



Adult Learners: Third-Party Sources Summary

November 14, 2022

Context

In support of local college-specific efforts to increase adult learner enrollments, the Office of Institutional Effectiveness and Research (OIER) conducted an analysis of third-party research to gather findings about Adult Learners to better understand what practices are best suited for the needs of the SDCCD Adult Learners.

According to a study by the Education Advisory Board (EAB), from 2012-2014, there was a decline in the number of enrollments (-7%) by community colleges nationwide that were disproportionately adult learners. For the purpose of this summary, Adult Learners are defined as students above the age of 25 or students who did not enter college straight out of high school. The EAB estimated that decline in enrollments created a loss of over 540 million dollars nationwide in tuition revenue.

Enrollment data at SDCCD reflects the national trend of declining enrollments for adult learners, which was exacerbated by COVID-19. On average, 58% of all the SDCCD enrollments were adult learners from 2012-2019 ([DataMart](#)). In 2020-2021, adult students were 48% of enrollments. While this decline does coincide with the trend of overall enrollments also declining, the colleges have expressed a sense of urgency to re-connect with our community's Adult Learners and support their degree completion and career goals.

Focus of Analysis

This briefing first focuses on the disproportionate loss of adult learners from the SDCCD from the 2016 to 2020 academic school years. Second, the briefing provides a review of recommendations from three third-party sources to give insight into evidence-based strategies for retaining adult learners and helping them navigate and succeed in college life.

Methodology

- Conducted a review of public enrollment data to analyze current SDCCD enrollment trends.
- Third-party resources were collected and reviewed. Notes were taken on each resource, which were then used to create succinct summaries of each resource, outlining the most salient points. These summaries were then scanned and marked using codification methodologies in order to visually identify the most prevailing ideas in each resource summary. These codifications were then cross-referenced with one another for similarities in order to reveal prevailing ideas or recommendations.

Summary of Highlights

1. From 2016-17 to 2020-21, adult learners have accounted for the majority of the enrollment decline within the SDCCD. For the Credit Colleges, about 60% of enrollments lost were adult learners. For the College of Continuing Education, about 85% of enrollments lost were adult learners.
2. Disproportionate impact (DI) analysis of the SDCCD's lost enrollments indicates that the enrollment loss of Black/African American students was the largest and most consistent out of any group throughout the SDCCD from 2016-17 to 2020-21. Overall, this group accounted for 12% of lost enrollments, but only 7% of the student population.
3. The third-party resources indicate Adult Learners have a greater chance of retention and success if there are clear certificate roadmaps for each program and clear, measurable, task-centered learning outcomes for every course. These resources provide insight into creative, evidence-based solutions to addressing the needs of adult learners and include the following key recommendations for the colleges to consider.
 - Identify existing pedagogical practices that are not currently meeting the needs of the dynamic lives of Adult Learners. Provide support for faculty to revise and adjust these practices.
 - Develop start-to-finish course and program roadmaps.
 - Establish strategies and infrastructure for increasing access to academic advisors and strengthening connections to resources for basic needs.
 - Consider setting specific attainment goals and targeted strategies for adult learners, keeping in mind marginalized groups.

Key Takeaway: Establishing college-specific and districtwide Adult Learner recruitment, retention, and completion goals may help focus strategic enrollment management efforts to better ensure our colleges meet the needs of San Diego's Adult Learners.

