In the following report, Hanover Research reviews literature regarding best practices in adult student advising and identifies institutions that have implemented certain of these practices in their interactions with adult learners.
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INTRODUCTION AND KEY FINDINGS

At the onset of our report on effective advising practices for adult students, it is important to acknowledge some of the principal differences between adult and traditional students. These differences can include reduced flexibility in terms of availability for classes, a lack of awareness of campus resources, and a need for a more peer-oriented approach to advising. Academic institutions that want to improve the performance of adult students must be willing to adapt their provision of advising and related services according to the demands of this distinct population. This report illustrates areas for adaptation along a number of lines, principally focusing on schedule development, accessibility issues, and enhancing the connection of adult students to the campus.

KEY FINDINGS:

RESOURCES

- It is not common for two-year colleges to have special student service or advising offices dedicated to adult students.
  - Cape Cod Community College has two adult learner advisors, an adult learning specialist, and a career placement specialist within its Adult Learner Services office, which opened in 2010.¹
  - Mohawk Valley Community College in Rome, New York also has an Adult Learner Services office, which is staffed by three student services specialists and a director.²

- It is more common for a two-year college to have a section of its website address prospective adult learners specifically. Most of the resources linked on the site may refer back to general student population resources, but adult learners are at least acknowledged as a distinct group of students. Montgomery College’s “Resources for the Adult Student” page is an example of this kind of service, as is Anoka-Ramsey Community College’s “Adult Learner” page.³ As a side note, in a press release from 2011, Anoka-Ramsey’s Coordinator of Experiential Learning was referred to as an “adult learner advisor.”⁴

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¹ “Meet our staff.” Cape Cod Community College Adult Learner Services. http://www.capecod.edu/web/adult-learner/staff
² Mohawk Valley Community College Adult Learner Services. http://www.mvcc.edu/adult-learner-services/AdultLearnerServices
**ADVISING PRACTICES**

- Advising appears to be an area where institutional improvements can generally be made in order to both better serve the priorities of adult students and increase their persistence in the academic environment.

- Adult students generally have greater demands outside of their education in comparison to traditional students. Advisors should be able to effectively discuss and find solutions to this primary constraint. There is little use in allowing students to create valid, yet infeasible, schedules, and the better that advisors can help students to determine what will work for them, the less likely students are to become overwhelmed and discouraged.

- Advisors need to have clear discussions regarding what students are capable of doing academically. They should also be knowledgeable of campus resources that can assist students in improving certain skills prior to enrollment in certain classes.

- Advisors should work to increase students’ awareness of campus resources in general. As adult students are often on campus only for very limited periods of time, it cannot be assumed that they are as aware of activities and resources as traditional students. The advisor can serve as the link between student and campus.

- Advisors of adult students should have particular skill in identifying appropriate courses for transfer credit, and they ought to be careful to recommend only classes that will be of use to the student. This population generally has no patience for extraneous courses.

- Advisors must be available to adult students at times that fit their schedule. Having offices open during the evenings and on weekends is a must to effectively serve the needs of adult students. Providing enhanced resources online to students is also advisable, along with offering in-person, telephone, and online advising sessions. Advisors ought to be proactive in scheduling appointments, as adult students may not keep aware of what periods during the year are best to visit an advisor.

- Finally, advisors should be prepared to act as key connections to the campus and advocates for adult students. They should be knowledgeable of other offices and their practices relating to adult students, and may find it necessary to help direct paperwork around the campus on behalf of their students. In the role of advocate, they can push for the creation of academic communities or organizations especially for adult students. As they are likely to have the greatest awareness of the distinct needs of the population, academic advisors may be best positioned to support the creation of such an organization. Advisors can also help students to build the self-advocacy skills that are necessary to promote the institutional acknowledgement of their specific needs.
DISCUSSION:

Most of the institutions covered in the second section of our report are four-year universities. Despite the large populations of adult learners on community college campuses, it is not common for community colleges to have special student service or advising offices dedicated to adult students. We did find some examples, such as the Adult Learner Services offices at Cape Cod Community College and Mohawk Valley Community College, which have full-time service specialists on staff who appear to have a broader range of responsibilities than a coordinator of experiential learning.

