



# IU Southeast Adult-Learner Services Report

**Prepared by the IU Southeast Adult-Learner  
Assessment Team in Consultation with the  
Persistence and Completion  
Council**



**January  
2017**

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## *IU Southeast Adult-Learner Services Report*

### PURPOSES, SCOPE, AND METHODS

The importance of IU Southeast's adult learners (age 25+) rises with the expected decline of the region's traditional students. Yet their needs, concerns, and goals tend to differ. To better attract, retain, and graduate our student populations, we need to know about them. But much of what is known of college-goers relates to those recently out of high school. Consequently, a growing number of institutions are making the adult learner population more visible and the campus culture more welcoming and effective in their behalf.

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To this end, IU Southeast has just concluded a systematic campus study of our adult learner services, assessed through two reputable instruments using a common set of principles known to be effective with this population based on measurable benchmarks. By completing the Ruffalo Noel Levitz (RNL) Adult Learner Inventory (ALI), 22% (N= 341) of our adult learners who were enrolled in spring 2016 rated ALI's 76 benchmarks for importance and satisfaction. This level of participation also allowed comparison to those of adult learners recently taking ALI across 100 similar 4-year institutions.

Formal inquiry also included completion of the 57-item Institutional Self-Assessment Survey (ISAS) of the Council for Adult and Experiential Learning (CAEL) by a campus assessment team of 18 members, who also consulted with other knowledgeable peers to rate the university's resources and activities in relation to the national benchmarks embedded in ALI. CAEL cross-analyzed the two instruments, after which the campus team further mined the data, including as re-sorted by a dozen demographic groups.

**BENCHMARKED STANDARDS AND KEY FINDINGS** - CAEL's report applied both ALI and ISAS results to nine widely-accepted principles effective for meeting the needs of adult learners. Each set of standards comprised a set (scale) benchmarks which adult learners rated for *importance* and *satisfaction*. Sub-groups within the assessment team analyzed and interpreted results to create the micro-reports submitted to team coordinators, each on a given principle. A few of these outcomes appear below as an overview and appear in each report with its associated data, findings, and suggestions. Faculty, professional staff, and administrators are encouraged to learn how IU Southeast performed, which items appear to challenge us, and what steps may be useful to take our adult-learner services to the next levels.

The following list references benchmarks perceived with least satisfaction:

- ✚ Multiple ways to demonstrate their knowledge
- ✚ More help with coping strategies
- ✚ More options to earn course credit for prior learning experience: PLA, more credits earned through exams, and more competency-based and self-paced options
- ✚ Periodic assessment of the knowledge and skills needed for work or careers
- ✚ More course program offerings each term and at times they can attend the classes
- ✚ Contact from an instructor when they fall behind
- ✚ Instructors' incorporating more of their life and work experiences into activities/assignments
- ✚ More variety in teaching methods
- ✚ More timely feedback about their academic program progress
- ✚ More information available online about what they need to do next in their programs
- ✚ Billing more tailored to their needs
- ✚ More preparation for job searches, job placement, and career advancement during college

Among their benchmarks rated with high *satisfaction*, our adult learners credited the following services' benefits:

- ✦ A clear understanding of course learning objectives from their classes
- ✦ Courses that give them challenging experiences
- ✦ Instructors' respect for their opinions and ideas even though they differ
- ✦ Advisors who are knowledgeable of course and program requirements of interest to them
- ✦ Mentors who are available to guide them in career and life goals
- ✦ Instructors' frequent interaction with them
- ✦ Instructors' encouragement of student-to-student interactions
- ✦ Convenient online options for tuition payment
- ✦ Evident relationships between courses and educational goals
- ✦ Encouragement to apply credits earned toward a degree or certificate

**FURTHER ADULT-LEARNER SERVICES INSIGHTS** - The micro-reports compare IU Southeast results to those of 99 similar 4-year institutions according to the national standards for effective service to adult learners. For example, besides seeing the data, findings, conclusions, and suggestions on each standard, they answer questions like the following:

1. What ARE these standard principles and what do they MEAN?
2. What services comprise their benchmarks?
3. How did adult-learners rate them and how did ratings compare to those of their national peers?
4. What service strengths might we incorporate in our public relations, advertising, and/or websites to better recruit, retain, and support our adult learners?
5. What benchmarks represent IU Southeast challenges, and how is a "challenge" defined?
6. When is it warranted to further strengthen a benchmark noted as relatively strong?
7. What actions make sense to better satisfy our adult learners? How do we prioritize them at the unit and campus levels?
8. How do adult-learner ratings vary demographically? How can we best use that information?
9. For example, how do their *satisfaction* levels vary for certain benchmarks as majors or pre-majors affiliated with a given academic unit?
10. Why does ALI use 8 adult-learner principles and ISAS use 9?