Notes and Limitations

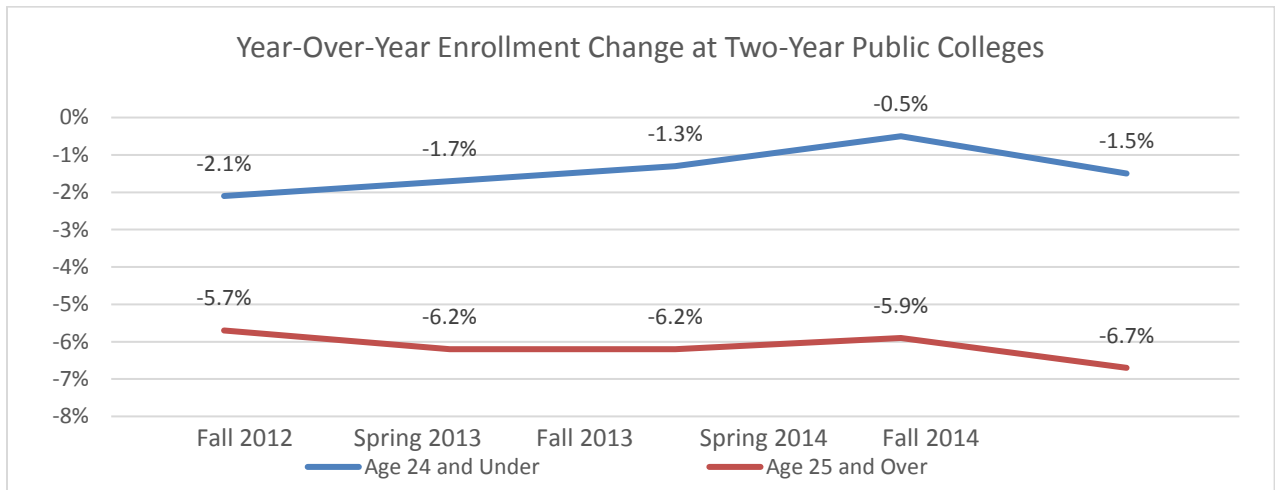
1. DataMart information pertains the entire San Diego Community College District and is from 2016-17 to 2020-21. Downloaded on 06/09/2022.
2. Statements made about the Student Profiles Dashboard focus on students enrolled in Fall 2021 and Spring 2022.
3. The primary third-party sources reviewed are from nationally-recognized organizations and initiatives that have shown positive results in supporting Adult Learner attainment. While some resources are focused on states where there are less adult learners and where resources may be more concentrated, the recommendations made are still relevant to our local context, though this may be more useful in guiding principles and areas for exploration rather than specific strategies to be implemented as outlined e resources.
4. Although the data presented by the Education Advisory Board (EAB) is from Fall 2012 to Fall 2104. The SDCCD has been experiencing similar patterns of student recession from 2016-17 to 2020-21 (based on enrollment data available on [DataMart](#)).

Highlights

- From 2016-17 to 2020-21, adult learners have accounted for the majority of the enrollment decline within the SDCCD. For the Credit Colleges, about 60% of enrollments lost were adult learners. For the College of Continuing Education, about 85% of enrollments lost were adult learners.**

The decline of adult learner enrollments began nationally from Fall 2012 to Fall 2014. According to the National Student Clearinghouse, enrollments at two-year public colleges declined by 7% nationwide (see Figure 1).

Figure 1. Year-Over-Year Enrollment Change at Two-Year Public Colleges (EAB, pg.12)



The Education Advisory Board (EAB) found that adult learners disproportionately drove this decline. Estimating that nationwide there was a loss of about \$1 million in tuition revenue per 624 students (EAB, pg. 12). Based on this metric, a conservative estimate would indicate that the SDCCCD has continued to lose millions of dollars in FTES allocations from adult learners since 2016-17. An increase in total enrollments at the SDCCCD from 2016-17 to 2017-18 masked the trend of declining Adult Learner enrollments, who were the majority of enrollments until 2020-21. It is important to note that there was a disproportionate decrease of students above the age of 50 in 2020-21. This may be due to COVID-19 and the related increased health risks of this population. See Appendix A. on pg.13 for data tables on SDCCD Enrollment: Total Enrollments, Change in Enrollments and, Percentage Change in Enrollments.

Table 1. Percent Change of SDCCD Enrollments from 2016-17 to 2020-21, by Adult Learner Age-group (DataMart)

Percent Change of SDCCD Enrolments from 2016-17 to 2020-21, by Adult Learner Age-group				
Age	% Change from 2016-17 to 2017-18	% Change from 2017-18 to 2018-19	% Change from 2018-19 to 2019-20	% Change from 2019-20 to 2020-21
24 or younger	6%	-5%	-6%	-3%
25 or older	-3%	-2%	-16%	-18%

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- 2. DI analysis indicates that the enrollment loss of Black/African American students was the largest and most consistent out of any group throughout the SDCCD from 2016-17 to 2020-21. Overall they were 12% of enrollments lost, but only 7% of the student population.**

A further look into the loss of enrollments reveals that among the Credit Colleges, there are patterns of disproportionate impact (DI) of enrollment loss for Black/African-American and Pacific Islander students (see Table 2). At the College of Continuing Education (SDCCE), the loss of Black/African American and American Indian/ Alaskan Native student enrollments is disproportionately impacted (see Table 3 on pg. 5). Note that over 90% of enrollments at the SDCCE are Adult learners; because of this, almost every ethnic subgroup of student ages 24 or younger, shows disproportionately impact of enrollment loss, but constitutes only a small numbers of students impacted.

