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The UNIVERSITY of OKLAHOMA OUTREACH

Welcome to

1264: ‘Ohana by Design

Centering Adult Learners of Color in Culturally-Relevant Campus Maps & Wayfinding

Please leave front and back rows clear until session begins.

Silence all phones and devices.

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Land Acknowledgement

As we gather today in the paeʻāina (archipelago) of Hawaiʻi, on the mokupuni (Island) of Oʻahu. **We acknowledge that the ʻāina (land) on which we gather is part of the larger territory recognized by the Kānaka 'Ōiwi (the Native Hawaiians) as our ancestral grandmother, Papahānaumoku.**

We acknowledge the ahupuaʻa or land division of Waikīkī, Kona district on the Island of Oʻahu, the ʻāina or land on which we gather. **Without them, this Kānaka ʻŌiwi space in which we convene would not exist.**

Hawaiian Language

Aloha - (a-lo-ha): Mutual regard and affection while extending warmth in caring.

ʻĀina - (eye-nah): Land /that which feeds.

Ahupua'a - (a-who-pu-ah-ah): Land division from the mountain to the sea.

Kānaka 'Ōiwi - (kaa-na-ka-o-eve): Aboriginal peoples of Hawaiʻi / Native Hawaiian

Kaiāulu - (kai-a-u-lu): Community, neighborhood, village.

Kuleana - (ku-lee-ana): Responsibility and privilege.

Mahalo - (mah-hah-lo): Thank you / a common word of gratitude.

ʻOhana - (o-ha-na): Family to include blood-related, adoptive or intentional

Ōlelo - (oh-le-lo): Language, speech, statement, word or tidings.