**GENERALIZED OUTCOMES** – Besides learning/celebrating our perceived strengths and discovering/addressing our perceived challenges, this document will help reviewers make useful connections between the principles, their individual benchmarks, and their overlapping service-providers. At the most general level by principle, campus results fell into three categories against the measure of effective standards:

- ❖ **Technology** and **Teaching-Learning Processes** emerged as IU Southeast's most consistent areas of strength, with implications for recruiting, marketing, and public relations to make visible these successes.
- ❖ **Assessment of Learning Outcomes** and **Strategic Partnerships** surfaced as consistently weaker areas, with implications for suggested improvements to benefit our adult learners.
- ❖ **Life and Career Planning, Student Support Systems, Financing, Outreach, and Transitions** yielded a mix of strengths and challenges, with implications for how to take more strategic advantage of the former and how to refine the latter.

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## ADULT-LEARNER ASSESSMENT TEAM ACKNOWLEDGEMENT –

- The IU Southeast 18-member assessment team of faculty and professional staff completed this project between January and December of 2016 by using a number of sub-teams—to design and deliver a Communication Plan to recruit adult-learner participation; to research and complete the ISAS; to analyze and interpret CAEL’s 197 pp. report to the campus; to cross-analyze those data to a dozen demographic reports requested from RNL; and to write, revise, and edit each of nine micro-reports. Their authors’ names are identified within each one.
- Twelve team members created and executed the extensive Communication Plan to elicit student participation in ALI, with special leadership from Steven Krolak, Kim Pelle, and Melanie Hughes.
- Traci Armes, Uric Dufrene, and Amanda Stonecipher made possible ten \$200 scholarships to incentivize adult-learner participation. Campus program coordinators secured additional students in finals week that put us over the 20% threshold to be eligible for comparisons to the national sample of 4-year institutions.
- Ron Severtis co-coordinated the project and served as technical liaison to Ruffalo Noel Levitz for data submission and results storage, survey notices, campus ALI questions, and demographic reports. He co-authored two mini-reports, consulted on two others, and oversaw formatting and integration of the nine separate reports into the final document.
- Annette Wyandotte organized and co-coordinated the project, served as the campus liaison to CAEL, led team meetings, and participated in five mini-reports: 1 as author, 2 as co-author, and 2 as facilitator. She also coordinated revision of the separate documents into the final document.
- Kimberly Smith, as a member of the Persistence and Completion Council, gave invaluable editorial input into the document as a whole.

**For information on the ALI’s validity or reliability, please contact Ruffalo Noel-Levitz or see their information page here: [ruffaloNL.com/ALI](http://ruffaloNL.com/ALI)**

## Adult Learner Assessment Team Report on Technology

Ron Severtis, Lee Staton, and Matt Springer

**Technology Principle:** The institution provides adult learners Technology services to enhance their learning experience through relevant and timely access, support, and use.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions on the *importance* and *satisfaction* of Technology benchmarks. Conversion of the Likert scale to a 100-point weighted code, by-item and by-response level, allowed a comparison of our average scores (88.3% and 83.0% to those of our national peer (88.9% and 80.0%), showing them competitive with one another.

The project also used CAEL's Institutional Self-Assessment Survey (ISAS) to measure campus perceptions of the level of IU Southeast resources and activities vital to support Technology benchmarks. Members' ratings which included consulting with other knowledgeable persons on campus, averaged 77.9%, considerably higher than the national result of 57.2%.

Technology	ALI	ISAS	National 4-Yr
<i>Strength</i>		1 <sup>st</sup> of 9	
<i>Satisfaction</i>	1 <sup>st</sup> of 8		1 <sup>st</sup> of 8
<i>Importance</i>	5 <sup>th</sup> of 8		5 <sup>th</sup> of 8

**Performance Gaps** mark the difference between adult-learner *importance* and *satisfaction* scores, calculated for each benchmark and the overall scale. For *Technology*, the box below shows the scale's average gap for our campus was desirably small (0.37; 6.18-5.81), in contrast to the higher gap nationally of 48.8.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.18	5.81	0.37 (I-S)	8 <sup>th</sup> of 8	8 <sup>th</sup> of 8

### Scale Items:

	IU Southeast		Performance Gap		Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
5. I receive the help I need to improve my technology skills.	5.76	5.45	0.31	0.44	no
12. Technology support is available to me when I need it.	6.15	5.77	0.38	0.52	no
18. This institution uses technology on a regular basis to communicate with me.	6.18	6.29	-0.11	0.09	no
32. Technology enables me to get the services I need when I need them.	6.40	5.94	0.46	0.52	no
39. Information is available online to help me understand what I need to do next in my program of study.	6.40	5.59	0.81	0.80	no

- Item # 18 carried a uniquely negative performance gap (-0.11) because our adult learners viewed *satisfaction* slightly higher than *importance*: 6.29/6.18, yet with high ratings for each of them.
- Item # 39 revealed the largest gap (0.81) due to an unusually high rating for *importance* (6.40), though *satisfaction* was also relatively high (5.59).