Analysis of loss of enrollments when compared to national trends illustrates the continuity of attainment gaps for Black/ African American students, as well as Adult Learners.

Table 2. Disproportionate Impact of Enrollment Loss for Credit Colleges from 2016-17 to 2020-21, by Age Group & Ethnicity* (DataMart)

DI Score by Ethnicity	City			Mesa			Miramar		
	Overall	24 or younger	25 or older	Overall	24 or younger	25 or older	Overall	24 or younger	25 or older
Black/African-American	1.94	0.81	1.17	1.89	1.01	0.98	1.30	--	1.12
American Indian/ Alaskan Native	1.12	--	1.03	1.75	0.44	1.51	1.81	--	1.06
Asian	--	--	--	0.91	0.94	1.12	0.16	--	1.85
Filipino	--	--	2.39	1.38	1.1	0.8	1.33	0.41	1.80
Hispanic	1.29	1.19	0.65	0.54	1.1	0.78	--	--	1.25
Multi-Ethnicity	--	--	--	--	--	--	--	--	--
Pacific Islander	3.72	1.30	0.74	2.62	0.63	1.48	5.08	0.44	1.49
White	0.49	--	1.07	1.51	1.14	0.88	1.95	0.6	1.39

* Numbers highlighted in brown indicate a disproportionate impact in the decline of enrollments from 2016-17 to 2020-21. '--' indicates there was no disproportionate impact in the loss of enrollments for that group. The higher the number, the higher the DI. DI criteria is 1.15 or above.

Table 3. Disproportionate Impact of Enrollment Loss for SDCCE from 2016-17 to 2020-21, by Age Group & Ethnicity* (DataMart)

SDCCE	Overall	24 or younger	25 or older
Black/African American	1.17	1.34	0.95
American Indian/ Alaskan Native	1.56	1.53	0.96
Asian	0.99	1.58	0.96
Filipino	0.72	1.09	0.99
Hispanic	0.96	1.19	0.95
Multi-ethnicity	0.64	1.51	0.89
Pacific Islander	1.12	1.59	0.92
White	1.02	1.36	0.98

* Numbers highlighted in brown indicate a disproportionate impact in the decline of enrollments from 2016-17 to 2020-21. '--' indicates there was no disproportionate impact in the loss of enrollments for that group. The higher the number, the higher the DI. DI criteria is 1.15 or above.

3. The literature review indicates Adult Learners have a greater chance of retention and success if there are clear certificate roadmaps for each program and clear, measurable, task-centered learning outcomes for every course. Additionally having flexible class scheduling, connections to basic needs, accessible mentors/ academic advisors, deferred tuition, a central student portal, and auxiliary services would address varying barriers/needs of adult learners.

The Education Advisory Board (EAB) identifies three (3) overarching adult learner re-enrollment challenges and related barriers, and provides three corresponding strategies to address these challenges to adult learner student success.

Challenges:

- 1.) Working Adults are Deterred from Enrollment
 - High Up-front, Out-of-Pocket Cost
 - Re-entry Anxiety
 - Complex Enrollment Processes
- 2.) Program Options are Misaligned with Career Goals
 - Redundant Content
 - Irrelevant Courses
 - Untimely Programs
- 3.) Job Seekers question value of retraining
 - Forgo Retraining for other Opportunities
 - Skeptical of ROI
 - Question Long Term Career Potential

Recommended Strategies:

1.) Remove enrollment barriers

- Deferred Tuition Reimbursement Billing : Delay billing students until the end of the term
- Noncredit-to-Credit Course Discount : Offer free courses that can be used for credit
- Employer-Based Enrollment Advisor : Place part-time advisors at employer sites to help workers apply for college, secure financial aid, and register for courses

2.) Align program options with career goals

- Stackable Certificate Career Roadmap : With an employer partner, map certificates towards more advanced positions
- Centralized Prior Learning Portal : Create a Prior learning assessment portal to increase credit allocation
- Corporate Training Credit Crosswalk : Create corporate trainings for workers to accelerate degree/ certificate attainment

3.) Facilitate the Hiring Process

- Community-Based Career Boot Camps : Run career center events to help guide dislocated workers
- Class-Wide Speed Interviewing : Host brief interviews for employers with graduating students
- Training-Based Job Screen : Design trainings with select graduation requirements for employers needs
- Guaranteed Employment Offer : Prescreen students into vetted training program
- Employer-Sponsored Degree Completion : Recruit students to work part-time with employers who will pay for their degree