Nonetheless, the literature does recommend that two-year colleges have professional advisors trained to understand the needs of adult students. If adult students are advised by faculty, it is particularly important that there be some training in place to make sure faculty are aware of best practices in working with this student population. Whether the advisors are faculty members or dedicated staff, they should work to increase adult students’ awareness of campus resources, know how to identify appropriate courses for transfer credit, be careful to recommend only classes that will be of use to the student, and have at least some weekend/evening office hours to accommodate adult students’ schedules.

It is also common for a community college to have a section of its website address prospective adult learners directly. Most of the resources linked on the site may refer back to general student population resources, but adult learners are at least acknowledged as a distinct group of students. Montgomery College’s “Resources for the Adult Student” page provides information on open houses for adult students (scheduled in the evenings), ways to receive credit (by exam, transfer, or portfolio assessments), a range of financial aid information, specific resources for military-affiliated adults, child care, transportation options to get to campus, and more.
SECTION I: BEST PRACTICES IN ACADEMIC ADVISING OF ADULT LEARNERS

In this section, we discuss the findings of our review of available literature regarding best practices in the academic advising of adult learners. In particular, we identify effective approaches to advising this student population as recommended by academics and practitioners, as well as educational research organizations and professional associations (e.g., National Academic Advising Association and the Council for Adult & Experiential Learning). It should be acknowledged that support for many of the actual practices mentioned emerges from examinations of institutional experiences and inter-institutional discussions of practices found to be effective—there is not, in general, specific measurement of the practices’ effects via traditional research experiments on the topic. Additionally, many of these points emerge from literature regarding adult students in four-year institutional contexts—while the location of enrollment differs, the practices identified are likely to be broadly applicable.

As an introductory note to this section, Noel-Levitz, an education-focused consultancy, produces an annual survey called the National Adult Student Priorities Report. One part of this study serves to identify the highest priorities of adult students and the extent to which institutions are satisfying adult students’ expectations regarding these priorities. While “academic advising” placed second in importance among adult undergraduate students, it also had the third-highest “performance gap,” which is the measure of the difference between the importance of an item and the level of satisfaction expressed regarding its provision. In a Ph.D. dissertation focused on adult students at one four-year institution, Anderson found that “Satisfaction with academic advising positively influenced retention[...].” Thus, advising appears to be an area where institutional improvements can generally be made in order to both better serve the priorities of adult students and increase their persistence in the academic environment.

POTENTIAL AREAS FOR IMPROVEMENT WITHIN ADULT LEARNER ACADEMIC ADVISING

Institutions looking to improve the quality of the academic advising that they offer to adult students will find that relevant recommendations can be classified into several distinct areas. In a sense, all of these recommended practices are motivated by the need to “meet [adult students] ‘where they are.’” Whether it is in the area of schedule development,  

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accessibility to students, or connecting the adult student to resources in other areas of the institution, the overarching theme here is that advisors of adult students, perhaps to a greater extent than advisors of traditional students, must be accommodative of a wide range of personal situations and circumstances relating to their advisees. Recommendable practices related to schedule development, accessibility issues, and serving as students' connection to campus and advocate follow.

**Schedule Development**

Of course, one of the chief roles of any academic advisor is assisting in the development of student schedules and, thereby, the overall course towards graduation. While both traditional and adult students seek assistance in developing an academic schedule, a number of distinct concerns emerge when looking at adult student scheduling.

**What Can the Student Handle Time-Wise?**

Advisors of adult students ought to anticipate that these students will have noticeably different demands on their time when compared to traditional students. While it is not uncommon for many traditional students to have at least part-time jobs, adult students will often have not only full-time employment, but also other high-priority demands on their time. Varney and Peck, in a 2010 National Academic Advising Association webinar on “Understanding the Needs of Adult Learners,” note that advisors ought to “be understanding of [adult students’] need to potentially take terms off for work and family obligations and help [adult students] navigate successfully through these potential stop periods.” Being able to know why and when students’ personal schedules may require adjustments from standard procedures will aid advisors in understanding their needs.

Understanding the extent of the external obligations (that is, non-academic obligations) that a student may have is also key to the construction of appropriate course schedules for each term. Denise Hart, the director of the SUCCESS Program at Fairleigh-Dickinson University, suggests that advisors inquire into “the factors that are likely to have an effect on the course load the adult learner can effectively manage.” She indicates that greater success can be had by framing scheduling in light of “the whole picture” of students' lives. Advisors can effectively advise adult students only after establishing a thorough understanding of the time demands encountered by them. This relates to the point made by Rebecca Klein-Collins, director of research for the Council of Adult and Experiential Learning, who notes that “adults’ learning goals need to be achievable and get them where they want to be within their timeframe.” There is no use in creating schedules that the student likely will not be able to follow, and discouragement from continuing their education is known to be an all-too-real consequence of such poor advising.