### Notable items from demographic breakdowns:

1. **Gender:** Males were significantly less satisfied than females on “Technology enables me to get the services I need when I need them.” Male responses to this item also revealed more disparate perceptions between its *importance* to them and their *satisfaction* with it (0.42/0.23). In fact, lower male satisfaction was evident throughout the ALI survey, across seven of the eight benchmarks. The item with the highest satisfaction rating by both groups was “This institution uses technology on a regular basis to communicate with me” (6.19/6.31). With females representing over two-thirds of the total respondents, a male sampling error may be an issue. Also, the statement about getting “the services I need” is ambiguous and may benefit from further inquiry.
2. **Age and Ethnicity/Race:** On many technology items, students aged 35-44 and students whose ethnicity/race was not Black/African American were less satisfied than their peers, though these groups placed less importance overall on technology benchmarks than their peers. Perhaps older working adults take less advantage of traditional technology like labs and rely more on online academic resources, just starting to “ramp up” at IU Southeast.
3. **First in Family to Attend College:** First generation students seemed more satisfied with than their peers with technology, though both groups assigned about the same importance to its benchmarks. Without a family background of experiencing college before, it may be that our first-generation students, who may be more likely to have lower income, find the vast technology on campus impressive, compared to what may have been less customary at home, in high school, or in a previous college or university.
4. **Academic Units:** No direct tie exists between adult-learner responses and delivery of services by an academic unit. But more indirectly, students affiliated with General Studies assigned lower ratings than those associated with other units. For instance, Nursing and Social Science-affiliates rated *satisfaction* highly. To the extent that results may relate to physical facilities, then some of the difference may be due to the special technology labs available to Nursing and Journalism students.

### Strengths (from Overall scales or demographic breakdowns):

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and whose average *satisfaction* attains the top 25%.

1. Our Technology ratings exceeded the average of the national group. Likely, substantial student use of web and email as part of learning experiences and the opportunities for faculty professional development technology training—figured significantly in the high campus rating. Notably, the university website offers an easily navigated menu of technology services for students, faculty and staff, and almost all student services and information regarding them can be *accessed* online.
2. IU Southeast adult learners assigned very high *satisfaction* scores to technology though relatively lower *importance* to this area of their experience. It may be that some cross-section of adult learners now expects this sort of campus technology and easily surfs websites, reducing expectations that have reduced perceptions for *importance*.

**Challenges (from Overall scales or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz defines a “challenge” as an ALI item whose weighted-average for *importance* lies within the top 50% but the average for *satisfaction* average falls in the bottom 25%.

1. Item # 39 (“Information is available online to help me understand what I need to do next in my program of study”) was commendably the only technology benchmark with a higher than average performance gap, both locally and nationally.

**Suggested Actions:**

The steps below are offered to faculty, staff, and administrators to consider ways to take strategic advantage of our excellence in technology services. We hope they may also aid reflection on whether any enhancements or additions for a Technology benchmark may benefit how we attract, retain, and graduate our adult learners.

1. Program coordinators and advisors could work together with UITS and representatives from our adult learner students to develop stronger online resources to guide students through their program of study.
2. Well-developed resources (checklists, flow charts, etc.) may reduce routine workload of advisors to better assist at-risk students, perhaps increasing their sense of self-sufficiency.
3. For example, if a program webpage lacks information useful to adult learners, it could be added or a link provided to other websites serving this purpose.
4. Perhaps Academic Affairs, the Adult Student Center, the Office of Marketing and Communication, and the Career Development Center could work with the web team to plan a one-stop online shop for adult learners.
5. UITS and ILTE could coordinate their efforts to provide periodic technology training opportunities to ensure that newer faculty and staff are able to apply these tools to their work.
6. The Office of Marketing and Communication could work with UITS to share positive messages for recruitment and to raise student awareness of available technology and how to access and apply it.

## Adult Learner Assessment Team Report on Teaching and Learning Processes

Melanie Hughes and Angela M. Salas

**Teaching and Learning Processes Principle:** The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners to connect curricular concepts to useful knowledge and skills.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of Teaching-Learning Processes benchmarks for importance and satisfaction. Conversion of the Likert scale to a 100-point weighted code, by-item and by-response level, enabled a comparison across the national sample's 100 four-year institutions. Averages were competitive: ours at 88.3% and 83.0% and theirs at 90.0% and 80.7%. The project also used CAEL's Institutional Self-Assessment Survey (ISAS) to measure campus perceptions of the level of our resources and activities vital to support Teaching-Learning Processes benchmarks. Members' ratings, which included consulting with other knowledgeable persons on campus, averaged 46.4%, somewhat better than the average nationally of 40.3%.