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Table 4: Gains for Students, Employers, and Colleges by overarching Strategy (EAB)

Strategies	Gains		
	Student	Employer	College
Remove Enrollment Barriers	Career advancement through affordable education	Promote worker retention through education benefit	Enroll adult/working students who are seeking an education to advance their career
Align Program Options with Career Goals	Relevant courses to advance their careers	Options to upskill current workers	Retain adult/working students in relevant programs
Facilitate the Hiring Process	Access to high-demand occupations	Pre-trained / qualified workers	Enroll potential onlookers or job seekers

A 2022 report by the [Lumina Foundation and Higher Ed Insight](#) found that different ethnic populations have distinct reasons for leaving college, and face unique challenges to re-enrolling. They found that strategies for increasing adult learner success should be population specific. For example, Figure 2 on page 8 of this briefing highlights the challenges and facilitators for returning Black Adult Learners as noted within the full report. For a complete summary of the report, see Appendix B on pg.14-16, Table B1.

Figure 2. The Challenges and Facilitators of Re-enrollment & Retainment for Returning Black students as presented on pages 36-39, by [Preserving to Completion](#)

Challenges to Enrollment for Black Returners		
Financial Burden	Time Management	Personal Factors
College costs	Working while schooling	Health issues
Previous debt	Balancing commitments	Caring for children and families
Ineligibility for funding		Housing situations
		Societal and environmental influences

Facilitators of Re-enrollment for Black Returners			Facilitators of Staying Enrolled and Completing for Black Returners			
Institutional Structures	Financial Resources	Personal Goals	Course Structures	Employment Promise	Systems of Support	Personal Agency
Course format	Financial aid	Achieving a personal goal	Flexible class schedules	Gaining a better job	Supportive institutional staff	Perseverance and determination
Enrollment processes	Tuition assistance	Finishing what they started	Flexible class structures	Consistent earning potential	Family and friends	Self-motivation
Staff support	GI Bill benefits			Career longevity	Community	Self-belief
School quality				Job advancement	Religious faith	The will to finish

Klempin and Lahr’s 2021, “How Guided Pathways Reforms Can Improve Support for Adult Students”, examines three community colleges that incorporated the strategies outlined by the EAB, and Lumina Foundation & Higher Ed Insight resources to inform guided pathways efforts. These pathways primarily focused on the success of Adult Learners by actively considering the impact of targeted pedagogical practices. Through this incorporation, the report finds that helping the student to choose an appropriate program of study is important for retention, and that removing academic barriers and addressing physiological needs of the student helps to keep them on their path. Colleges are encouraged to:

1. Help adult students choose and enter a program of study.
 - Design recruitment practices that speak to adults
 - Help students navigate enrollment processes and ensure they receive credit for prior learning

- Ensure students elect a program that aligns with their goals and interests
 - Create plans that connect students' coursework with their goals
 - Set students up for success by leveraging their past experience to build confidence
2. Help support adult students to stay on their path.
 - Remove institutional barriers to persistence
 - Ease situational barriers by supporting the whole students
 - Address social and psychological needs through mentoring and coaching
 3. Promote adult learning through inclusive classroom practices.
 - Provide support for adult students in online learning environments
 - Promote pedagogical strategies designed both to recognize the specific needs of adults and to foster inclusive environments for mixed-age courses
 - Develop adult-friendly course-level policies

For a summary of the report, see Appendix C on pg.17-18, Table C1.

4. **The third-party resources analyzed show that enrollment losses are widening equity gaps in degree attainment for all marginalized groups.** The broader implications of declining enrollments is lower overall attainment for adult learners. By setting specific adult learner recruitment and completion goals, colleges may be better able to focus efforts and close adult learner attainment gaps.

The third-party resources point to setting attainment goals as the first step towards assessing the implications of attainment gaps. States that have attainment goals have shown more progress in closing adult learner attainment gaps (“Degree Attainment for Latino Students” by The Education Trust, 2018). While California does not have a statewide attainment goal, organizations like the Campaign for College Completion and others point to the importance of setting state, regional, and local goals. For example, Florida has the lowest attainment gaps for Latinx students when compared to White students. Colleges are encouraged to review 2018, “[Degree Attainment for Latino Students](#)” report by The Education Trust to better understand the current practices. For more information on Latinx student attainment goals, and strategies for mitigating a lack of attainment goals, see Appendix C on pg.17-20, Table C2 and C3.

