated that they enjoy the cohort model and find that it creates a much-needed support network among the students.

To create a basis of consistency for a cohort, students meet on the same night of the week, in the same classroom, and with the same students throughout their program. Students say this structure makes their education easier because they only have to remember one night and one room for their courses and are able to maintain relationships with the same classmates each term.

The LEAD program is one of the costliest adult programs in central Ohio. However, because LEAD students work full time, most are eligible for employer tuition reimbursement. On average, nearly half of LEAD students receive some type of tuition reimbursement. Unfortunately, the struggling economy has led

many companies to reduce or eliminate their tuition reimbursement programs, forcing LEAD students to rely on alternative funding sources. ODU students who are Ohio residents receive both the Choice Grant (an automatic grant for all Ohio residents who attend an Ohio private nonprofit college or university) and the Ohio Instructional Grant, which provides need-based tuition assistance to full-time undergraduate students from low- and moderate-income families. ODU also encourages students to apply for federal aid. In 2003–04, one out of four students received a Pell Grant. Despite the program’s high cost, steadily increasing enrollment suggests that students are willing to pay a premium for an accelerated program like LEAD that provides adult students an opportunity to achieve their educational goals with minimal weekly time commitments.

Photo courtesy of Ohio Dominican University



TABLE 11
PERCENTAGE OF INSTITUTIONS OFFERING ADULT ORIENTATION AND TOPICS COVERED,
BY SECTOR AND ADULT ENROLLMENT

Sector	Adult Enrollment	Offer Adult Orientation (%)	Topics Covered in Adult Orientation (%) ^a					
			Academic Planning	Career Counseling	Financial Aid Advising	Course Registration	Peer Mentoring or Tutoring Programs	Computer Training and User Support
Public four-year	Less than 25%	43	88	44	78	88	44	37
	25% to 50%	49	91	55	79	91	45	48
	More than 50%	81	76	44	88	88	12	NA
	Total	48	88	49	79	89	41	38
Private not-for-profit four-year	Less than 25%	72	91	41	76	86	45	56
	25% to 50%	71	89	45	82	85	49	54
	More than 50%	79	93	50	85	87	42	58
	Total	73	91	45	81	86	45	56
Public two-year	Less than 25%	50	100	62	85	77	54	31
	25% to 50%	54	96	67	89	90	54	49
	More than 50%	67	84	66	79	89	48	41
	Total	57	93	66	86	89	52	46
Private for-profit	Less than 25%	78	100	86	100	72	72	28
	25% to 50%	67	62	66	85	62	46	39
	More than 50%	75	87	71	96	67	33	46
	Total	71	77	70	91	65	44	40

^a Percentages under *Topics Covered in Adult Orientation* include only institutions that offer adult orientation.

SUMMARY

In general, institutions across all sectors do a relatively good job of providing the co-curricular support necessary for the academic success of adult students. Specifically, more than half of colleges and universities across all sectors provide access to services and resources during nontraditional hours, and to adult orientation programs. Additionally, at least half of postsecondary institutions operate satellite campuses and three out of four institutions are accessible via public transportation. However, few institutions set

aside financial aid to support low-income adults and fewer than 30 percent offer childcare. Despite the many co-curricular programs and services that institutions provide for adult students, low-income adults, without financial support and affordable childcare, may still struggle to succeed in higher education.

Despite the many co-curricular programs and services that institutions provide for adult students, low-income adults, without financial support and affordable childcare, may still struggle to succeed in higher education.

Conclusion

The results of this survey are mixed. Institutions offer a wide range of programs and services that benefit adult students and, in some cases, are of particular help to low-income adults. However, the survey also has identified many service gaps and areas in which institutions have much room to improve.

INSTITUTIONS GENERALLY HAVE DONE THE BEST IN THE FOLLOWING AREAS:

- Acknowledging the importance of adults in their mission statements or strategic plans. Sixty percent of institutions mention adults in their mission statements or strategic plans.
- Offering special academic programs to meet the needs of adult students. More than 90 percent of institutions offer at least one of the following: accelerated programs, night/weekend programs, distance education, or contract programs. In most cases, students can complete an entire degree through these programs.
- Developing early warning systems to identify struggling students. More than 80 percent of institutions operate such programs.
- Establishing full-service satellite campuses. Four out of five institutions have created satellite campuses, typically to offer adult students more convenient class locations. These satellite locations offer most of the same services available at main campuses.
- Being accessible via public transportation. More than three-quarters of institutions are located along bus or subway routes.
- Welcoming adult students. Sixty percent of institutions offer special orientation programs for adult students.

INSTITUTIONS NEED TO IMPROVE IN THE FOLLOWING AREAS:

