



**Reshaping Practitioner Higher Education Institutions to Serve Adult Learners:
The COVID-19 Pandemic Implications**

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Purpose & Background

- *Purpose: explore how practitioner higher education institutions adopted innovative approaches brought about by the COVID-19 pandemic and successfully maintained or increased enrollment.*
- The COVID-19 global pandemic disrupted high education
- The pandemic forced students to re-examine their education in light of other priorities
- Universities struggled to meet the needs of adult learners and support them



Literature Review

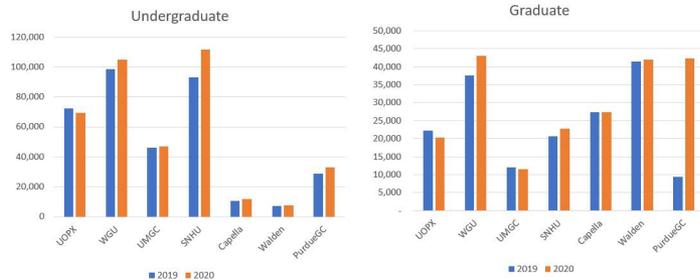
- Yuen's (2011): four-point model was used to evaluate content analysis (product, practices, perspectives, and persons)
- Dennis (2021): the pandemic shifted the way universities will recruit students, view enrollment, and offer cost-effective tuition
- Kahn (2021): concluded: disruptions in teaching were evident especially in transition from face-to-face to online environments



- Yuen, Ka-Ming. "The representation of foreign cultures in English textbooks". *ELT Journal*, Vol. 65 No. 4, pp. 458-466 (September, 2011).
- Dennis, M.J. "Impact and Opportunities: COVID-19's effect on higher education", *College and University*, Vol. 96, No. 2, pp. 31-38, (Spring 2021).
- Kahn, Muzammal Ahmed. "COVID-19's impact on higher education: A rapid review of early reactive literature", *Educ Sci*, Vol. 11, pp. 421-435, (2021).

Study Universities

University Enrollment



- University of Phoenix (UOPX)
- Western Governors University (WGU)
- University of Maryland Global Campus (UMGC)
- Southern New Hampshire University (SNHU)
- Capella University
- Walden University
- Purdue Global Campus

National Student Clearinghouse Research Center. (2021), "COVID-19: Stay informed with the latest enrollment information", available at: https://public.tableau.com/app/profile/researchcenter/viz/Spring_StayInformed_2/Story1 (accessed November 17, 2021).