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.
Angie Kealani Siga Solomon
SP@M Coordinator, University of Hawaii

Dr. Christel Perkins
Senior Director, Center for Racial Economic Equity, JFF

Dr. La’Tonya Rease Miles
Director of University Partnerships, ReUp
Adjunct Lecturer, Santa Clara University

Jimmy McClellan
Associate Director for Urban Initiatives, APLU
Ph.D. Candidate, University of Maryland
Land Acknowledgement

As we gather today in the pae‘āina (archipelago) of Hawai‘i, on the mokupuni (Island) of O‘ahu. We acknowledge that the ‘āina (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 ahupua‘a or land division of Waikīkī, Kona district on the Island of O‘ahu, the ‘āina or land on which we gather. Without them, this Kānaka ‘Ōiwi 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 ʻŌiwi - (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
  o FALSE – 38%

• Enrollment of students aged 25 and older is projected to grow faster than traditional-aged students over the next decade.
  o TRUE

• Adult learners typically have lower graduation rates than 18-24 year olds
  o TRUE. The six year graduation rate at 4 year institutions is 44%

• Most adult learners are enrolled part time
  o TRUE- 64%
Adult Learners of Color

- White: 50%
- Black/African American: 20%
- Hispanic/Latino: 16%
- Asian: 7%
- Other: 7%

6 Year Graduation Rates
- 61%
- 55%
- 41%
- 34%
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
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?
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.
Child-Friendly Sites at UH Mānoa

1. Children’s Center
2. West Hall—Curriculum Resource Center
3. Large books & children’s books
4. Yogurt stand
5. Gym Tree at Sinclair Library
6. Aquarium—Dean Hall, 2nd Floor
7. Lawn: between Architecture & Hawaii Hall
8. Lawn: area between Campus Center and Hemmenway Hall
9. Saunders Hall
10. Picnic tables with umbrellas
11. Queen Lili’uokalani Center for Student Services
12. Basement outdoor seating area and small garden
13. Women’s Center, Res 211
14. Lounge, toys, DVDs
15. Info Desk
16. Maps with plants and art on campus
17. Shuttle schedules
18. Art Building
19. “Bamboo Forest” in the middle of the building
20. Common’s Art Gallery
21. Sleeping Stones
22. Unisex Bathrooms
23. Garrey Hall—1st Floor, Next to Rim 113
24. Miller Hall 104C

Compiled by: Student Parents At Mānoa (SPAM) and the UH Mānoa Children’s Center (CPM)
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
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


- **Adult Learners**
  - Adult Learner Mobility examples - https://www.jff.org/expanding-adult-economic-mobility-opportunities-in-three-states/

- **Google Maps Annotation**
  - https://wp.nyu.edu/digitalgallatin/portfolio/how-to-customize-collaborate-google-maps/

- **Statistics**
SESSION EVALUATION

Please evaluate this session using the NCORE ATTENDEE HUB app:

1) Find and click on this session’s index number/title
2) Under the session description, go to “Forms” and click on “Evaluate this Session”

Thank you for your feedback. It is a valuable resource to our presenters and shapes future programming. Enjoy the rest of your sessions!