Teaching and Learning Processes	ALI	ISAS	National 4-Yr
<i>Strength</i>		4 <sup>th</sup> of 9	
<i>Satisfaction</i>	2 <sup>nd</sup> of 8		2 <sup>nd</sup> of 8
<i>Importance</i>	3 <sup>rd</sup> of 8		4 <sup>th</sup> of 8

**Performance Gaps** mark the difference between adult-learner ratings for importance and satisfaction, calculated for each benchmark and for the overall scale. For Teaching-Learning Processes, the box below shows the campus gap averaged a relatively low 0.50 (6.27-5.77), somewhat better than the national average of 0.59.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.27	5.77	0.50 (I-S)	7 <sup>th</sup> of 8	7 <sup>th</sup> of 8

### Scale Items:

	IU Southeast		Performance Gap		Significant Mean Diff.
	Importance	Satisfaction	IUS	National 4-yr	
10. I have a clear understanding of what I'm expected to learn in my classes.	6.64	5.94	0.70	0.69	No
17. My instructors provide timely feedback about my academic progress.	6.56	5.72	0.84	1.02	No
29. My instructors respect student opinions and ideas that differ from their own.	6.35	5.88	0.47	0.55	No
36. Most instructors use a variety of teaching methods.	6.15	5.66	0.49	0.63	No
38. My instructors encourage student-to-student interactions through a variety of techniques.	5.50	5.64	-0.14	0.09	No
43. The frequency of interactions with my instructors is satisfactory.	6.46	6.14	0.32	0.51	Yes
45. Instructors incorporate my life and work experiences in class activities and assignments.	5.92	5.06	0.86	0.68	Yes
46. The learning experiences within my program of study challenge me to reach beyond what I know already.	6.50	6.09	0.41	0.46	No

**Summary Analysis of Scale Results:** The high-level consistency of Teaching-Learning Processes is evident in looking at the relatively small variation among the lowest-rated benchmarks:

Variances for Importance

- The overall scale range for *importance* was 6.64-5.50, for a 6.27. Three items fell below it, two of them still relatively high.
  - 5.50 – Item # 38 - “Instructors encourage student-to-student interactions through a variety of techniques.”
  - 5.92– Item # 45 - “Instructors incorporate my life and work experiences in class activities and assignments.”
  - 6.15 – Item # 36 - “Most instructors use a variety of teaching methods.”
- Item #10 (“having a clear understanding of course expectations” and # 17 (“timely feedback on academic progress”) earned the top ratings for *importance* (6.64 and 6.56).

Variances for Satisfaction

- Benchmarks had a wide range of variance, from 6.14 to 5.06, with a solid 5.77 average. Four of them fell below the average, yet were competitive with the national range in the 4s and 5s:
  - 5.06 – Item # 45 - “Instructors incorporate my life and work experiences in class activities and assignments.”
  - 5.64 – Item # 38 - “My instructors encourage student-to-student interactions through a variety of techniques.”
  - 5.66 – Item # 36 - “Most instructors use a variety of teaching methods.”
  - 5.72 – Item # 17 - “My instructors provide timely feedback about my academic progress.”
- In slight contrast, Items #43 and #46 respectively received the highest *satisfaction* scores: “frequency of interactions with instructors” and “challenging learning experiences within the program of study.”)

Variances for Performance Gaps

- Statistically significant local and national performance-gap differences occurred for Items #43 (“frequency of interactions with instructors”) and # 45 (“incorporating life experiences.”)

**Notable items from demographic breakdowns:**

- Gender data (n = 98 male/217 female) yielded revealing differences. Overall, males were less satisfied (5.48/5.92), the lowest score being 4.49 for Item # 45 (“tying life and work to the classroom.”)
  - Listed below in the next table’s second column (bold print) are satisfaction scores by gender that exceeded the 5.77 overall scale mean, all attributable to females.
  - This male tendency raises the issue of whether males generally score harder on customer satisfaction assessments. Another unusual result by gender was that seven of the eight benchmarks had statistically significant gap differences, while Item # 36 (“variety in teaching methods” did not, as satisfaction ratings for both males and females fell slightly below the 5.77 mean (5.45/5.75).

ITEM	Instructional focus	Importance: M/F	Satisfaction: M/F	Performance Gap: M/F	Mean Difference/ Significance
10	Clear expectations delivered	6.53/6.68	5.72/6.07	0.81/0.61	-0.35/yes
17	Timely feedback provided	6.56/6.57	5.51/5.86	0.58/0.39	-0.35/yes
29	Respecting ideas/opinions	6.19/6.41	5.61/6.02	0.58/0.39	-0.41/yes
36	Variety of teaching methods	6.15/6.16	5.45/5.75	0.70/0.42	-0.29/no
38	Encouraging peer discussions	5.31/5.59	5.36/5.76	-0.05/-0.40	-0.40/yes
43	Interacting often with instructor	6.45/6.45	5.84/6.26	0.61/0.19	-0.42/yes
45	Tying curriculum to life/work	5.46/6.15	4.49/5.37	0.97/0.77	-0.88/yes
46	Challenging learning experiences	6.28/6.60	5.87/6.19	0.41/0.41	-0.32/yes

### “College Objective” Related to Gender

1. Only two of the 98 male respondents (2.04%) noted an academic purpose for being in college. How may these numbers have impacted their lower perceptions on all teaching-learning processes benchmarks? In contrast, 65.59% said they were here to prepare for a new or different career; 22.58% to improve occupational skills; and 9.68% for self-improvement.
2. Female college objectives reflected a similar pattern: 3.43% academic; 68.63% career-preparation; 11.27% occupational; and 16.67% self-improvement.

### Employment Breakdown (Hours Worked Per Week and Population by Gender)

➤ This section focuses on Teaching-Learning Processes benchmark # 45 above.