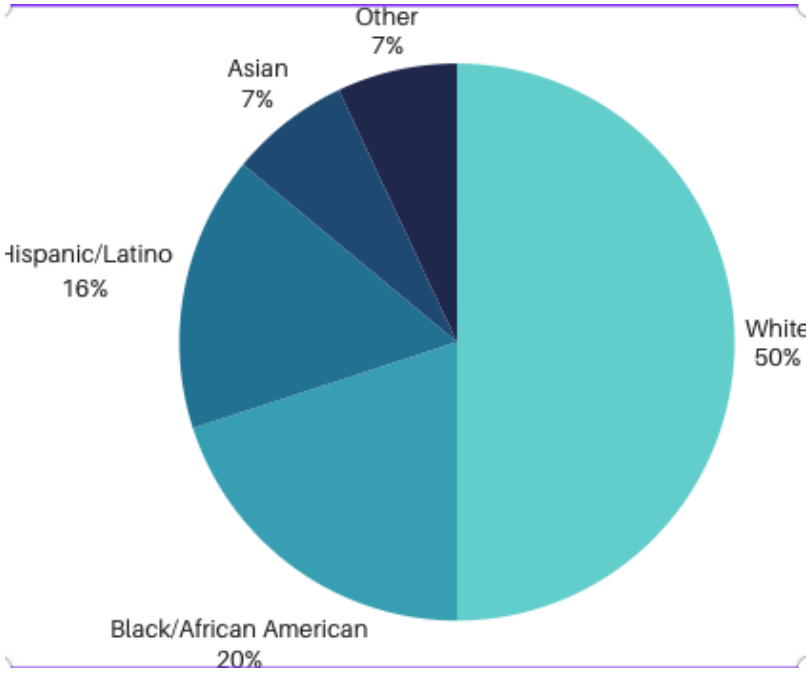
Agenda

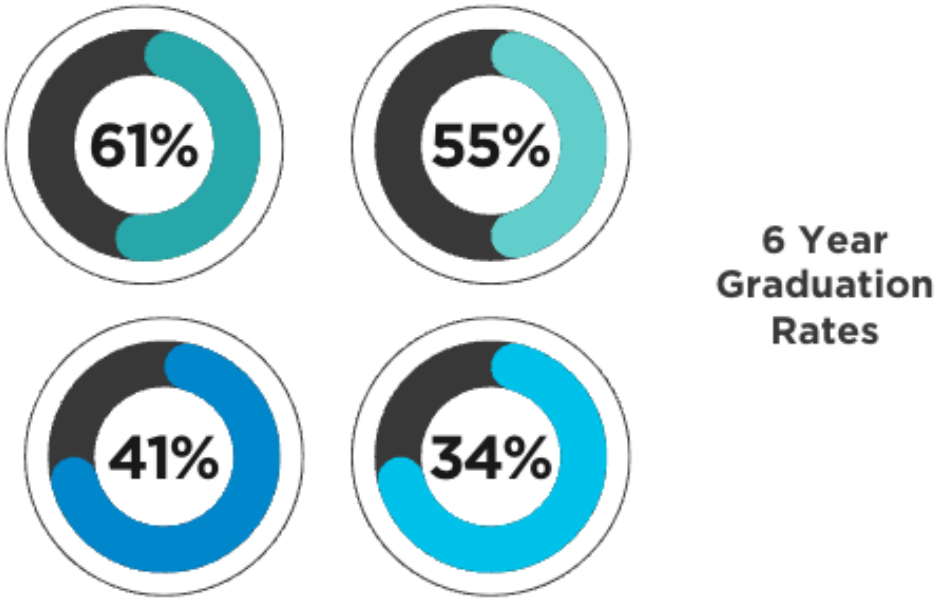
- The Research
- Campus Maps + Wayfinding
- Unique Needs of Adult Learners of Color
- Case Studies: UH Manoa & LMU
- Designing Effective Wayfinding with Google Maps
- Apply tools to your institution
- Closing

Who Are Adult Learners? True or False?

- Less than 1/4 of US college students are over the age of 25
  - FALSE – 38%
- Enrollment of students aged 25 and older is projected to grow faster than traditional-aged students over the next decade.
  - TRUE
- Adult learners typically have lower graduation rates than 18-24 year olds
  - TRUE. The six year graduation rate at 4 year institutions is 44%
- Most adult learners are enrolled part time
  - TRUE- 64%

Adult Learners of Color





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Pain Points and Assets of Adult Learners

- Flexible scheduling
- Competing daily priorities and identities (student, employee, caregiver)
- Workforce-aligned curriculum
- Financial support and ROI
- Navigation and connection (social capital)
- Prior learning assessment

- Goal orientation
- Bring rich experience to classroom
- Possess critical "soft" skills
- Numerous intersecting identities
- Community Cultural Wealth
  - Aspirational
  - Familial
  - Linguistic
  - Navigational
  - Resistant

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ELEVATE CURRENT ASSETS

Focus on participants' strengths and existing networks, rather than calling attention to what they might lack

BUILD RELATIONSHIPS

Emphasize the importance of connecting learners and workers to people with whom they can have sustained, supportive relationships

MAKE CONNECTIONS AND INTRODUCTIONS

Help learners and workers meet people who can assist them with specific immediate needs

FORMALIZE CAREER ONBOARDING

Connect learners and workers to the next steps in their career journeys, matching individual needs in terms of pay, scheduling, and supports

ENABLE A CONTINUOUS LEARNING JOURNEY

Enable people to continue building and activating professional social capital throughout their lives, and benefit from their networks, relationships, information, and resources at every stage of their career and learning journeys

- Assets
- Social capital

Maps and Wayfinding

- **Printed Maps vs. Virtual Maps:** Offering options to help adult learners navigate campus
- **Campus Tours:** Navigating campus as a group, to see spaces and places through the eyes of specific populations
- **Generational Differences:** Comfortability with technology
- **Learning Styles:** Holding something physical, writing, annotating, circling, speaking with someone, etc.

