Framing New Terrain: Older Adults and Higher Education
American Council on Education

An alarm bell is sounded in this report, which drives home the point that America's higher education institutions are ill-prepared to handle the baby boomers and their educational needs. For decades, many colleges and universities have offered programs for senior citizens, but demographic shifts will soon outstrip their offerings, especially when it comes to supporting career transition programs. This insightful 32-page report assesses the situation, examines the strategies and programs that are working, and lays a foundation for future research.

Self-identity Modification & Intent to Return, Baby Boomers Reinvent Themselves Using the Community College
Florida State University

Researchers offer valuable advice for community colleges seeking to attract plus 50 students in this 24-page article, originally written for Community College Review. This research-based study by Florida State University examines how baby boomer students value their experiences in community college and influence their self-perception. The authors recommend community colleges take a consumer loyalty approach to recruiting baby boomer students.

Principles in Practice: Assessing Adult Learning Focused Institutions
Council for Adult & Experiential Education

According to the Council for Adult and Experiential Education (CAEL), there are eight principles of effectiveness for reaching adult learners: outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships. This document offers case studies of colleges using two survey instruments designed by CAEL to help college’s asses a wide range of activities, policies, and practices at institutions, from outreach to financial aid to instructional delivery and the satisfaction level of adult learners and what is important to them. These measurements show how to better meet the needs of adult learners, as well as identify issues that should receive top priority.

What Will Baby Boomers Want from Educational Travel?
Elderhostel

What do baby boomers expect when they sign up for an experience that combines education and travel? This report from Elderhostel explores what today's plus 50 adults from the baby boomer generation want and why. An in-depth discussion of generational characteristics, and an overview of research on the changing nature of retirement are also offered.
**2004**

*Breaking Through: Helping Low-Skilled Adults Enter and Succeed in Colleges & Careers*
Jobs for the Future and National Council for Workforce Education
This report examines how innovative community colleges can significantly improve the odds that low-income and low-skilled adults can earn college level occupation and technical credentials. The report provides examples of promising state policies, and examines four synergistic, high-leverage strategies to increase access and success: (1) integrate institutional structures and services; (2) accelerate learning; (3) set measurable goals and track outcomes; and (4) expand comprehensive financial aid. A full report and executive summary are available.

*Keeping America's Promise: A Report on the Future of the Community College*
Education Commission of the States
This Atlantic Philanthropies funded report compiles a series of issues briefs examining the changing nature of the community college student population, the increasing desire for education in a knowledge-based economy, changes in the way Americans go to college, and the gaps that exist in educational access and attainment. A discussion guide can be used to stimulate community dialogue about how public policy can support or thwart the American promise of opportunity and equity.

*Our Next Chapter: Community Colleges and the Aging Baby Boomers*
Civic Ventures
Calls on community colleges to assist baby boomers in planning the next phase of their lives, as they seek meaningful work that matters and new opportunities.

**2003**

*Boomers, Gen-Xers and Millennials: Understanding the New Students*
Educause
This article by Diana Oblinger offers helpful tips for teachers and faculty managing diverse classrooms that include baby boomers. The author notes that adult learners often bring a customer service expectation to the institutions they attend, and that a perception of lack of support can contribute to retention problems for adult learners.

**2002**

*Older Adult Education in the United States: Trends & Predictions*
North Carolina Center for Creative Retirement, University of North Carolina
Community-based organizations and nonprofits, such as senior centers, will play a key role in offering educational programs for baby boomers, says the author. With demand for education increasing, plus 50 adults will seek learning opportunities, help re-careering, or help adjusting to retirement. Yet, the author says, there are few organizations working to rally support for their access to higher education. He advocates educators more fully embrace "lifelong learning" and seek to realize its potential.

**2001**
Learning Style Preferences of the Cohorts: Generation X, Baby Boomers, & the Silent Generation

PAACE Journal of Lifelong Learning
Researchers compared similarities and differences among generational learners in this 2001 study, offering valuable insight for educational administrators and academic faculty working with Generation X, the baby boomers, and the Silent Generation. Significant correlations for generational differences in learning preferences were found for learners who are tactile, evening/morning, and structure.

2000

Serving Adult Learners in Higher Education: Principles of Effectiveness: Executive Summary
Council for Adult & Experiential Education
This document underscores the importance of planning programs that specifically address the needs of adult learners. The summary provides an overview of the eight principles of effectiveness for reaching adult learners: outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships. Examples of institutional practices supporting each principle are listed.