1. Item # 45, “Instructors incorporate my life and work experiences in class activities and assignments,” received the lowest satisfaction rating by both males and females: 4.49/5.37, for a 5.06 average.
2. Yet the list below shows that the number of hours worked weekly did not necessarily relate to adult learners’ average *satisfaction* score. Gender composition for each working group appears to the far right.

Employment	N, %	Satisfaction	% Male/Female
<i>IU Southeast Adult Learners</i>	295, 100%	5.95	31.1%/68.9%
31-40 hours/week	88, 29.8%	5.38	19.6%/34.7%
11-20 hours/week	29, 9.8%	5.38	10.9%/9.4%
0 hours/week	66, 22.4%	4.98	28.3%/19.8%
1-10 hours/week	22, 7.5%	4.95	5.4%/8.4%
Over 40 hours/week	51, 17.3%	4.94	20.7%/15.8%
21-30 hours/week	39, 13.2%	4.47	15.2%/11.9%

3. Compared to the scale’s *satisfaction* average of 5.06 on item # 45 (about incorporating life and work experiences into the curriculum), just two of the six working groups rated it above the mean, each at 5.38: adult learners who worked 31-40 hours or 11-20 hours. Together, they accounted for 39.66% of adult learners surveyed.
  - Students working 0 hours were better satisfied (4.98) than those working 1-10 (4.95) or over 40 (4.94) hours weekly.
  - Those working 21-30 hours were the least satisfied (4.47).
  - Male/female *satisfaction* ratings on this benchmark differed widely (4.49 / 5.37).

**Academic Unit Affiliation**

- Satisfaction ratings sorted for adult learners’ self-reported affiliations by academic unit yielded variations of potential interest although they signify no direct tie to the quality of a unit’s services for teaching-learning processes.
- Rather, this information is offered to faculty, staff, and unit leaders for purposes of reflection, discussion, and discovery of whether any change may benefit students’ learning experience.
- The table below numerically reports mean *satisfaction* per benchmark. Unit affiliations are represented alphabetically across the top. The table concludes with an average and ranking per unit according to the scores of their associated students.

*IU Southeast Degree Programs and ALI Satisfaction Results*

Mean Satisfaction	Item #	ARL (N=34)	SOB (n=46)	SOE (n=33)	GSP (n=31)	NSC (n=64)	SON (n=45)	SSC (n=48)
6.14	43	6.15	5.86	6.36	5.89	6.09	6.09	6.44
6.09	46	6.24	5.65	4.69	4.93	6.13	6.41	6.21
5.94	10	6.06	5.90	6.33	5.67	5.73	5.91	6.28
5.88	29	5.88	5.93	6.19	5.62	5.76	5.61	6.23
5.72	17	6.12	5.68	5.64	5.59	5.69	5.70	5.85
5.66	36	5.62	5.48	5.94	5.28	5.57	5.87	5.88
5.64	38	5.61	5.49	5.61	5.43	5.44	6.14	5.90
5.06	45	5.24	4.79	4.69	4.93	4.87	5.59	5.29
<b>Total N=201 UNIT AVERAGE→</b>		5.86 (3 <sup>rd</sup> )	5.59 (6 <sup>th</sup> )	5.68 (4 <sup>th</sup> )	5.41 (7 <sup>th</sup> )	5.66 (5 <sup>th</sup> )	5.91 (2 <sup>nd</sup> )	6.01 (1 <sup>st</sup> )

**Strengths (from Overall scale or demographic breakdowns):**

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and whose average *satisfaction* comes within the top 25%.

CAEL’s observations on scale results:

- CAEL distinguished IU Southeast Teaching-Learning Processes as one of the university’s two most effective adult-learner principles, second only to Technology.
- They also noted that we ranked in the upper half of both the ALI and ISAS on this adult-learner principle.
- For ALI, CAEL credited several of this scale’s benchmarks as strengths, such as Item # 10, “having a clear understanding of the learning objectives for their classes,” and # 46 “offering classes with “challenging experiences.”
- Other stronger benchmarks included Item # 17, “providing timely feedback, as well as Item # 29, “respecting students’ ideas and opinions, Item # 38, “encouraging peer discussions,” and Item # 43, “interacting frequently with students.”
- CAEL also remarked that ALI results on this principle mirrored ISAS results, such as “Communicating clear objectives” (ISAS Q 27j) and “providing prompt feedback on performance” (Q27n).

Demographic results with consistently higher *satisfaction* scores:

1. Academic Unit Affiliation: Some of the higher *satisfaction* averages associated with adult learners identifying with the SSS (6.01), the SON (5.91), and ARL (5.86).
2. College Objective: Ratings were most favorable from students attending college to increase occupational skills or for self-improvement.
3. Gender: Females were more satisfied on all benchmarks.
4. Employment: Adult learners employed 31-40 hours or 11-20 hours per week rated their *satisfaction* more highly than the other four working groups.

**Challenges (from Overall scale or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a “challenge” as an ALI item whose weighted-average for *importance* still lies within the top 50% but its *satisfaction* average falls in the bottom 25%.