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WHAT CAN THE STUDENT HANDLE ACADEMICALLY?

In addition to taking special consideration of what adult students are able to handle according to their schedules, advisors of adult students ought to be cognizant of the academic challenges that adult students may face as they re-enter the formal schooling environment. This would primarily involve conducting an accurate assessment of what prior learning the adult student still retains and where additional help may be needed. Varney and Peck make reference to this idea when they note that advisors ought to “engage in active dialogue with adult learners about their aspirations and possible limitations in order to aid them in assessing various pathways to their chosen field.”

In some cases, it may be advantageous to engage in discussion with the adult student about what they consider to be their limitations instead of relying strictly on the results of tests.

In enumerating specific areas that an advisor should discuss with an adult student, Hart suggests that advisors of adult students may have to focus on areas that are slightly different from traditional students. In particular, she indicates that advisors should assess adult students’ “computer literacy, writing skills, difficulties in studying, time management skills, stress management skills, [and] the way that the learner prefers to study.” This is part of the goal that she describes as “[understanding] the whole of the individual, not just [talking] about curricula.” In addition to the areas mentioned by Hart, Lane et al. indicate that “many institutions” find that adult students have particular difficulty with meeting mathematics requirements. Being aware of such issues at the onset of an adult student’s academic journey will increase an advisor’s ability to plan an appropriate educational path with the student.

HOW AWARE IS THE STUDENT OF ACADEMIC RESOURCES?

Related to schedule development, particularly regarding the kinds of courses that a student can handle, is the issue of a student’s awareness of academic resources. Adult students are not generally on the campus as frequently as traditional students, and they cannot necessarily be expected to have the same level of awareness regarding the academic resources that are available to them. In order to combat this lack of awareness of campus resources, Glodek et al. indicate that their institution, a four-year liberal arts college, has found that “‘outreach tactics’ such as surveys, e-newsletters, open houses, and special events” can be helpful.

One anecdotal point regarding the critical nature of awareness of academic resources can be gleaned from the experience of Metro State University in Denver, Colorado. As Lane et al.
al. write, adult students who fail the mathematics placement test “may need up to five semesters of remedial coursework to complete the [mathematics] requirement.”16 Although Metro State offers tutoring to adult students prior to the time when they must take the placement exam, it was found that “many returning adult students were not aware of [the tutoring].”17 If students’ time to degree can be effectively reduced by increasing awareness of the academic resources available to them, it is incumbent upon advisors to ensure that they use multiple methods to ensure that the greatest number of students possible are aware of these resources.

**WHAT COURSES LEAD MOST EFFICIENTLY TO THE DESIRED DEGREE?**

Perhaps to a greater extent than even traditional students, adult students place a very high priority on achieving their degree in the least amount of time possible. In general, they have “little patience for courses that do not help them progress toward their degree,” and they appreciate advisors who “[assist] them in choosing courses that fit their schedules and count toward their academic program.”18 Thus, the recommendation of Varney and Peck—that institutions should “encourage advisors to [meet] with students early in the programs to devise a course path that emphasizes outcomes and flexibility”—is of importance.19 This emphasis on outcomes and flexibility can entail maintaining both an awareness of students’ progress and an understanding what should be done when (in accordance with future schedules of courses at the institution). Not only do unnecessary courses take students’ time, but they also may place additional financial strain on adult students.

Another point, supported by a variety of authors, relates to an issue particularly prevalent among adult students—prior credit. Lane et al. indicate that “[adult students] may have credits from multiple institutions or academic programs and need more robust advising to help them determine the best possible path to earn a degree or credential of value.”20 Additionally, Marques and Luna write that adult students will generally be “less aware of the curriculum and more dependent on advisors to note outstanding courses.”21 This combination of lower awareness and increased complexity (as a result of prior credit) requires that advisors pay particular attention to ensuring that adult students’ previous experiences are given full value.