Primary Resources

Three third-party resources were used to inform this summary:

- 1.) (2015) *Recapturing Adult Learner Enrollments: Strategies to Recruit Students through Employer Partnerships*. Education Advisory Board Company.
[SDCCD Summary of the EAB Report \(September 2022\)](#)
[Full Report](#)
- 2.) Klempin, S., & Lahr, E. (2021). *How Guided Pathways Reforms Can Improve Support for Adult Students Lessons From Three Tennessee Community Colleges*. Community College Research Center Teachers College.
[CCRC Report Overview Webpage](#)
- 3.) Erisman, W., Gale, T., & Cunningham, A. (2022) *Persevering To Completion: Understanding the Experiences of Adults Who Successfully Returned to College*. Lumina Foundation and, Higher Ed Insight.
[Full report](#)
[Link to presentation and Screenshots of key takeaways](#)

Additional Materials & Information

Additional materials and resources referenced include:

Nichols, A.H., & Schak, J.O. (2018) *Degree Attainment for Latino Adults: National and State Trends*. The Education Trust.
[Black Adults](#) and [Latino Adults](#)

Berger, K., & Jones, T. (2019). *Aiming for Equity: A Guide to Statewide Attainment Goals for Racial Equity Advocates*. The Education Trust.
[Aiming for Equity – a Guide for Statewide Attainment Goals for Racial Advocates](#)

Principles of Adult Learning & Instructional Systems Design and Fundamentals of Instructional Systems Design (ISD) Model

Klein-Collins, R., Taylor, J., Bishop, C., Bransberger, P., Lane, P., & Leibrandt, S. (2020, December 1). *The PLA boost: Results from a 72-institution targeted study of Prior Learning Assessment and adult student outcomes*. Advance CTE. Retrieved August 31, 2022, from [link](#).

(2021, August 27). *SDCCE to College Credit by Exam 2018-19 to 2019-20*. Office of Institutional Research and Planning, San Diego Community College District Office.

(2021 and 2022). *Facts on File*. Office of Institutional Research and Planning, San Diego Community College District Office. Retrieved September 02, 2022, from [link](#).

(June 2022) *Student Profiles Credit College Census Dashboard and Student Profiles Continuing Education Dashboard*. Office of Institutional effectiveness and Research, San Diego Community College District Office. Retrieved September 02, 2022, from [link](#).

Appendix

Appendix A - SDCCD Enrollment Tables from 2016-17 to 2020-21: Total Enrollments, Total Change in Enrollments and Percentage Change in Enrollments (pg.13)

Appendix B - “Absolutely Essential” /”Very Helpful” Factors to Returning Students, and Summary of EAB report and, Lumina Foundation / Higher Ed Insight report (pg. 14-16)

Appendix C – Summary of Primary Resource and Secondary material (pg. 17-20)

Appendix A
SDCCD Enrollment Tables from 2016-17 to 2020-21
Total Enrollments, Total Change in Enrollments, and Percentage Change in Enrollments

Table A1. Total Enrollments for the SDCCD from 2016-17 to 2020-21, by Adult Learner Age-Group (*DataMart*)

Total Enrollments for the SDCCD from 2016-17 to 2020-21, by Adult Learner Age-Group					
Age	2016-17	2017-18	2018-19	2019-20	2020-21
24 or younger	55,390	57,655	54,661	50,920	48,960
25 or older	74,170	72,001	70,443	58,869	46,803
Total	129,560	129,656	125,104	109,789	95,763

Table A2. Total Change in Enrollments for the SDCCD from 2016-17 to 2020-21, by Adult Learner Age-Group (*DataMart*)

Total Change in Enrollments for the SDCCD from 2016-17 to 2020-21, by Adult Learner Age-Group						
Age	Change from 2016	Change from 2017	Change from 2018	Change from 2019	Total Change	% of Total Change
24 or younger	2,265	-2,994	-3,741	-1,960	-6,430	-19%
25 or older	-2,169	-1,558	-11,574	-12,066	-27,367	-81%
Total Change	96	-4,552	-15,315	-14,026	-33,797	