The box below also features Item # 45 in representing the most challenging of the Teaching-Learning Process benchmarks:

<b>Item 45: Instructors incorporate my life and work experience in class activities and assignments.</b>	<b>Importance (Local/Nat'l)</b> <b>5.46/6.14</b>	<b>Satisfaction (Local/Nat'l)</b> <b>4.49/5.37</b>	<b>Performance Gaps</b> <b>0.97/0.77</b>	<b>Mean Difference /Significance</b> <b>-0.88 &lt; .001</b> <b>Conf. Level</b>
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Demographic results with consistently lower *satisfaction* scores:

1. Academic Unit Affiliation: Lower satisfaction averages associated with adult learners' identifying with the SOE (5.68), the SNS (5.61), the SOB 5.59, and the GSP (5.41).
2. College Objective: Adult learners in college to increase academic skills or to prepare for a new/different career were least satisfied.
3. Gender: Males were less satisfied on all benchmarks.
4. Employment: Increasingly lower *satisfaction* ratings came from employed adult learners in the following sequence: 0 hours (4.98), 1-10 hours (4.95); over 40 hours (4.94), and 21-30 hours (4.47) weekly.

**Suggested Actions:**

The positive results for Teaching-Learning Processes are cause to celebrate and may be especially useful for purposes of strategic marketing and public relations. Other results provide information to campus and unit leaders to generate reflection, constructive discussion, and where warranted, purposeful action to further enhance our adult-learners' experiences—like those benchmarks with lower *satisfaction* ratings.

1. Attain and disseminate information on practices to help students connect the curriculum to life experiences.
2. Relate adult-learner results on this principle to the IU Southeast Strategic Plan initiatives.
3. To recruit adult learners, consider message appeals to career preparation, occupational skills, and self-improvement, not only academics.
4. Share survey results with faculty groups and offer development on warranted areas.
5. Be aware of the identity of adult learners and how their needs and concerns differ from traditional students.
6. Participate in unit discussions to disseminate information and share ideas on serving demographic groups.
7. Alert advisors and other support staff to adult-learner teaching/learning preferences to assist them to find courses that are a better fit, as appropriate to their degree requirement options.

## Adult Learner Assessment Team Report on The Assessment of Learning Outcomes

Annette Wyandotte, Diane Wille, Sandra Gordon, and Ryan Norwood

**Assessment of Learning Outcomes Principle:** The institution defines and assesses the knowledge, skills, and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign and earn credit and confer degrees with rigor.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions on Assessment of Learning Outcomes benchmarks for importance of and satisfaction. Conversion to a 100-point weighted code, by item and by- response level permitted comparing of the campus average to the national sample, slightly favoring IU Southeast: 85.9% and 78.0% versus 85.9% and 75.9%. The project also used CAEL's Institutional Self-Assessment Survey campus to measure perceptions of the level of resources and activities vital to support a given principle. The IU Southeast team also consulted knowledgeable peers in rating its 57 items and their multiple parts. Also coded on a weighted 100-point scale, ISAS averages for Assessment of Learning Outcomes were close, at 36.8% and 37.1%.

Assessing Credits	ALI	ISAS	National 4-Yr
<i>Strength</i>		6th of 9	
<i>Satisfaction</i>	6th of 8		7 <sup>th</sup> of 8
<i>Importance</i>	8th of 8		8 <sup>th</sup> of 8

**Performance Gaps** mark the difference between adult-learner ratings for importance and satisfaction, calculated for each benchmark and for the overall scale. For Assessment of Learning Outcomes, the box below shows the campus gap average was a respectably low 55.0 (6.01-5.46) versus the national gap of 66.0.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.01	5.46	0.55 (I-S)	5 <sup>th</sup> of 8	6 <sup>th</sup> of 8

### Scale Items:

	IU Southeast		Performance Gap		Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
4. My instructors involve me in evaluating my own learning.	5.88	5.57	0.31	0.58	Yes
20. This institution periodically evaluates my skill level to guide my learning experiences.	5.92	5.14	0.78	0.91	No
25. I'm evaluated on the knowledge & skills I'll need in my life & career.	6.21	5.44	0.77	0.85	No
37. I have many ways to demonstrate what I know.	6.13	5.50	0.63	0.57	No
42. This institution evaluates students' academic skills for placement in reading, writing & math.	5.90	5.71	0.19	0.30	No

**Summary Analysis of Scale & Related ISAS Results:**

- The least satisfying benchmark services for our adult learners were
  - # 20, Evaluating adult learners' skills levels to guide learning (5.14)
  - # 25, Assessing students' life & career knowledge and skills (5.44)
  - # 37, Having many ways for adult learners to demonstrate their knowledge (5.50)
- ISAS ratings cohered with student-identified shortcomings for learning outcomes assessment, as reflected by
  - Q19i - the absence of systematic provision for prior learning assessment (PLA) as well as sufficient opportunities for credit by exam: only 5% had received college credit for life/work experience and 9% by testing out.
  - Q26c – limited competency-based and self-paced offerings

**Notable Perceptual Variation by Demographic Groups:**

For this principle, notable variations related to gender, age, college objective, academic unit affiliation, and employment in relation to full/part-time status.