An extended quotation from Frey sums up this section well—22

> Advising was also cited as an important issue for [adult] students who were dissatisfied with their experience. For these students, advising impeded their academic progress because it did not provide the necessary information that assisted them in moving efficiently through their program of study and setting the

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17 Ibid.
foundation for transferring to a four-year institution. The students expressed the need for advisors to lay out several options and provide advice on the best avenue to reach their goals. ... Other students described unsatisfying encounters with advisors who were not knowledgeable about transferability of courses.

**Accessibility Issues**

One point brought up by a variety of authors is that advisors of adult students must take steps to increase their accessibility to adult students. Unlike traditional students, who are generally on campus for a much greater part of the day, adult students tend to have work and family commitments that reduce their ability to meet with advisors during ordinary hours. While the “24x7 help desk or concierge” approach suggested by Hart may be impractical for some institutions, responding to accessibility issues is necessary in advising adult students.23

In making recommendations to increase accessibility, Anderson suggests that “advisors need to be available when adult learners routinely are on campus, which is often in the evening or weekends.”24 Perna and Klein-Collins separately recommend advising approaches that integrate hybrid/online advising and night/weekend advising.25 One possible approach to further increase the utility of these steps is to provide “[alternating] scheduling for academic and financial aid advisors and administrators.”26 Additionally, for those times when advisors simply cannot be available or students simply cannot visit them, advisors could develop “self-service guides and electronic resources that [adult students] may take advantage of around their work and family schedules.”27

In addition to taking steps to increase their own accessibility to students, Varney & Peck and Hart separately align themselves with the idea that advisors ought, in general, to be proactive in scheduling appointments, anticipating barriers, and reaching out to adult students.28 By intentionally making students aware of the times when they can see them, advisors may be able to increase the number of times they are able to provide assistance.

As a final access-related point, advisors could use knowledge acquired in their front-line role in student scheduling to push for flexible course schedules that provide required courses at different times of the day from one semester to the next.29 Although this point is not

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directly related to the actual advising of students, it bears mention due to its link to a critical part of the advising process. If certain courses are only available at the same time of day each semester, students with little choice regarding their personal schedules may not be able to take them. Students should also be made aware of flexible options regarding course scheduling, as they may not have the time to fully investigate this on their own.

**STUDENTS’ CONNECTION TO CAMPUS AND ADVOCATE**

Building on the previous discussion, which relates closely to issues directly linked to advisors’ core roles, the following illustrates how advisors can help adult students by serving as their primary campus connection and advocate. Adult students are not looking for advisors to act as a mentor or hierarchal “advisor” but rather as a “peer-to-peer” guide. The role of advisor to adult students is thus one where the student is looking for an advisor who identifies as a “partner” of the student, working on the student’s behalf to achieve resolution to problems.

In order to best serve as effective campus connections and advocates, it appears advisable that institutions provide adult students with professional advisors rather than relying on faculty members to advise students in addition to teaching them. As Frey notes:

> “Some of colleges where the focus groups were conducted have at least one staff member dedicated to advising adult learners. Students described these individuals as key to their success; not only because they were knowledgeable, but also because they offered encouragement and support.”

Marques and Luna support this kind of dedicated role, remarking that adult students benefit from having a “relationship with a professional, full-time advisor instead of a series of brief encounters with a faculty member whose priorities are predominantly geared toward teaching, and only secondarily toward advising.” If, however, it is impractical to hire a sufficient number of dedicated academic advisors, Frey’s suggestion—that institutions engage in both “mandatory advising training for faculty (full-time and part-time) and the development of online tools to help keep [faculty] up-to-date on advising issues”—appears advisable.

In their role as a key connection to the campus, several authors suggest that advisors ought to receive training in providing assistance in areas outside of those traditionally associated with academic advising. Although they are not expected to replace advisors and staff in other institutional areas, the role of the academic advisor may be enhanced by having a baseline of knowledge of career services counseling and financial aid issues. Additionally,

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Brown suggests that “one-stop enrollment, advising, and registration” be made available to students, and it would appear logical to focus this “one-stop” service within the advising office. In this capacity, advisors could conduct pre-enrollment sessions with students in order to ensure that it is worth their time to enroll at a given time.

The academic advisor’s role as advocate can also involve fostering on-campus academic communities for adult students. Although many students may have limited time to interact with these communities, their presence can serve to increase adult students’ connection to, and integration with, the institution. The level of connection/integration felt by students is recognized as increasing persistence among traditional students, and non-traditional students would very likely benefit from such a “campus home” as well. Official on-campus communities for adult students can “[encourage institutional] shifts in view and perspectives that require flexibility and willingness to change in order to meet the needs of the nontraditional student population base.” Such changes would naturally serve to make the campus environment and overall experience more pleasant for adult students.