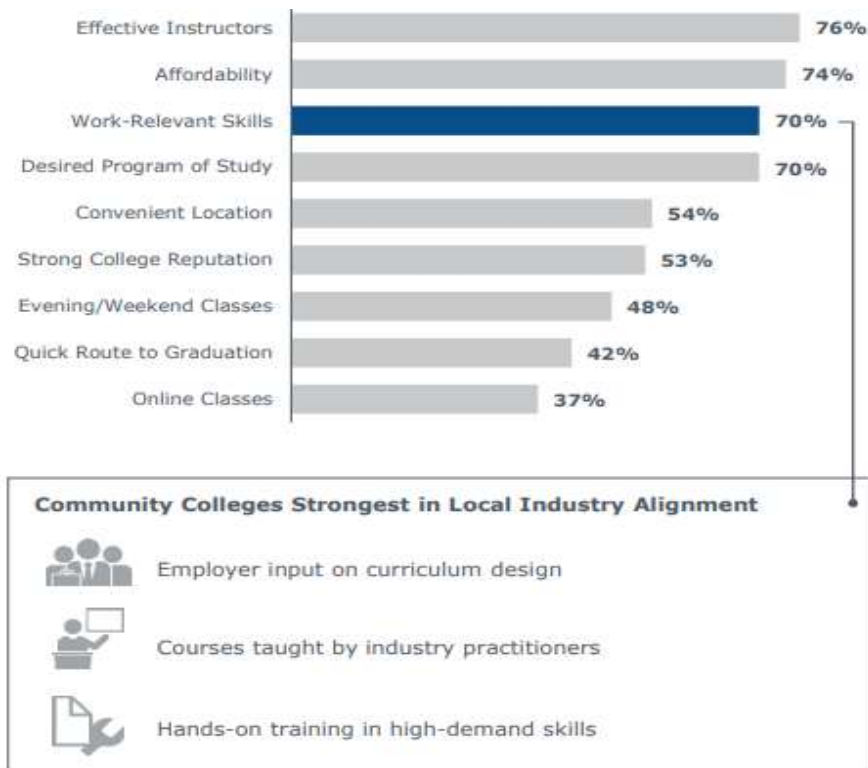
Table A3. Percentage Change in Enrollments for the SDCCD from 2106-19 to 2020-21, by Age Group (*DataMart*)

Percentage Change in Enrollments for the SDCCD from 2106-19 to 2020-21, by Age-Group				
Age	% Change from 2016	% Change from 2017	% Change from 2018	% Change from 2019
19 or younger	11%	-2%	-1%	0%
20 to 24	0%	-7%	-11%	-6%
25 to 29	-3%	-4%	-15%	-7%
30 to 34	-4%	-3%	-16%	-4%
35 to 39	-3%	-2%	-16%	-11%
40 to 49	-6%	-3%	-17%	-18%
50 +	-1%	1%	-18%	-49%

Appendix B
“Absolutely Essential” / “Very Helpful” Factors to Returning Students, and
Summary of Lumina Foundation / Higher Ed Insight report

This Appendix includes a summary for one of the three main resources; 1.) "Persevering To Completion: Understanding the Experiences of Adults Who Successfully Returned to College".

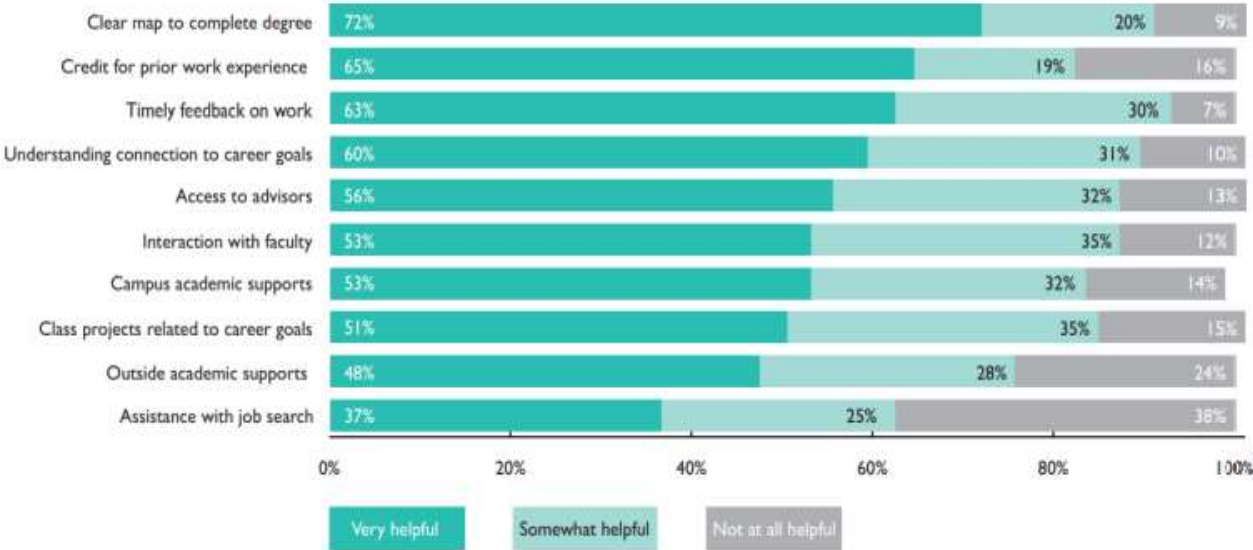
Figure B1. Adult Learners’ Top Priorities in School Choice: Percentage of Adult Prospective Students Rating Factor as “Absolutely Essential” ([EAB](#), pg.16)



