AGELESS LEARNING

In the News

Plus 50 In the News

- “TCC Joins Initiative to Train Baby Boomers for New Jobs,” Tulsa Community College, March 12, 2014

Reminder for Grantees: Plus 50 Webinar March 31

Plus 50 Completion Program grantees: don’t forget that we have a webinar, A New Look at Learning After 50, scheduled for March 31, 2014. This webinar provides information on how to develop a professional development program to build the skills of those teaching adult learners. Practical tips for faculty and staff will be explored on building a learning environment that promotes reinvention, dynamic and continued learning. A recording of the webinar and resource materials will be available on the Plus 50 website after the session. Community colleges not in the Plus 50 Completion Program may contact Mary Sue Vickers, Plus 50 Initiative director, for webinar registration material.
Friendly Places, Friendly Faces Photo Contest Celebrates Age-Friendly Communities
The “Friendly Places, Friendly Faces” photo contest from Grantmakers In Aging's Community AGEnda initiative seeks pictures that capture that feeling of age-friendliness. Plus 50 programs at community colleges may want to submit a photo that illustrates age-friendly classrooms and campus life. Judges will recognize 18 winners across six categories, with cash prizes ranging from $150 to $500. Submissions are due March 31, 2014.

Northern Oklahoma College Conducts Plus 50 Needs Assessment
Assessing community needs is an important part of building a plus 50 program, and Northern Oklahoma College (NOC) is conducting an assessment using an online survey. To make it easy for plus 50 adults to participate, the survey is linked from the college's main home page. When asked what the goal of the survey is, April Heitfield, nursing faculty at NOC and the grant coordinator for the Plus 50 Encore Completion Program said, “We are basically reaching out to the Enid community and people in surrounding communities who are 50 and older, who are looking to come back to school or complete a degree.” She said the goal of the survey is to identify the barriers that prevent plus 50 adults from coming to college and being successful, see what their needs are when returning to college and re-training for a new career, and what the college can do to build its program to help them succeed. Heitfield has been busy distributing information about the survey to the community using an open house and fliers displaying the prominent Web link on the college’s home page to recruit plus 50 adults. She is also hoping to distribute surveys at a grocery store during its weekly promotion for plus 50 adults that is popular. She is also checking with an area mall that sponsors a regular fitness walk for plus 50 adults and could be an ideal location to distribute surveys. Heitfield even recruited her children to use some of their spring break time to distribute fliers saying, “Are you tired of your job, and would you like a career? If you are 50 years or older, come fill out our survey.” The college has also distributed a second survey to employers asking about their needs. Heitfield was cheered by the enthusiastic response the survey received. Four employer surveys were returned within the first week. Heitfield hopes to have survey results before her next Plus 50 Advisory Committee meeting on April 10, 2014. If you would like resources to help your college conduct a needs assessment survey, plus 50 grantees can look in C-PAD under phase 2 (needs assessment) for several links to helpful resources and advice on how to prepare for a needs assessment, conduct your survey, share results with key stakeholders and develop your program based upon findings.
Resources to Support Your Plus 50 Program

COMPLETION

Performance-Based Funding for Higher Education
Many states are reconsidering the enrollment-based funding model and instead are aligning funding models with state goals and priorities. Twenty-five states—Arizona, Arkansas, Florida, Illinois, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Mexico, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Utah, and Washington—have a funding formula in place that allocates some amount of funding based on performance indicators such as course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates. Read more about best practices and what states are doing through this online resource from the National Conference of State Legislatures.

LEARNING

What We Know About Nonacademic Student Supports
This publication from the Community College Research Center at Columbia University describes the mechanisms by which student supports improve student outcomes. It reviews research on popular nonacademic student support programs, and lays out an approach to improving student supports termed SSIP: sustained, strategic, intrusive and integrated, and personalized. Overall, the evidence suggests that although short-term supports can be helpful during the term in which they are provided, their benefits do not persist. The impact of short-term support activities could potentially be larger and more long-lasting if they were implemented with the explicit goal of developing skills and behaviors that can be sustained over time. A second publication, Designing a System for Strategic Advising, reviews relevant research on advising and e-advising and makes recommendations on how the SSIP approach can be applied to advising at community colleges. A third publication, Success Courses for Sustained Impact, reviews quantitative and qualitative research findings on student success courses and makes recommendations on how student success courses might be designed and implemented to have a greater impact on long-term student outcomes. All of the materials are available for download.
TRAINING & RE-TRAINING

CareerSTAT: A Guide to Making the Case for Investing in the Frontline Hospital Workforce
This guidebook is an invitation to hospitals to join a conversation about the potential value of growing their own skilled workforces—and building a learning culture to support this effort. This publication documents effective practices in leading hospitals around the United States, drawing on interviews with senior managers and executives. It presents the arguments that managers themselves make for investing in the training and education of less-skilled workers, along with the types of evidence and metrics that managers and senior decision makers find most persuasive. Leaders interviewed for this guidebook—as well as the executives they report to—have differing standards of evidence. While few conduct formal return on investment analyses, several point to evidence of impacts on costs and cite measurements to back that up.

PLUS 50 TRENDS

“Six Things You Should Never Call Someone Over 50”
This Huffington Post article offers a humorous perspective on what people age 50 and over don’t want to be called or hear. The author asked Facebook fans to contribute their thoughts, and reports that people age 50 and over do not want to be called honey, sweetie, old, madam, miss, elderly, or guys. When answering the phone in your office, talking with plus 50 students, or writing your e-newsletter for plus 50 adults, keep these preferences in mind.