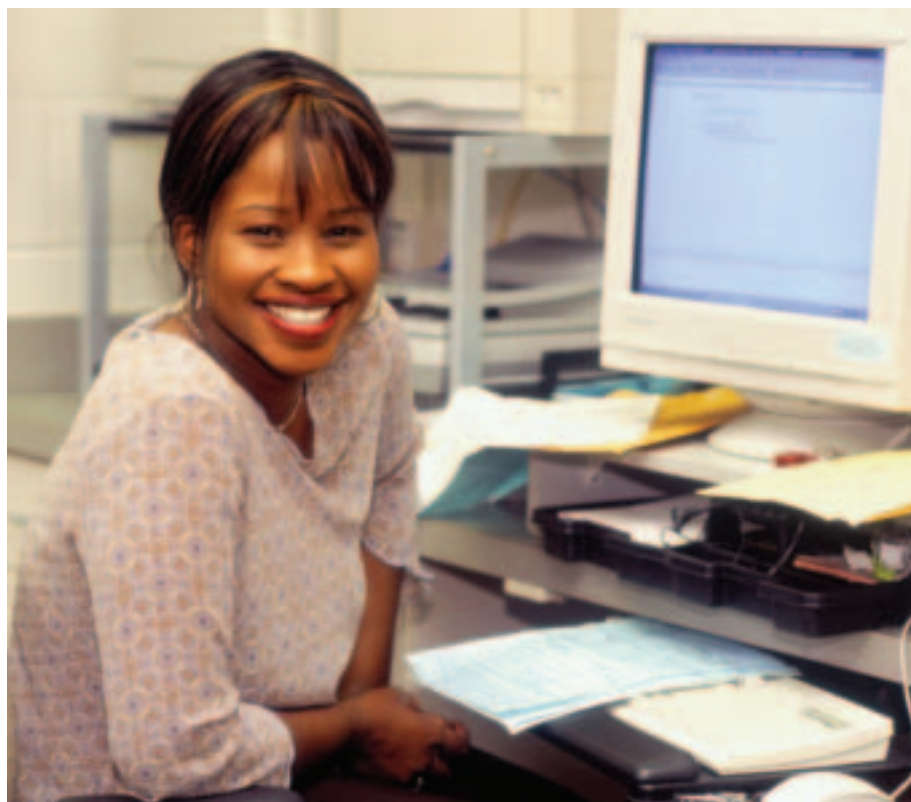
- Identifying low-income adults. Fewer than 20 percent of institutions specifically recognize those adult students who are low-income.
- Funding programs for low-income adults. Fewer than one-third of institutions seek external money to fund programs for low-income adults and even fewer earmark internal funds for low-income students. Community colleges are an important exception; nearly 60 percent of these institutions actively seek external money to fund programs for low-income adults.
- Finding and developing faculty who are skilled in teaching adults. The majority of institutions do not recruit new faculty experienced at teaching adults or offer training on teaching adults to their current faculty. Public four-year institutions lag far behind other institutions in this regard; fewer than 15 percent have such programs.
- Offering safe, affordable childcare. Fewer than one in three institutions offers childcare. However, two- and four-year public institutions, which serve the majority of adult students, are much more likely to offer childcare than either private not-for-profits or private for-profits.
- Providing financial assistance to low-income adults. Fewer than 30 percent of institutions set aside institutional financial aid for low-income adults and fewer than 15 percent waive or reduce fees for these students.

This report represents one of the first attempts to take a national measure of institutional programs, services, and policies for adult students in general, and low-income adult students in particular. The results are encouraging, but also reveal areas in which institutions can improve. Institutions generally have the organizational and academic infrastructure in place to serve adult students. The next step is to refine that infrastructure to better meet the needs of low-income adults by seeking external funds for special programs, funding institutional financial aid, and introducing childcare where it is not yet available.

Not reflected in this survey is the political, economic, and social context in which institutions are funded and must set priorities—a context in which serving low-income adults is rarely valued. Many institutions do an exceptional job of serving these students, but are rarely recognized for their work. Further, many other institutions could serve more low-income adults or serve them better, but operate in an environment that provides little incentive to invest in low-income adult students, especially when doing so would require diverting funds from traditional students, faculty research, or other activities that bring clear rewards to the institution. This report is offered in the hope of sparking greater interest within higher education in serving low-income adults, but with the clear understanding that translating that interest into action will require the broader support of political and community leaders, the media, alumni, other higher education supporters, and the voting public.

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**SUMMARY OF SURVEY RESULTS, BY INSTITUTION TYPE
AND PERCENTAGE OF UNDERGRADUATE ENROLLMENT AGED 25 OR OLDER**