Note: N=803. Students age 18-55 who did not enter college straight out of high school. The Lumina report found that over 70% of successfully returning students identified “Clear map to Complete Degree” as a ‘Very helpful’ academic factor that leads to their return.

Figure B2. Academic Factors that Helped Returning Students (*Preserving to Completion*, pg. 29)

FIGURE 10: ACADEMIC FACTORS THAT HELPED RETURNING STUDENTS REMAIN ENROLLED



NOTE: TOTALS MAY NOT ADD TO 100% DUE TO ROUNDING.

Note: N=1,360. Students who stopped out as of 2013, re-enrolled as of 2018, and are now returning students as of 2021.

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Table B1. "Persevering To Completion: Understanding the Experiences of Adults Who Successfully Returned to College" by Lumina Foundation and Higher Ed Insight, 2022.

In reviewing the 3rd party report, it is apparent that distinct populations have distinct reasons for leaving college and re-enrolling. Although, overall 75% of returning adult students complete a postsecondary degree. Therefore, in order to better serve our disproportionately impacted populations the response should be specific to those students.

Key Points			
Data	Preserving to Completion	Reasons for Re-enrolling	Value of a Credential
	Nearly 75% of all returning adult students surveyed complete a postsecondary credential. (n=1,360)	White respondents were least likely to choose achieving a personal goal, while Asian respondents were most likely to do so. Asian, Black, and Native American respondents were more likely to say they re-enrolled to finish what they started. Native American respondents and first-generation college students most often mentioned the importance of being a role model to others.	9% of respondents believed it had not been of any value, meanwhile around 25% believed it allowed them to change their career or qualified them for a job promotion. Additionally, around 30% said it helped increased their pay, helped them get a job or, encouraged other to return to school.
Challenges	Financial	Personal	Latinx and Black Re-enrollers
	Even with financial support most adults reported still facing significant financial challenges.	Most common factors mentioned were internal rather than external support needs. Motivation, family bonds.	Caring for children and family was the only common factor mentioned. Distinct populations require distinct support.
Support	For the Students	Logistical Factors	Focusing on Distinct populations
	Students view assistance from admissions staff, the acceptance of transfer credit, information about programs and rolling admissions as "Very Helpful" to re-enrolling.	2/3 of students found these are "very Helpful": Online hybrid courses, Class offered frequently, Accelerated program, Convenient class times, Online campus services and, Drop / retake policy.	A students attainment goals will dictate the need for specific supports (i.e. credential, Associates or, higher degree)

Appendix C
Summary of Primary Resource and Secondary material

This Appendix includes a summary of the third primary source by Klempin and Lahr. As well as two summaries of secondary sources focusing on degree attainment trends.

Table C1. "How Guided Pathways Reforms Can Improve Support for Adult Students Lessons From Three Tennessee Community Colleges. Community College Research Center Teachers College" by Klempin, S., & Lahr, E., 2021.

From three Community Colleges in Tennessee, the strategies imply that choosing an appropriate program of study for the student is important. That lifting barriers, supporting the student, and addressing physiological needs are keeping students on their path. That pedagogical practices should keep in mind the specific needs of Adult Learners.

