

# **Nontraditional Student Transition to Community College: Case Studies of Community College Transition Programs**

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are positioned diagonally. The chalkboard is covered with faint, white chalk markings, including a large 'A' at the bottom, a heart shape in the middle, and various other scribbles and lines.

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# Community Colleges: National Trends

## ➤ BridgeConnect Report (2011)

### ➤ *7 key themes emerged*

- Start with a solid curriculum
- Seek out inspirational leaders
- Integrate funding sources
- Forge cooperative partnerships
- Provide extra support services
- Encourage peer networks
- Learn from measurable performance markers

### ➤ **The single most important factor in running a successful bridge program lies in keeping focus squarely on the *students and the students' needs.***

# Community Colleges: National Trends

## ➤ National College Transition Network

### ➤ *14 Promising Practices*

- Orientation
- Student Transition Portfolios
- Memorandum of Understanding btw the college and its community partners
- Creative Methods for preparing students for college-level math
- Monthly Mentor-Student Meetings
- Career Planning for SUCCESS
- Building Relationships with elected officials
- Create an Alumni Connection
- Wrap-Around Services: Capital Idea College Transition Program
- Leverage existing relationships with business partners
- College for a Day Program
- College Math Curriculum Alignment with GED test
- Using Syllabi in Transition Classes
- Backpacks to Briefcases College Transition Program

# Community Colleges: National Trends

- Common elements between the BridgeConnect and NCTN findings
  - Forging cooperative partnerships with businesses and community resources
  - Providing “extra” services that are more personal and intrusive, “wrap-around” level services
  - Create and encourage mentoring relationships and peer networks



# Students' Voices



# Research Questions

- **How do community colleges with bridge programs and services address the transition to college of displaced workers who are in midlife (age 35-55) and academically underprepared**
- **What are the perspectives of the older students who experience the transition programs?**
- **How do the students' in midlife (ages 35-55) perceptions about transition programs and services compare to the perceptions of the faculty, staff and administrators?**

# Theoretical Framework

## Psychosocial Transition Theory

Life Events  
Life-altering or mid-life crisis  
Mentally challenging, lacking “college readiness”  
Balancing family work and school simultaneously  
Economic survival via self-efficacy toward education

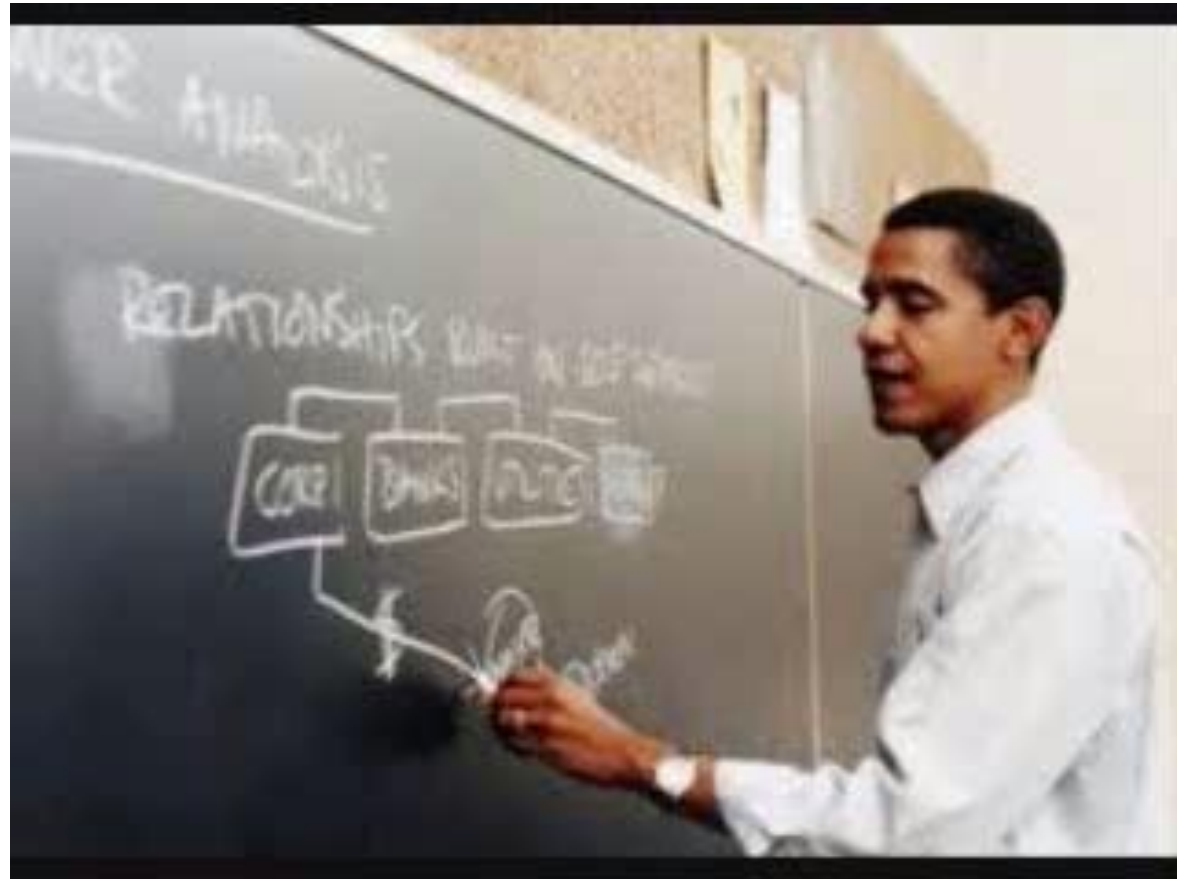
## Adult Learning Theory

Theories of adult participation in education  
Facilitating self-directed and Autonomous thinking  
Conceptualized learning strategies  
Transformative learning outcomes

## Community College Transition Strategies

Developmental Education Reforms  
Curriculum and program planning accommodations  
Expanded and targeted college services  
Program sustainability

# Faculty Voices





# Preliminary Results

Comparing:

Capital IDEA Project (with Austin Community College)

- Wrap-around services from initial enrollment to college credential or full-time employment
- Length of program= 12 weeks
- Costs= \$6,000 per student
- Funding Sources include a mix of city, county, federal, and private donations
- Completion Range= 75-100%

# Preliminary Results

Comparing:

Community College A

- Expanded support services include mental, physical health, financial counseling and employment skills
- Length of program= 12 weeks
- Costs= \$15,000 per student
- Funding Source= Department of Labor grant
- Full-time work placement= 80%
- Students expressed favorable opinions of the program

# Preliminary Results

Comparing:

Community College B

- Network of support services throughout the community as referred by a counselor. Partnerships include United Way, Michigan Works!, Women's Center and child care centers
- No specific program
- Funding for nontraditional student populations= federal and state grants
- Students expressed confusion about how to access support services

# Administrators' Voices





**Questions?**



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