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
<i>Specific definition of adult students?</i>																				
Yes	63	44	43	48	69	56	55	62	72	60	52	62	58	41	41	42	11	23	38	28
No	37	56	57	52	31	44	45	38	29	40	48	38	42	59	59	58	89	77	63	73
<i>Definition of adult is based on the following:*</i>																				
Age	87	85	95	88	88	93	100	90	89	87	97	90	67	90	85	87	100	45	100	78
Years out of high school	24	25	26	25	30	25	47	29	17	30	22	23	20	17	12	16	100	45	42	46
Family responsibility	23	14	12	16	21	21	47	22	27	16	19	21	7	10	9	9	-	11	-	5
Other	22	17	21	19	10	10	47	12	34	26	25	29	13	8	23	12	-	33	8	18
<i>Identifies low-income adult students?</i>																				
Yes	20	35	31	31	12	23	63	24	18	29	23	24	42	45	50	46	11	31	19	24
No	80	65	69	69	88	77	37	76	82	72	77	77	58	55	50	54	89	69	81	76
<i>Criteria for identifying low-income adults?*</i>																				
Federal poverty line	31	32	32	32	42	50	42	45	25	17	7	17	36	44	40	43	-	-	33	10
Federal assistance eligibility	77	83	73	80	79	64	89	74	74	73	57	69	73	82	81	81	100	100	67	95
Geographic identifier	3	7	5	6	-	11	-	5	6	7	-	5	-	6	9	7	-	8	-	5
Student self-identification	27	41	37	38	11	34	42	26	43	38	21	35	27	46	45	44	-	34	33	32
Other	23	9	16	13	20	14	16	17	31	14	29	22	18	10	9	10	-	16	-	5
<i>Mission statement or strategic plan articulates commitment to serving adults?</i>																				
Yes	48	58	68	58	40	51	81	47	59	71	74	67	62	60	64	61	11	44	66	49
No	52	42	32	42	60	49	19	53	41	29	26	33	39	41	36	39	89	56	35	51
<i>Mission statement or strategic plan mentions low-income adults?*</i>																				
Yes	4	7	9	7	3	3	11	4	4	5	10	6	9	12	13	12	-	-	5	2
No	96	93	91	93	97	97	89	96	96	95	90	94	91	88	87	88	100	100	96	98
<i>Institution has formal goals for serving adults?</i>																				
Yes	41	45	55	46	32	37	55	36	55	62	67	61	38	43	48	43	11	36	50	39
No	59	55	45	54	68	63	45	64	45	38	33	39	62	57	52	57	89	64	50	61
<i>Institution's formal goals for serving adults include the following:*</i>																				
Retention	69	83	85	80	58	84	82	72	73	78	78	76	70	79	90	81	100	100	87	93
Job placement	50	72	61	64	38	53	35	45	48	57	44	51	80	78	78	78	100	100	69	84
Degree attainment	79	80	84	81	62	75	82	70	87	87	83	86	70	79	83	79	100	72	87	81
Licensure or certification completion	36	51	47	47	26	35	47	32	38	51	42	44	70	62	74	66	-	36	31	32
Student satisfaction	72	79	77	77	78	84	65	80	71	80	78	76	60	77	62	72	100	79	87	84
Outreach activities	39	48	28	40	45	56	35	49	36	40	29	36	50	60	45	55	-	29	12	19
Enrollment benchmarks	41	42	38	41	33	31	47	33	44	51	54	49	60	34	30	35	-	50	25	36
Increase of "transfer-out" to four-year institutions	6	25	12	18	3	-	-	2	2	6	2	4	40	55	42	51	-	7	-	3
Increase of "transfer-in" from two-year institutions	45	22	26	28	38	35	35	36	54	49	54	52	20	3	2	4	-	7	12	10

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
	<i>Institution tracks progress toward the following goals:*</i>																			
Retention	65	75	81	75	55	72	100	67	66	76	81	74	70	68	72	69	100	93	87	90
Job placement	34	52	51	48	22	25	35	24	34	38	24	33	50	53	67	57	100	93	69	81
Degree attainment	70	75	80	75	45	69	82	59	79	81	85	82	70	77	78	77	100	64	75	71
Licensure or certification completion	26	46	47	42	20	25	65	26	27	44	39	38	50	53	72	58	-	43	31	36
Student satisfaction	65	71	75	71	62	63	65	63	66	80	78	75	50	67	64	65	100	72	81	77
Outreach activities	24	26	17	23	29	31		28	25	22	17	22	10	26	25	25	-	29	12	19
Enrollment benchmarks	42	43	41	42	26	21	47	26	48	59	56	55	60	35	37	37	-	43	25	32
Increase of "transfer-out" to four-year institutions	33	20	24	24	33	21	47	29	40	38	42	40	-	13	10	12	-	-	12	6
Increase of "transfer-out" from two-year institutions	10	24	12	18	7	-	-	3	6	14	10	10	50	42	32	40	-	14	-	6
<i>Institution uses tracked goals to inform decision making in the following areas:*</i>																				
Academic Affairs	68	79	77	76	65	79	100	74	71	84	73	77	50	78	74	75	100	72	81	77
Student Affairs	53	73	65	66	58	75	100	70	44	62	52	53	80	81	83	81	100	72	63	68
Other	15	15	11	14	3	3	18	5	16	16	15	16	10	19	17	18	100	14	-	10
None of the above	17	10	12	12	7	9	-	7	23	11	7	14	10	7	10	8	-	14	18	16
<i>Institution has office that has primary responsibility for low-income adults?*</i>																				
Yes	50	33	39	39	50	41	55	46	68	72	59	67	15	19	27	20	0	15	31	20
No	50	67	61	61	50	59	45	54	32	28	41	33	85	81	73	80	100	85	69	80
<i>Does this office do any of the following:*</i>																				
Work exclusively with adult students	64	71	68	68	48	52	65	50	75	86	72	79	25	52	57	52	-	67	70	69
Administer academic programs for credit	78	72	83	76	63	58	82	62	88	84	89	86	50	65	61	63	-	49	89	74
Co-curricular programming	37	30	22	30	37	29	35	34	37	25	28	30	25	41	22	34	-	33	10	18
Academic support services	61	74	83	72	46	66	65	55	70	59	67	64	50	87	100	89	-	100	100	100
Recommend campus policies to better meet adult students' needs	75	73	75	74	56	66	35	58	85	84	70	81	75	58	65	61	-	67	100	88
Other	12	12	9	11	19	8	35	16	8	10	11	9	25	24	9	19	-	-	-	-
<i>Institution's student center caters to adult students?*</i>																				
Yes	43	45	52	46	43	49	73	47	52	54	64	56	35	45	43	44	11	31	47	35
No	57	55	48	54	57	51	27	53	48	46	36	44	65	55	57	56	89	69	53	65

* Percentages based only on institutions that have the program, policy, or service described in the preceding italicized question.