In order to more effectively bring about a campus atmosphere that is supportive of adult students, advisors can also try to recommend strategies to improve adult students’ academic self-advocacy skills. As Peck and Varney note, these students will often have memories of “teachers and administrators [who] may not have tolerated being challenged by a student.” By adopting a developmental, not prescriptive, advising approach that provides coaching on how to interact with faculty and administrators, advisors can help to improve adult students’ experience of, and thus their satisfaction with, higher education.

Finally, Anderson suggests that academic advisors may be able to improve the experiences of adult students by being willing to direct the flow of necessary paperwork and such between different campus offices. Noting that, for adult students, the academic advisor is “[often] the only contact with college personnel outside of the classroom,” Anderson indicates that this willingness to act outside of the traditional remit of academic advisors helps to “negate or minimize dissatisfaction with other experiences [with an institution].”

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37 See related Hanover report “Boosting Retention through Better Advising.”
40 Ibid.
41 Ibid.
SECTION II: EXAMPLE IMPLEMENTATIONS OF RECOMMENDABLE PRACTICES

In researching this topic, Hanover encountered no institutional examples of adult advising that could reasonably be termed as a cohesive “model” of adult advising. While there were often indications of specialized advising for adult students and outlines of other institutional services available to adult students, there were no defined, distinct groupings of services that could be presented as various models. As such, this section can only provide various examples of institutional activities and resources as they relate to adult advising.

BELLEVUE COLLEGE (FORMERLY BELLEVUE COMMUNITY COLLEGE)

Bellevue College, through its Educational Planning Advising Center, provides its faculty and staff with a series of training modules addressing advising. In addition to being an example in itself of an institution providing adult-student-focused training to advisors and faculty, one of these modules, titled “Special Populations: Advising Adult Learners,” aligns with several of the practices described in the previous section.43

In addition to describing the population of adult students at Bellevue College, the training content provides distinguishing characteristics of adult students compared to traditional students. The module moves on to indicate how adult student advising must, as a consequence of these differences, be conducted in a different manner than traditional student advising (i.e., adult student advising is more effective when it is provided in a peer-to-peer relationship). A wide range of suggestions are provided for how to develop this sort of relationship, including maintaining a thorough knowledge of support services and developing a solid understanding of the student’s personal/family/work situation.

In addition to a description of things advisors ought to know or do, Bellevue College also provides a range of suggestions regarding maintaining “professional distance”—that is, not becoming excessively involved in the lives of students. This presentation of information is followed by activities for groups who may be moving through the training modules together. Finally, any increase in skill in dealing with adult students is measured by comparing scores on pre- and post-module surveys.

WIDENER UNIVERSITY

Widener University, a four-year institution, formerly maintained a distinct “University College” that focused on adult undergraduate education. Although this has now been reorganized into the School of Education, Innovation, and Continuing Education, the practices and findings related to the University College remain in place and are worthy of discussion.

43 “Advising Curriculum for Faculty and Staff.” Bellevue College. http://bellevuecollege.edu/adcurriculum/default.asp
Two prior papers by CAEL were prepared regarding Widener University’s approach to educating adult students, and they provide some information regarding institutional advising practices for these students. The following example illustrates how advisors came together to develop curricular suggestion sheets that meet the needs of adult students. This example can be related to connecting students to existing offerings and increasing the accessibility of these offerings to time-pressed adult students:

While University College’s variety of course options provide adult learners with optimum flexibility, it can also lead to class scheduling challenges. For example, when students indicated a need for increased course offerings and members of University College staff knew that there were sufficient course offerings each semester, they embarked on an investigation of why students did not have the same perception. University College leaders determined that students have a tendency to “self-advising” without planning out their course work or working with an advisor. This practice often leads students down a path where the courses they require are not offered in the semesters in which students need to take them.

To remedy the problem, University College did an in-depth study of course scheduling options and created a model schedule for the seventeen curricula offered. Now when students begin a course of study, a list of required courses and the semester cycle in which the classes are typically available is provided. Since most students take six or nine credits per semester, the course guide is set up with a two- and three-course plan to accommodate multiple student needs. This template is designed to help adult learners plan their courses through their entire degree and is used by academic advisors.