Reflection

- What role does wayfinding play at your institution?
- How do marginalized populations (FG, students of color, adult learners, etc.) navigate campus? How do you know?
- What format are maps available to students, faculty, and staff?
- At what time in the student experience are maps typically used?
- How might maps and wayfinding adversely affect marginalized populations navigating your physical or virtual campus?

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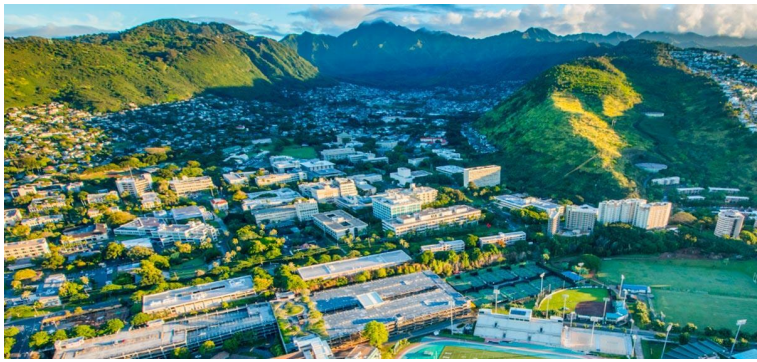
Spotlight: Loyola Marymount University

Spotlight: University of Hawai’i at Manoa

- Located in the lush Mānoa Valley in the ahupua'a of Waikīkī the University of Hawai‘i-Mānoa is a public land, sea, space and sun grant institution serving a diverse population of over 19,000 undergraduate and graduate students.
- Globally-connected Hawaiian place of learning recognizing its kuleana to honor and promote social justice for Kānaka 'Ōiwi by engaging in cultural-based activities and concepts with the understanding that Hawaiian values and knowledge are beneficial for all our students.
- Fostering a sense of place, sense of belonging – Kaiāulu & 'ohana – for pregnant and parenting students at UH-Mānoa.



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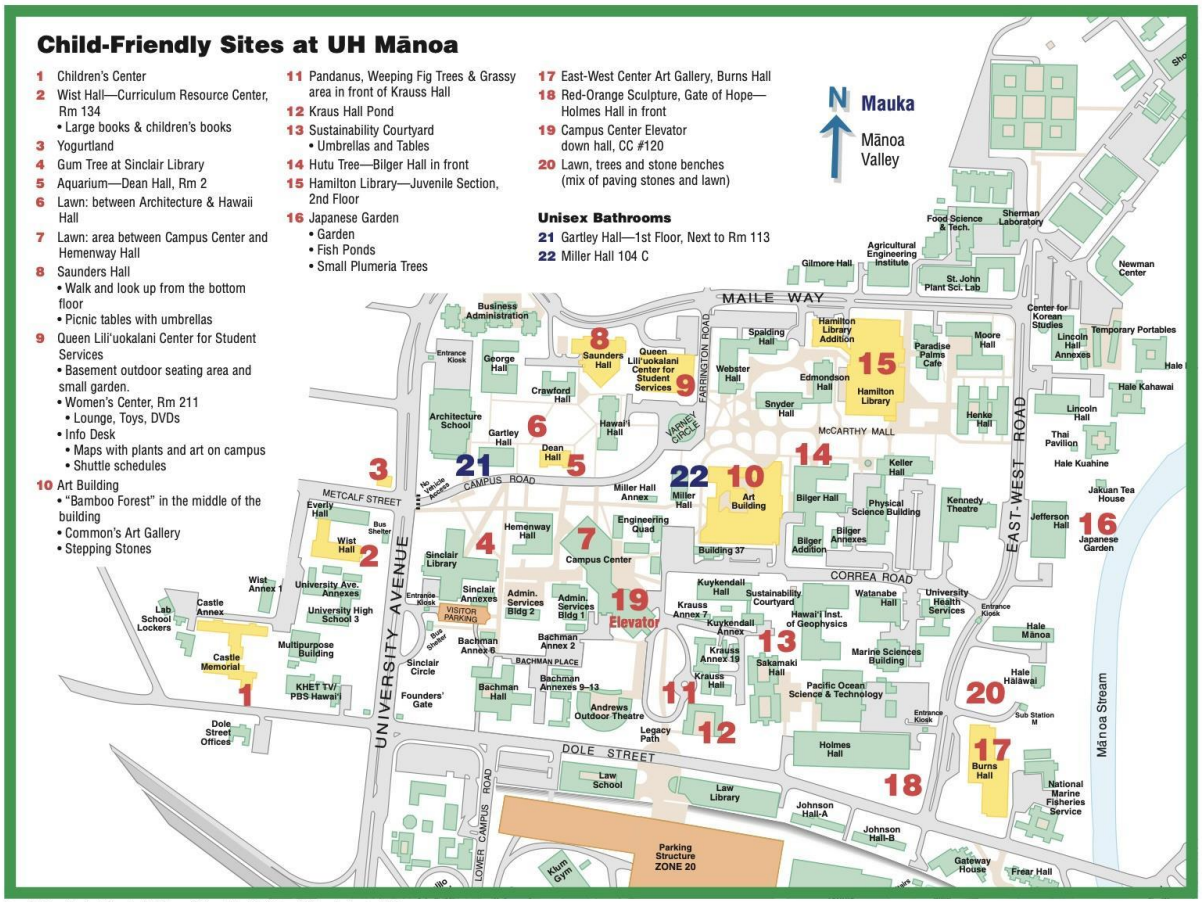
Child-Friendly Sites at UH Manoa