**SUMMARY OF SURVEY RESULTS, BY INSTITUTION TYPE
AND PERCENTAGE OF UNDERGRADUATE ENROLLMENT AGED 25 OR OLDER (Continued)**

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
	Services/facilities of student center include:*																			
Social area for listening to music or watching TV	41	52	36	45	54	69	36	59	32	47	36	39	56	60	55	58	-	16	20	18
Common work area for adults to study in groups	56	66	67	64	63	72	27	64	57	62	72	63	44	70	77	70	-	58	60	57
Information on extracurricular activities	54	68	42	58	54	76	14	60	61	60	54	59	33	76	58	69	-	50	20	32
Academic support services	72	89	88	85	59	64	50	60	78	95	87	87	78	89	97	91	100	100	87	93
Computer labs	73	84	88	83	56	67	64	62	81	87	85	84	89	82	92	85	100	100	93	96
Personal counseling	53	64	56	59	49	62	64	56	52	55	44	51	89	76	74	76	-	50	53	50
Career counseling/job placement	60	77	65	70	46	55	36	49	63	73	54	64	89	83	94	86	100	92	60	75
Course registration	61	67	74	67	44	40	64	44	72	82	82	79	78	71	72	72	-	50	67	54
Bill payment	46	56	63	56	32	40	50	37	59	73	69	67	33	52	52	51	-	50	67	57
Financial aid counseling	63	77	80	75	41	45	64	45	70	85	77	78	100	74	80	77	100	100	87	93
Other	7	9	7	8	15	15	36	17	4	13	8	9	-	7	8	7	-	-	-	-
Institution earmarks internal funds for projects/programs for low-income adults?																				
Yes	15	22	25	21	15	15	37	16	16	19	23	19	23	31	44	34	0	10	9	9
No	85	78	75	79	85	85	63	84	84	81	77	81	77	69	56	66	100	90	91	91
Institution seeks external funding for these projects?																				
Yes	19	35	36	32	25	29	73	30	15	22	35	22	38	58	59	57	0	8	13	9
No	81	65	64	68	75	71	27	70	85	78	65	78	62	42	41	43	100	92	87	91
Has institution received external funds for this purpose?*																				
Yes	41	59	57	55	52	54	76	55	26	32	48	34	59	80	78	78	0	29	20	24
No	59	41	43	45	48	46	24	45	74	68	52	66	41	20	22	22	100	71	80	76
Institution grants credit for courses taken outside traditional academic settings?																				
Yes	27	41	51	40	19	35	73	29	44	64	62	56	31	39	43	39	22	28	38	31
No	73	59	49	60	81	65	27	71	56	36	38	44	69	61	57	61	78	72	62	69
Institution grants credit for life experiences?																				
Yes	32	42	48	41	19	35	73	29	44	64	62	56	31	39	43	39	22	28	38	31
No	68	58	52	59	81	65	27	71	56	36	38	44	69	61	57	61	78	72	62	69
Institution offers any of the following academic programs:																				
Accelerated degree programs	17	36	40	31	12	35	35	22	23	61	57	41	8	28	21	25	-	25	41	28
Night/weekend programs	40	74	82	65	48	69	90	58	34	74	89	56	69	78	79	78	39	70	79	69
Distance education programs	29	62	58	51	57	85	81	69	14	32	67	29	69	88	82	85	15	30	30	28
Contract programs for local employers or unions	13	46	42	34	22	43	61	32	8	31	38	20	42	70	70	68	-	15	21	15
None of the above	9	6	6	7	12	5	-	9	7	6	3	6	12	2	4	3	15	13	12	13