Gender: (n = male 98; female 217) - Males saw four of the five benchmarks as less important and were less satisfied with them all.

Age: (n: 25-34 = 151; 35-44 = 80; 45-54 = 57; 55-64+ = 27) - The younger the adult learner, the higher the perceived *satisfaction* with assessment of learning outcomes, overall and on most benchmarks.

College Objective: Occupational skills (n = 55); New/different Career Prep (n = 201);  
Basic Academic Improvement (n = 9); and Self Improvement (n = 32)

- Compared to this principle's overall performance gap of 0.55 between *importance* and *satisfaction*, the mean gap in performance for individual benchmarks ranged from 0.19-0.78, driven up by adult learners whose purpose for being in college was academic or career-related:

<u>Item</u>	<u>Topic</u>	<u>College Objective Results</u>
Item 20 -	Periodic review of skills to guide learning	0.78 (Academics 1.36; Career 0.82)
Item 25 -	Assessing knowledge & skills needed for life/career	0.77 (Academics 1.26; Career 0.93)
Item 37 -	Multiple ways to demonstrate knowledge	0.63; (Academics 1.53; Career 0.74).

**Adult-Learner Academic Unit Affiliations**

No direct relationship exists between adult-learner satisfaction ratings and their academic unit affiliations; but their score variations are reported below to create awareness of differences in this population, as well as to promote reflection, discussion, and perhaps actions likely to enhance students’ learning experiences among service-providers of Teaching-Learning Processes benchmarks.

- The scale items that most associated with college objectives above, also yielded notable differences in performance gaps when sorted by students’ self-reported academic unit affiliations, especially for benchmarks # 20, # 25, and # 37, as indicated in the table below (for number of responses per academic unit please refer to p.10).

<u>Inter-Unit Mean</u>	<u>Unit-Related Higher-Gap Averages</u>		
Item 20 = 0.78	SON 1.04	SOE-Elem 1.25	GSP 1.37
Item 25 = 0.77	SSS 0.94	ARL 0.90	GSP 0.05
Item 37 = 0.63	ARL 0.78	GSP 1.11	

<u>Inter-Unit Mean</u>	<u>Unit-Related Lower-Gap Averages</u>	
Item 20 = 0.78	NSC 0.47	SOB 0.50
Item 25 = 0.77	SON 0.68	SOE 0.39
Item 37 = 0.63	NSC 0.46	SSS 0.39

**WEEKLY HOURS WORKED/STATUS**

- The information below gives the number of adult learners who are full or part time and how many hours a week they reported working. Findings revealed that those attending part-time assigned higher importance and satisfaction to the overall scale and to every benchmark. Analysis of full-time students who work part-time may also reveal insights but are not reported here.

Full-time: (Hrs.= N) 0 = 41; 1-10 = 12; 11-20 = 21; 21-30 = 23; 31-40 = 26; +40 = 10  
 Part-time:(Hrs.= N) 0 = 25; 1-10 = 10; 11-20 = 08; 21-30 = 16; 31-40 = 62; +40 = 41

**Strengths (from Overall scales and/or demographic breakdowns):**

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and with a *satisfaction* average that attains the top 25%.

- The survey revealed no university strengths by these criteria; however, our adult learners generally ranked the campus in the 50<sup>th</sup> percentile on the Assessment of Learning Outcomes scale, which was somewhat higher than for students in the national sample.
- Our most favorable scores for the learning outcomes assessment benchmarks came from females, the youngest age group, and part-time students.

**Challenges (from Overall scales and/or demographic breakdowns)**

Conversely, Ruffalo Noel Levitz identifies a “challenge” an ALI item whose weighted-average for *importance* still lies within the top 50% but the average for *satisfaction* falls within the bottom 25%.

IU Southeast’s most challenged services for Assessment of Learning Outcomes related both generally and demographically to three items:

- #37 - More ways to demonstrate knowledge/skills
- #20 –Periodically assessing skill levels to guide learning experiences
- #25 –Offering timely reviews of the knowledge and skills important to life and career

### **Suggested Actions:**

The steps below are offered to faculty, staff, and administrators to consider ways to take deliberate actions where appropriate to provide IU Southeast adult learners the Assessment of Learning Outcomes they see as important but absent or lacking in their campus opportunities. The findings and conclusions—representing ALI and ISAS respondents' perceptions of particular resources and activities associated with effective delivery of this principle's benchmarks—establish this service category as the weakest for us of the eight ALI standards.