Strategies			
Helping Adult Students Choose and Enter Program of Study	Designing Recruitment practices that speak to Adults	Helping students navigate enrollment process and ensuring they receive credit for prior post-secondary credits	Ensuring students elect a program that is aligned with their goals and interests
	Recruit admissions officers who have experience as an adult student.	Develop an advisory role and stationary location where adult students can receive information about the college, services on campus, completing the application, financial aid.	Varying degrees of certainty about their educational goals is normal. Ensure students can access information about degree pathways.
	Creating Plans that connect students' coursework with goals	Setting Students up for success by leveraging their experience to build confidence	
	As a first step, create an educational plan that maps courses start to finish.	Help adult students recognize the leverage of their collective experience, skills and knowledge as a valuable & plentiful resource of information for themselves and classmates alike.	
Keeping Adult Students on their Path	Lifting institutional barriers to persistence	Easing Situational barriers by supporting the whole student	Addressing social and psychological needs through mentoring and coaching
	Flexible scheduling & extended office hours Targeted supports (completion coach)	Direct support for basic needs (food pantries, childcare) Connections to local community services	Building relationships by addressing the adult/working student experience.
Promoting Adult Learning Through Inclusive Classroom Practices	Providing support for adult students in online learning	Promoting pedagogical strategies designed both to recognize the specific needs of adults and to foster inclusive environments for mixed-age courses	Developing adult-friendly course-level policies
	Adult students have reported challenges with using technology, communicating with professors and students, and completing assignments and tests. Advisors suggest that there be a period for adult/working students to acclimate to college life before steering them towards online courses.	Support faculty members in developing strategies to address specific equity gaps in adults' knowledge of college and how to address student motivations. As well as how to address and approach the variance in experiences of the students	Attendance base grades, hard deadlines and inflexible course-level policies in general negatively impact adult students.

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Table C2. "Aiming For Equity: A Guide to Statewide Attainment Goals for Racial Equity Advocates" by The Education Trust, 2019.

A guide of all the Statewide Attainment Goals reveals that only half of the states (25) have identified regional strategies for closing equity gaps of students of color. But of those 25 states the practices most common among them were to 1.) Use data-tracking tools, 2.) Proceed with data-driven insights, and 3.) Pursue strategies that will benefit large shares of the students and faculty.

Information of Attainment Practices and Goals	
Attainment Goals throughout U.S.	Identified Practices
National Review	Data Driven Analysis and Goals
Of the 43 state attainment goals examined, 25 of them identified state and regionally specific strategies for closing racial equity gaps or improving outcomes for students of color. California does not have an official attainment goal.	Conduct data driven analysis for equity gaps across factors that contribute to inequitable outcomes and setting specific, trackable attainment goals for students of color.
States with additional resources	Identifying and adopting strategies
17 states have additional data analysis efforts to closing equity gaps (States with public reporting: Colorado, Hawaii, Indiana, Iowa, Massachusetts, Minnesota, Ohio, Oklahoma, Oregon, Texas and Washington)	Identify and pursue strategies that aim to improve outcomes for; large shares of students and faculty of color and, which prioritize policy development and equity planning.
State of California	Transparency
California does not have an official attainment goal, although recently as of 2022 Governor Newsom has announced monetary incentives for public colleges to track and close equity gaps.	Creating linear data tracking tools and reports / reports over time, setting benchmarks and, tracking campus-level data on racial equity.

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Table C3. "Degree Attainment for Latino Adults: National and State Trends" by The Education Trust, 2018.

Nationally, degree attainment for Latinx students is generally lower than that of white students. The state with the highest degree attainment for Latinx students, and highest number of Latinx students is Florida.

Data Trends		
National Degree Attainment	State Degree Attainment	Diversity of Latinx Students
Adult Latinx Degree Attainment is Lower	Degree Attainment Gaps	Birthplace
The degree attainment level of Latinx students in 2016, was 23%, for White students it was 47%. This attainment gap was similar across age groups	22 states exhibit a 25% gap in degree attainment between Latinx and white students. Florida has the lowest gap (10%).	42% of Latinx adults are native-born. Native born Latinos have a degree attainment of 30% vs. 17%.
Adult Latinx Population %	Adult Latino Degree Attainment	Origin
Trends are shaped, in majority by 4 states; California (27%) Texas (19%) Florida (10 %) New York (7%). Almost 2/3 of Latinos.	New Hampshire, Florida, Virginia, Hawaii, and Alaska all have degree attainment rates that are close to or exceed 30%. Note: in Florida, 1/4 Adults is Latino. New York has 7th best Attainment rate (27%). California: 18%.	61% of Latinx adults identify as Mexican Americans and have 17% attainment. 4% identify as Cuban American and have 40% attainment. 10% identify as Puerto Rican and have 30% attainment.
	Changes in Degree Attainment For Latinx Adults	
	Since 2000, New York and Florida have the largest % point gains in degree attainment (8.2 & 9.1, respectively) California 5.9	