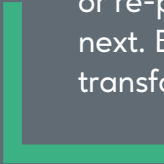
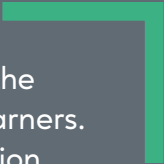


Adult-Ready Self-Assessment for Institutions & Systems

Adult-Ready Self-Assessment for Institutions & Systems



Institutions and systems are at the forefront of making the changes needed to equitably serve post-traditional learners. The goal for this self-assessment is to help your institution or system achieve a comprehensive vision for adult-ready transformation based on the five priorities for transformation. Use this tool to 1) assess the degree to which strategies have been implemented and scaled, and 2) prioritize or re-prioritize actions within those strategies to deploy next. Be sure to review the five priorities for adult-ready transformation prior to engaging this self-assessment.













Assess






Prior to assessing the degree to which adult-ready strategies have been implemented and achieved at scale, pull together a cross-cutting group of stakeholders. Include leaders from the president's office, student affairs, academic affairs, key faculty, and critical administrative offices such as the registrar and financial aid. Then, complete the assessment as a group. Across the five priorities for achieving adult-friendly transformation, determine which actions have not been implemented, are in the planning stages, have been implemented but not at scale, are at scale but need improvement, and are at scale with no major need for improvement. Assessment response descriptors are defined further below.






- ✓ **This is not a priority:**
This action is not being implemented at the institutional level and there is little interest in doing so.
- ✓ **This is not yet a priority and is worth considering:**
This action is not being implemented, but may be in the future.
- ✓ **This is a priority and we plan to implement it:**
Our institution is engaging in planning to effectively implement this strategy.
- ✓ **This is a priority with work underway, but not at scale:**
This action is being implemented, but not to all learners who would benefit from it.
- ✓ **This is a priority and is implemented at scale:**
This action is being effectively applied to all learners who would benefit from it.













Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
ACCESSIBILITY						
Ensure institutional and state aid works for post-traditional learners						
Reduce barriers within current financial aid programs or design new ones for post-traditional learners						
Incorporate strategic emergency grants as a key component of aid offerings						
Braid state and federal funding						
Use financial levers to increase postsecondary engagement and progression for key post-traditional populations						
Expand use of Ability to Benefit						
Offer small dollar retention and completion grants						
Forgive unpaid balances to promote re-enrollment and transfer						




Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
Conduct comprehensive outreach to all post-traditional learners						
Launch a comprehensive campaign aimed at (re) enrolling post-traditional learners						
Orient marketing materials around post-traditional learners						
Be transparent about the time, cost and value of programs						
PROGRAM CHANGE						
Deliver program content in “adult-friendly” ways						
Promote active learning and andragogy among faculty						
Support and incentivize faculty professional development opportunities						
Create culturally inclusive classrooms						
Make learning assessments equitable						

Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
Design programs for flexibility and convenience						
Modify course pace, frequency and schedules						
Go hybrid or hyflex with online instruction						
Infuse competencies and skills into the curriculum						
Develop pathways that leverage and support all skill and preparation levels						
Maximize integrated education and training						
Systematize credit for prior learning						
Accelerate to credit-bearing gateway coursework						
Bridge non-credit training to credit programs						

Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
OPERATIONAL CHANGE						
Create a one-stop student experience						
Integrate student services into one centralized location						
Eliminate barriers and siloes across all administrative offices						
Develop efficient systems for tailored student advising						
Provide students with an adult-focused navigator						
Institute proactive advising						
Align student services across non-credit and credit programs						

Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
DATA						
Strengthen data measurement and collection systems to better monitor and evaluate post-traditional learner outcomes						
Create common metrics and definitions for post-traditional learners						
Connect state data across agencies to improve measurement and disaggregation of long-term outcomes						
Leverage national data sets to measure success indicators and outcomes for post-traditional learners						
Link non-credit and credit data systems to better track students in non-credit programs						
Transparently report on established goals for post-traditional learner enrollment and outcomes						

Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
PARTNERSHIPS						
Engage employers and workforce systems to promote program relevance						
Use labor market data to identify and be more explicit about the credentials and programs that have labor market value						
In partnership with employers and industry associations, develop pathways aligned with labor market needs						
Dedicate a team to forging, managing and evaluating partnerships with employers						
Collaborate with employers to provide applied learning experience that bridge learning and work						
Participate in or encourage regional consortia to develop sustainable talent ecosystems						

Strategy/Action	 This is not a priority	 This is not yet a priority and is worth considering	 This is a priority and we plan to implement it	 This is a priority with work underway, but not at scale	 This is a priority and is implemented at scale	Comments/analysis on status and opportunity
Partner to provide critical wrap-around supports						
Drive collaboration and information-sharing among local and state agencies to expand access to public benefits						
Liaise with community-based and faith-based organizations to provide targeted, culturally-responsive supports to post-traditional learners						



(Re)Prioritize

After completing the assessment, use the reflection questions below to determine how your institution is faring on each of the five priorities. These questions are designed around six categories/focus areas to ensure that planning and implementation are equitable, inclusive, aligned, and fully poised to succeed at scale. Take your time to walk through these questions as a group. Identify any patterns that emerge. Identify key gaps to address. Determine if existing efforts are spread across the five priority areas or if they are concentrated in just one or two priorities. Come back to these questions at regular points in the process. If there are certain questions or components that can not be answered or are not resolved, take the time to address them.

REFLECTION QUESTIONS TO SUPPORT PLANNING

EQUITY:

- What is required to develop these actions in a way that will reach and support all key populations?
- Are there any policies or components of these actions that might leave out or disadvantage certain populations? If so, how can that be addressed in the earliest phase of planning to resolve it?
- Are key student populations included in the planning process to ensure the actions are designed to sufficiently meet their needs?

LEADERSHIP:

- Will leadership champion and incentivize implementation of the new actions?
- Is leadership poised to steadily communicate the need for this work and progress on implementation?

STAKEHOLDER ENGAGEMENT:

- Is there strong support for these actions across all key stakeholders? If not, what conversations, evidence, and action are needed to ensure support prior to and during implementation?
- Who are the stakeholders that need to be involved in the planning efforts and who will be impacted by this work?
- What is needed to engage all affected stakeholders from the very beginning? Who will lead these actions?

ALIGNMENT:

- In what ways do these actions align to other existing opportunities and initiatives within the institution and at the state-level to strengthen support for implementation and to optimize impact?
- What can be done to leverage existing assets in aligned initiatives?
- How can improved alignment also support improved equity?

RESOURCES:

- Are there sufficient resources, capacity, and human capital to implement and communicate these new actions? If not, is there a way to get the work started and a plan to identify or redirect resources and human capital over time to increase capacity to implement and sustainably scale?
- Is training available to support faculty and staff in engaging in this strategy?

PROCESS:

- What is needed to get the actions off the ground?
- How will these actions be marketed and communicated to students and stakeholders?
- Who will be responsible for which parts of the plan and on what timeline?



Take Action

With priority strategies and actions identified, your institution is now ready for action. Reference the research, case studies and exemplars in each of the playbook action guides to inform concrete next steps for the work. If actions at the implementation level have been achieved, look to what is next for improvement and to go next level. Be sure to partner with and learn from state leaders to ensure your vision can be achieved at scale.



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