The CAEL report also notes that Widener took adult students’ lack of knowledge of course offerings as an indication of a need to increase the accessibility of advisors to students. They responded to this “[need] to increase opportunities for advising and make the process more convenient” by creating a new role that focuses on “designing an advising process that will help ensure students are taking the courses that they need in the proper timelines.” This can involve making more of advising services available online, which increases the level of access that students have to advising-related information and resources.

Advising at Widener is presently offered “on weekdays, in the evenings, and during Saturday Studies,” thus following the general recommendation to broaden the hours of advising. Students may have standard 30-minute advising appointments by phone or in-person, and they can also schedule one-hour “Personalized Information Sessions.” These sessions are meant to help adult students find answers to a number of questions—whether earning a degree can fit into their current schedule, how to develop skills for a new career, how to continue their education and transfer credits, how to move through the application process,

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etc. As these sessions are available prior to application, they can help potential students to decide on the feasibility of beginning their studies at a given time.

**UNIVERSITY OF WISCONSIN – EAU CLAIRE**

The University of Wisconsin – Eau Claire offers two primary locations for meeting the needs of adult students—the Nontraditional Student Services (NSS) office and the Educational Opportunity Center (EOC). Although the services offered at these locations go beyond academic advising, they illustrate some worthwhile practices related to advising in action.

Academic advising for adult students, along with other resources, is placed within the NSS, which ought to facilitate coordination between different institutional departments. Constant contact is maintained with all nontraditional students via an NSS weekly newsletter, which is both emailed to students and archived online. Important dates, events, and other information are provided through this regular mode of contact. The Educational Opportunity Center focuses on providing broader advising prior to official enrollment, similar to Widener University’s Personalized Information Sessions. These sessions include information on both admissions and financial aid options for potential adult students.

Interestingly, this institution is also notable for how it does not align with the previous recommendations. UW – Eau Claire appears only to offer its services to adult students during normal workday hours. Their students would likely be better off if they were to shift these hours of availability later in the day.

**UNIVERSITY OF AKRON**

The University of Akron maintains an “academic support service” for nontraditional students called “Adult Focus.” The Adult Focus resources are available to students who meet any of a range of qualifications that classify them as “adult.” Like the two UW – Eau Claire centers outlined above, the Adult Focus office brings together a wide range of services for adult students. Illustrations of some of the practices discussed previously follow.

Prior to enrollment, adult students are offered preadmission advising services through Adult Focus. The Adult Focus office also serves as the “primary resource and contact” for returning students, thus reducing the number of entities with which students may have to

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interact. Students are able to take advantage of “convenient” (albeit unspecified) office hours, which ought to indicate post-work-day availability.54

Notably, the Adult Focus office connects students to a distinct Adult National Honorary Society (Alpha Sigma Lambda) and an Adult Student Organization. By facilitating access to these organizations, the Adult Focus office helps to advocate on behalf of adult students. Indeed, the University of Akron Adult Learners group exists expressly as “a social and advocacy group open to all enrolled adult learners on campus.”55 Ensuring that students are aware of this kind of organization illustrates one of the advisable practices discussed previously.

**MONTGOMERY COLLEGE**

Montgomery College, the community college system for Montgomery County, Maryland, provides adult students with a kind of one-stop webpage that addresses many questions that they may have.56 This page links to a comprehensive advising-oriented page, which indicates the Montgomery College provides a range of adult-student-friendly operating times for academic advising (depending on the campus, this varies between being open until 6:30pm or 7:00pm on up to four days out of the week). Students may also benefit from online/email advising.57

Especially worth mentioning is the Germantown Options for Adult Learners (GOAL) Program. This “academic and social support program” for adult students, based at the Germantown Campus, offers students the ability to interact with each other and learn to overcome the initial anxiety involve in tasks like “taking assessment tests, registering for courses, and taking classes online.”58 Related to advising, the site provides information on open houses for adult students (scheduled in the evenings), ways to receive credit (by exam, transfer, or portfolio assessments), a range of financial aid information, specific resources for military-affiliated adults, child care, transportation options to get to campus, and more.

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54 Ibid.
57 “The Online Advisor.” Montgomery College. http://www.montgomerycollege.edu/Departments/studevrv/AdvisingEmail.html
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