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
Institution designs the following programs so that students can complete them without taking classes during weekdays:*																				
Accelerated degree programs	44	51	83	61	40	33	100	41	86	79	89	83	50	52	56	52	-	40	86	67
Night/weekend programs	57	77	80	75	66	77	79	72	79	87	91	86	44	73	72	71	39	71	78	72
Distance education programs	69	61	81	68	54	67	68	62	66	77	88	79	56	66	69	66	100	34	100	67
Contract programs for local employers or unions	40	52	44	53	48	56	32	51	57	74	83	73	55	44	44	44	-	33	16	42
None of the above	13	8	5	8	13	6	4	9	10	4	3	5	16	7	6	7	14	18	9	13
<i>Institution uses "early warning system" to identify students in academic difficulty?</i>																				
Yes	86	84	84	84	80	79	63	79	88	87	90	88	81	79	83	80	100	92	81	89
No	14	16	16	16	20	21	37	21	12	13	10	12	19	21	17	20	0	8	19	11
<i>Institution operates intervention program for students with academic difficulties?</i>																				
Yes	46	55	64	55	27	36	45	32	59	54	69	59	38	50	57	51	55	80	69	72
No	54	45	36	45	73	64	55	68	41	46	31	41	62	50	43	49	45	20	31	28
<i>Institution offers full-time faculty a professional development program on teaching adult students?</i>																				
Yes	22	42	60	42	8	16	45	14	31	40	54	40	15	38	51	40	33	72	75	69
No	78	58	40	58	92	84	55	86	69	60	46	60	85	62	49	60	67	28	25	31
<i>Institution offers part-time faculty a professional development program on teaching adult students?</i>																				
Yes	27	43	61	44	8	14	45	13	42	51	62	51	15	35	46	36	33	72	75	69
No	73	57	39	56	92	86	55	87	58	49	38	49	85	65	54	64	67	28	25	31
<i>Institution recruits faculty who have experience teaching adult students?</i>																				
Yes	20	37	52	37	5	18	37	12	35	49	62	47	15	34	43	35	11	41	53	43
No	80	63	48	63	95	83	63	88	65	51	38	53	85	66	57	65	89	59	47	57
<i>Services available to students on night and weekends or via the web:</i>																				
Bookstore	42	64	71	59	56	78	71	66	32	67	77	51	58	72	71	71	54	37	68	52
Academic support	39	73	76	63	42	74	71	56	33	71	75	52	38	77	74	74	69	67	79	72
Computer labs	56	87	83	76	73	98	90	83	44	84	82	63	77	90	86	88	69	75	79	76
Personal counseling	19	40	41	33	26	36	35	30	15	35	35	25	27	47	35	43	23	35	50	39
Career counseling/job placement	26	54	52	44	27	43	35	33	20	42	41	31	31	52	47	49	54	78	65	69
Food services	39	51	38	45	61	71	61	65	33	61	49	45	38	51	53	50	15	28	15	21
Course registration	49	75	76	67	75	86	100	81	34	69	72	51	65	89	85	86	54	48	71	58
Bill payment	37	67	73	59	55	70	81	62	27	57	67	43	50	73	70	70	39	65	79	67
Financial aid counseling	25	60	65	50	23	53	45	36	20	56	62	39	38	59	53	56	54	73	79	72
Other	4	5	9	6	7	6	-	6	17	14	13	15	7	7	12	8	-	7	13	9
None	2	4	3	3	-	-	-	-	2	3	5	3	12	2	2	2	-	13	3	7
<i>Institution makes the following library resources available online:</i>																				
Catalog	53	83	73	70	74	95	81	83	41	85	87	63	92	93	85	91	39	49	50	46
Interlibrary loans	45	63	51	54	67	85	61	74	38	70	75	55	69	70	55	66	8	24	26	22
Research support	41	67	58	56	57	75	71	65	34	68	70	51	58	69	63	66	31	57	44	46
Other	3	8	4	6	6	5	12	6	8	14	7	10	4	6	4	5	-	22	6	13
<i>Institution offers orientation program for adult students?</i>																				
Yes	60	60	74	63	43	49	81	48	72	71	79	73	50	54	67	57	78	67	75	71
No	40	40	26	37	57	51	19	52	28	29	21	27	50	46	33	43	22	33	25	29

* Percentages based only on institutions that have the program, policy, or service described in the preceding italicized question.

**SUMMARY OF SURVEY RESULTS, BY INSTITUTION TYPE
AND PERCENTAGE OF UNDERGRADUATE ENROLLMENT AGED 25 OR OLDER (Continued)**

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
	Orientation program includes the following:*																			
Academic planning	92	85	88	88	88	91	76	88	91	89	93	91	100	96	84	93	100	62	87	77
Career counseling	50	59	62	58	44	55	44	49	41	44	50	45	62	67	66	66	86	66	71	70
Financial aid advising	81	85	87	85	78	79	88	79	76	82	85	81	85	89	79	86	100	85	96	91
Course registration	84	82	80	82	88	91	88	89	86	85	87	86	77	90	89	89	72	62	67	65
Peer mentoring or tutoring programs	49	50	39	47	44	45	12	41	44	49	42	45	54	54	48	52	72	46	33	44
Computer training and user support	45	48	47	47	37	48	-	38	56	54	58	56	31	49	41	45	28	39	46	40
Other	8	6	6	6	10	9	-	9	11	11	10	11	-	5	4	4	-	-	4	2
Institution offers co-curricular programs for low-income adults?																				
Yes	4	6	8	6	5	7	0	6	2	1	5	2	15	12	18	14	0	0	3	1
No	96	94	92	94	95	93	100	94	98	99	95	98	85	88	82	86	100	100	97	99
Institution offers any childcare services?																				
Yes	29	40	26	34	59	70	55	64	10	14	15	13	38	64	54	60	0	3	9	5
No	71	60	74	66	41	30	45	36	90	86	85	87	62	36	46	40	100	97	91	95
Institution offers the following childcare services:*																				
Childcare to part-time students	79	88	90	86	77	87	65	81	78	93	89	88	90	87	91	88	-	100	100	100
Childcare at satellite campuses	9	6	16	8	9	2	-	5	-	-	11	3	20	8	22	12	-	-	-	-
Childcare at all times when classes are in session and during final exams	60	55	59	57	61	62	65	62	56	64	56	59	60	51	51	51	-	100	100	100
Drop-off childcare	31	38	31	35	26	45	35	36	33	50	44	44	50	35	33	35	-	-	-	-
Childcare for children under age 2	49	46	39	45	49	47	47	48	56	43	56	50	40	45	42	44	-	100	-	25
Other	11	10	14	11	7	10	18	9	22	7	44	22	20	10	9	10	-	-	-	-
Institution accessible via public transportation?																				
Yes	74	78	79	77	78	83	100	81	72	68	70	70	54	76	83	76	89	90	81	86
No	26	22	21	23	22	18	0	19	28	32	30	30	46	24	17	24	11	10	19	14
Institution has taken any of these steps to make campus accessible:																				
Worked with local authorities to ensure adequate public transportation service to campus	19	43	33	33	41	55	55	47	9	20	18	14	27	59	62	58	8	30	21	23
Operated vans/buses to link campus to transportation hubs	15	15	11	14	36	35	45	36	6	12	10	9	15	14	14	14	8	10	6	8
Opened off-campus centers adjacent to transportation hubs	7	16	15	13	12	12	26	13	7	22	20	14	4	21	25	21	8	2	-	-
Opened satellite campuses in low-income neighborhoods	5	16	20	13	7	12	26	10	3	11	26	10	15	27	37	29	8	2	-	-
Provided safe, well-lit parking areas	48	82	79	70	71	87	81	78	35	80	72	55	85	87	87	87	39	73	77	69
Other	3	3	5	4	2	5	61	3	2	4	20	0	50	2	25	1	8	-	-	-
None of the above	4	5	7	5	4	1	55	5	3	6	31	0	31	1	14	3	23	17	-	-