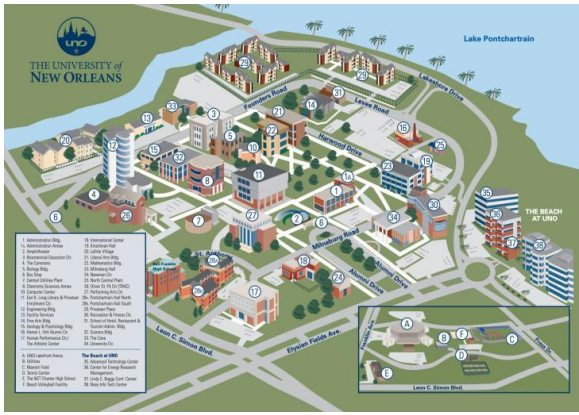
Available for download at http://www.manoa.hawaii.edu/studentparents



Compiled by: Student Parents At Mānoa (#9) and the UH Mānoa Children's Center (#1).

Tips for Designing Effective Maps

- Annotate the significance of resources
- Highlight campus and off-campus resources
- Create symbols and a legend
- Easily accessible virtual maps and printed versions
- Have adult learners of color help create your campus map
- Leverage generative AI as a thought partner



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Discussion

- Based on our conversation today, how would you like to use campus maps/wayfinding to support adult learners as they navigate campus?
- Are there any other navigational tools you could use to help adult learners explore and use resources on and around campus?
- What is one step you can take this week to see these tools actualized on your campus?

Resources

- Community Cultural Wealth-Yosso, T. J. (2005). Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. Race Ethnicity and Education, 8, 69-91. http://dx.doi.org/10.1080/1361332052000341006
- Adult Learners
  - What Works for Adult Learners - https://www.jff.org/idea/what-works-adult-learners-lessons-career-pathway-evaluations/
  - Adult Learner Mobility examples - https://www.jff.org/expanding-adult-economic-mobility-opportunities-in-three-states/
  - Social Capital - https://info.jff.org/social-capital-framework
- Google Maps Annotation
  - https://wp.nyu.edu/digitalgallatin/portfolio/how-to-customize-collaborate-google-maps/
- Statistics
  - U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment component 2021 provisional data.

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SESSION EVALUATION

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2) Under the session description, go to "Forms" and click on "Evaluate this Session"

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