	All Institutions (%)				Public Four-Year (%)				Private Not-for-Profit Four-Year (%)				Public Two-Year (%)				Private For-Profit (%)			
	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total	Less than 25%	25% to 50%	More than 50%	Total
<i>Institution operates satellite campuses?</i>																				
Yes	43	52	52	50	55	55	55	55	43	52	72	54	46	70	70	68	0	13	19	14
No	57	48	48	50	45	45	45	45	57	48	28	46	54	30	30	32	100	87	81	86
<i>Institution offers any of the following services at satellite locations:*</i>																				
Bookstore	48	59	47	54	53	53	47	53	42	57	48	50	50	62	46	57	-	59	49	53
Academic support	74	82	78	80	77	79	82	78	74	86	75	79	67	80	75	78	-	100	100	100
Computer labs	74	86	79	82	79	92	100	86	63	75	71	70	100	87	88	88	-	100	67	82
Personal counseling	36	44	36	41	32	36	35	34	37	36	29	34	50	47	44	46	-	80	33	54
Career counseling and job placement	38	51	39	45	34	32	18	32	39	45	34	40	50	54	53	54	-	100	16	54
Food services	28	28	19	26	32	34	18	32	26	32	25	28	25	25	20	24	-	20	-	9
Course registration	79	87	83	84	75	85	65	79	79	94	80	85	92	87	83	86	-	59	100	81
Bill payment	54	68	72	66	57	60	65	58	48	60	75	62	67	75	66	72	-	59	84	72
Financial aid counseling	51	66	71	64	51	53	35	51	50	64	71	62	58	68	71	68	-	80	84	82
Other	2	3	6	4	4	2	18	4	-	7	2	4	-	2	5	3	-	-	16	9
<i>Can students take entire academic program at satellite locations?*</i>																				
Yes	52	55	56	55	49	53	65	51	59	66	76	67	62	55	55	55	0	30	29	28
No	48	45	44	45	51	47	35	49	41	34	24	33	38	45	45	45	100	70	71	72
<i>Aside from institutional financial aid, does institution subsidize any of the following costs for low-income adults:</i>																				
Childcare	4	7	5	6	11	17	27	15	1	2	3	2	4	12	9	11	-	-	-	-
Parking	2	5	6	5	1	3	-	2	3	8	10	7	4	6	10	7	-	3	-	1
Transportation	1	1	2	1	-	-	-	-	1	1	3	2	4	2	3	2	-	3	-	1
Other	2	3	4	3	1	-	10	1	2	5	3	4	4	4	8	5	-	3	-	1
None of the above	87	76	81	80	87	80	63	82	92	84	80	86	83	76	71	75	100	92	100	96
<i>Institution waives any fees for low-income adults?</i>																				
Yes	9	6	9	8	5	6	19	6	10	11	15	11	12	7	14	9	11	0	0	1
No	91	94	91	92	95	94	81	94	90	89	85	89	88	93	86	91	89	100	100	99
<i>Institution earmarks institutional aid for low-income adults?</i>																				
Yes	18	21	25	21	22	18	37	21	18	24	35	24	8	28	32	27	11	8	9	9
No	82	79	75	79	78	83	63	79	82	76	65	76	92	72	68	73	89	92	91	91
<i>Are part-time low-income adult students eligible?*</i>																				
Yes	85	91	96	91	70	86	100	79	94	84	90	88	100	94	100	96	100	100	100	100
No	15	9	4	9	30	14	-	21	6	16	10	12	-	6	-	4	-	-	-	-
<i>Degree of urbanization:</i>																				
Large city	20	22	32	24	10	28	26	18	22	22	30	23	8	10	26	13	47	45	39	43
Mid-sized city	29	26	19	26	37	32	35	35	27	29	11	25	19	27	20	25	23	17	24	21
Urban fringe of large city	17	22	17	19	11	13	19	12	19	22	28	22	4	21	15	19	23	30	9	21
Urban fringe of mid-sized city	8	5	7	6	10	1	10	6	9	6	5	7	4	7	6	7	-	2	9	5
Large town	5	4	5	4	8	7	10	8	4	4	3	4	12	3	5	4	-	2	6	3
Small town	17	15	13	15	20	12	-	15	16	12	13	14	35	25	22	25	-	-	6	2
Rural	3	5	5	4	2	8	-	4	2	5	10	4	19	7	6	8	-	-	-	-

* Percentages based only on institutions that have the program, policy, or service described in the preceding italicized question.

Survey Instrument

INSTRUCTIONS: This survey is intended to identify the ways in which institutions serve adult students in general, and low-income adults in particular. ACE intentionally avoids offering a strict definition of “low-income” because circumstances vary tremendously from locality to locality.

This survey refers to programs and services for students enrolled in undergraduate credit-bearing courses. Please do not include noncredit courses such as extension courses, recreational courses, or adult basic education courses.

Identifying information provided in this survey will be used only for purposes of tracking and following up with respondents to find out more about your institution. All responses will be held in strict confidence. ACE will not release the names of institutions or individuals, or any other identifying information collected in this survey.

IPEDS ID _____

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Does your institution offer undergraduate coursework? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is more than 5 percent of your undergraduate student population over the age of 24? | <input type="checkbox"/> | <input type="checkbox"/> |

IF NO TO EITHER OF THESE QUESTIONS, PLEASE SKIP TO QUESTION 34.

GENERAL INFORMATION

3. Does your institution use a specific definition for identifying adult students? YES NO

IF YES:

Is this definition based on any of the following? (Check all that apply.)

- Age (e.g., older than 25)
- Years out of high school
- Family responsibility (e.g., married with children, head of household)
- Other

If other, please specify:

4. Does your institution regularly identify low-income adult students? YES NO

IF YES:

Does your institution use any of the following criteria? (Check all that apply.)

- Federal poverty line
- Federal assistance eligibility
- Geographic identifier (e.g., ZIP code)
- Student self-identification
- Other

If other, please specify:

INSTITUTIONAL COMMITMENT

YES NO

5. Does your institution articulate, in its mission statement or strategic plan, a commitment to serving adult students?

IF YES:

Does your institution specifically mention low-income adults in either of these documents?

6. Has your institution articulated formal goals for serving adult students?

IF NO: SKIP TO QUESTION 10

IF YES:

Do these goals include any of the following? (Check all that apply.)

- Retention
- Job placement or career advancement
- Degree attainment
- Licensure or certification completion
- Student satisfaction
- Outreach activities
- Enrollment benchmarks
- Increase of “transfers-out” to four-year institutions (two-year institutions only)
- Increase of “transfers-in” from two-year institutions (four-year institutions only)
- Other

If other, please specify:

7. Does your institution track progress toward any of these goals for adult students?

IF YES:

Which goals are tracked? (Check all that apply.)

- Retention
- Degree attainment
- Job placement or career advancement
- Licensure or certification completion
- Student satisfaction
- Outreach activities
- Enrollment benchmarks
- “Transfers-in” (four-year institutions only)
- “Transfers-out” (two-year institutions only)
- Other

If other, please specify:

8. Does your institution regularly use tracked goals for decisions regarding any of the following? (Check all that apply.)

- Academic Affairs
- Student Affairs
- Other
- None of the above

If other, please specify:

9. Does your institution make a special effort to track progress toward any of these goals, particularly as they relate to low-income adults? YES NO

10. Does your institution have an administrative office that has primary responsibility for serving adult students?

IF YES:

Does this office do any of the following? (Check all that apply.)

- Work exclusively with adult students
- Administer academic programs for credit, specifically for adult students (e.g., night/weekend programs, off-campus centers, etc.)
- Provide co-curricular programming
- Provide academic support services such as tutoring, counseling, or job placement
- Assess campus policies and programs to recommend changes that may better meet adult students needs
- Other

If other, please specify:

11. Does your institution's student center operate facilities or services that cater to adult students?

IF YES:

Do these services or facilities include any of the following? (Check all that apply.)

- Social area for listening to music or watching TV
- Common work area adults can meet in study groups
- Up-to-date information on extracurricular activities occurring on campus or in the community
- Academic support services (e.g., advising, tutoring)
- Computer labs
- Personal counseling
- Career counseling and/or job placement
- Course registration
- Bill payment
- Financial aid counseling
- Other

If other, please specify:

12. Does your institution earmark internal funds for specific projects or programs that serve low-income adults?

13. Does your institution actively seek external funding for specific projects or programs that serve low-income adults?

IF YES:

Has your institution received any external funding specifically for these programs?

ACADEMIC PROGRAMS

YES

NO

14. Does your institution regularly grant credit to students who have successfully completed courses that they had taken outside of traditional academic settings (e.g., courses they had taken at work?)

15. Does your institution regularly grant credit to students for life experiences (e.g., at-work skill development)?

16. Does your institution offer any of the following academic programs? (Check all that apply.)

- Accelerated degree programs
- Night/weekend programs
- Distance education programs
- Contract programs for local employers or unions
- None of the above

IF SO:

Does your institution design any of these programs so that students can complete their entire program without having to take classes during the day, Monday through Friday? (Check all that apply.)

- Accelerated degree programs
- Night/weekend programs
- Distance education programs
- Contracted programs for local employers or unions
- None of the above

17. Does your institution use any type of “early warning system” to identify students who are experiencing academic difficulty?

18. Does your institution operate an intervention program for adult students experiencing academic difficulties?

19. Does your institution offer its full-time faculty some type of orientation/professional development program on teaching adult students?

20. Does your institution offer its part-time faculty some type of orientation/professional development program on teaching adult students?

21. Does your institution specifically recruit faculty members who have experience teaching adult students?

CO-CURRICULAR PROGRAMS

22. Which of the following services are available to students on nights and weekends or via the web? (Check all that apply.)

- Bookstore
- Academic support services (e.g., advising, tutoring)
- Computer labs
- Personal counseling
- Career counseling and/or job placement
- Food services (e.g., cafeteria, food court)
- Course registration
- Bill payment
- Financial aid counseling
- None of the above
- Other

If other, please specify:

23. Does your institution make the following library resources available on the web? (Check all that apply.)

- Catalog
- Interlibrary loans
- Research support
- Other

If other, please specify:

24. Does your institution offer an orientation program designed to meet the needs of adult students?

YES NO

IF YES:

Does this orientation program include any of the following components? (Check all that apply.)

- Academic planning
- Career counseling
- Financial aid advising
- Course registration
- Peer mentoring or tutoring programs
- Computer training and user support
- Other

If other, please specify

25. Does your institution offer any co-curricular programs specifically for low-income adults?

IF YES, please specify:

LOGISTICAL SUPPORT AND ACCESSIBILITY OF SERVICES

YES NO

26. Does your campus offer childcare services to its students?

IF YES:

Do you offer any of the following childcare services? (Check all that apply.)

- Childcare to part-time students
- Childcare at satellite campuses
- Childcare at all times during which classes are in session and during final exams
- Drop-off childcare (e.g., students can drop off children for any amount of time throughout the day)
- Childcare for children under the age of two
- Other

If other, please specify

27. Is your institution accessible via public transportation?

28. Has your institution, at any time, taken any of the following steps to increase student accessibility to your campus? (Check all that apply.)

- Worked with local authorities to ensure adequate public transportation service to campus
- Operated vans/buses to link campus to transportation hubs
- Opened off-campus centers adjacent to transportation hubs
- Opened satellite campuses in low-income neighborhoods
- Provided safe, well-lit parking areas
- None of the above
- Other

If other, please specify

29. Does your institution operate satellite campuses?

IF NO: SKIP TO QUESTION 31

IF YES:

Does your institution offer any of the following services at any of its satellite locations? (Check all that apply.)

- Bookstore
- Academic support services (e.g., advising, tutoring)
- Computer labs
- Personal counseling
- Career counseling and/or job placement
- Food services (e.g., cafeteria, food court)
- Course registration
- Bill payment
- Financial aid counseling
- None of the above
- Other

If other, please specify

30. Can students attending programs at satellite campuses take their entire academic program at these satellite locations?

31. Aside from institutional financial aid, does your institution subsidize any of the following costs for low-income adults out of its operating budget? (Check all that apply.)

- Childcare
- Parking
- Transportation
- None of the above
- Other

If other, please specify

	YES	NO
32. Does your institution routinely waive any general fees for low-income adults (e.g., recreation fees, student activity fees, athletic fees)?	<input type="checkbox"/>	<input type="checkbox"/>
33. Does your institution earmark institutional aid specifically for low-income adult students?	<input type="checkbox"/>	<input type="checkbox"/>
IF YES: Are part-time low-income adult students eligible?	<input type="checkbox"/>	<input type="checkbox"/>

Respondent Information

34. Name of Institution _____

35. Name of person(s) filling out survey _____

36. Position title _____

37. Telephone number or e-mail address _____

38. Number of years at institution _____

39. Number of years in position _____

Improving Lives: Ensuring Academic Success for Low-Income Adults

Improving Lives is a multifaceted, three-year project of the ACE Center for Policy Analysis and funded by Lumina Foundation for Education to help institutions and policy makers identify and implement strategies that help low-income adults succeed in college and improve their lives.

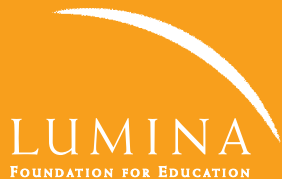
GOALS

- To make the case that low-income adults are a vital part of the college student population, who possess unique characteristics, face significant challenges, and require greater attention and assistance than traditional students.
- To identify proven policies and programs that help low-income adults meet their educational goals, as well as spotlight existing institutional and public policy barriers that impede the academic progress of these individuals.
- To prompt action among institutional and policy leaders to improve the academic success of low-income adults.

REPORTS AND ACTIVITIES

- **A national profile of low-income adult students** (February 2004): *Low-Income Adults in Profile: Improving Lives Through Higher Education*, presents key data on the low-income adult population in the United States, as well as low-income adult college students. It describes the background characteristics, academic profiles, and special challenges faced by low-income adult students, contrasting their situations with those of traditional students and other adults. The report features an essay by economists Anthony Carnevale and Donna Desrochers that defines the economic and social value of investing in the education of low-income adults.
- **An interactive policy web site** (November 2004): ACE conducted a national review of state and federal policies affecting low-income adult students. The findings are featured in an online database of 500 listings that allows visitors to search programs by jurisdiction (federal or one of the 50 states) and by program type (e.g., TANF, student financial aid). The site also features profiles of state and federal programs that offer significant educational benefits to low-income adults.
- **A national survey of campus policies and practices** (May 2005): *Improving Lives Through Higher Education: Campus Programs and Policies for Low-Income Adults* describes the landscape of institutional policies, programs, and practices that help low-income adults meet their academic goals and those that may act as barriers to their success, based on a survey of more than 1,000 institutions.
- **Policy summits** (September 2005): The project concludes with meetings in Los Angeles, California, and Charlotte, North Carolina, for teams of state policy makers and institution leaders to craft action plans that address the needs of low-income adult students.

For more information on the project, to access project resources, or to register interest in the policy summits, please call (202) 939-9551 or visit the Center for Policy Analysis section of the ACE web site (www.acenet.edu).



The American Council on Education (ACE) is grateful to Lumina Foundation for Education for its generous support of this project.



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