- Further, the benchmarks involved tie closely to our ability to attract, retain, and timely graduate adult learners.
- CAEL has highly recommended that IU Southeast
  1. Provide Prior Learning Assessment
  2. Offer more credits through reputable examinations
  3. Make available more competency-based and self-paced credits
- From close reading of ALI and ISAS data and outcomes in this report, we invite campus and unit-level faculty, administrators, and professional staff to assess its material on the above prospects, along with other reliable information available to you—to consider afresh whether a potential fit may be program-appropriate in some part, if any.
- Also, we encourage your own close look at this report's findings and conclusions on Assessment of Learning Outcomes benchmarks assigned average or below-average *satisfaction* ratings and associated with average or below-average performance gaps. We encourage your discussion of this information to determine, according to your service functions—what if any steps may warrant improvement or addition in providing these services to adult learners.
- To facilitate reflection and action, other steps may include your
  1. Soliciting support from ILTE for full and part-time instructors on ideas to effectively deliver relevant services benchmarked in this report
  2. Collaborating with the Career Development Center directly or indirectly to help instructors or departments provide adult learners skills assessment for life and career.
  3. Enabling adult learners to know more about how their career and educational and life goals link to one another by taking Pathways or a comparable focusing on this kind of information.
  4. Consulting with the campus-coordinator connected to IU's new implementation of a consistent approach to Prior Learning Assessment and the policy's provisions for adult-learner portfolio creation and faculty review and compensation
  5. Requesting OIE to provide you CAEL/RNL data and summaries on specific demographic groups associated with lower *satisfaction* on Assessment of Outcome Services for which you are a provider, to consider refinements to enrich adult learners experiences of them.

## Adult Learner Assessment Report on Life and Career Planning

Lynn Prinz, Donna Dahlgren, and Kim Pelle

**Life and Career Planning Principle:** The institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of Life and Career Planning benchmarks for *importance* and *satisfaction*. Conversion to a 100-point weighted code, by-item and by-response level, enabled comparison across all 100 four-year institutions. Our overall averages were 91.4% and 75.9%, which were just slightly higher than the larger group's 91.0% and 73.9%.

The project also used CAEL's Institutional Self-Assessment Survey (ISAS) to measure campus perceptions of the level of our resources and activities vital to support Life and Career Planning benchmarks. Members' ratings included consulting with other knowledgeable persons on campus. Our resulting average was substantially low, at 35.4%, while the mean of the national group was just slightly higher, at 43.6%

Career	ALI	ISAS	National 4-Yr
Strength		7 <sup>th</sup> of 9	
Satisfaction	8 <sup>th</sup> of 8		8 <sup>th</sup> of 8
Importance	2 <sup>nd</sup> of 8		2 <sup>nd</sup> of 8

**Performance Gaps** mark the difference between adult-learner ratings for *importance* and *satisfaction*, calculated for each benchmark and for the overall scale. For Life and Career Planning, the box below shows a higher scale-gap average of 1.15 (6.40 – 5.25), with the national average slightly better at 1.02.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.40	5.25	1.15 (I-S)	1 <sup>st</sup> of 8	1 <sup>st</sup> of 8

### Scale Items: (listed in order of perceived *importance*)

The benchmark ratings below are shaped by academic programs and by several student support staff services	IU Southeast		Performance Gap		Statistically Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
2. Sufficient course offerings within my program of study are available each term.	6.58	4.80	1.78	1.24	Yes -0.48 (.001)
8. This institution provides students with the help they need to develop an educational plan.	6.47	5.66	0.81	0.81	No
15. Advisors are knowledgeable about requirements for courses and programs of interest to me.	6.60	5.70	0.90	0.82	No
35. Mentors are available to guide my career and life goals.	6.05	5.33	0.72	0.94	No
44. I can receive credit for previous life and work experience	6.23	4.64	1.59	1.35	Yes -0.34 (.01)

## Summary Analysis ISAS and ALI Results

Campus ISAS results were at or above 50<sup>th</sup> percentile in five of CAEL’s nine principles; however, Life and Career Planning (LCP) fell below that level. In contrast, ALI ratings did attain this level, placing it 5<sup>th</sup> of the 8 scales rated by adult learners.

- Students’ LCP benchmarks rated high for *importance* (6.40) but a full point lower for *satisfaction* (5.35), which created high performance gaps.

## Notable items from demographic breakdowns:

### Academic Unit Affiliation

No direct relationship exists between the satisfaction ratings of adult-learners sorted for their academic-unit affiliations. Rather, variances are reported as information that may increase awareness of this population within the academic units. Learning of them may also invite reflection, discussion, and warrant and perhaps some actions to enhance adult-learner educational experiences. Noteworthy variations involved four of the five Life and Career Planning scale benchmarks: (for number of responses per academic unit please refer to p.10)

Item	Gap Avg.	Highest-to-lowest gap avg.	Most satisfied unit affiliation
#2 Course availability	1.78	ARL 2.32- SSC 2.20- SOE 2.06- NSC 2.03- SOB 1.48- GSP 1.47- SON 0.85	SOE 5.90- GSP 5.16- SOB 5.04 (Item Mean= 4.80)
#8 Help with planning	0.81	SOE 1.31- GSP 1.05- SOB 0.70- ARL 0.68- SOB 0.68- SSC 0.58	SON 6.05- SOB 5.94- SSC 5.85 (Item Mean= 5.66)
#35 Available mentors for life/career goals	0.72	NSC 0.97- GSP 0.84- SSC 0.63- SON 0.62	SON 5.76- SSC 5.53 (Item Mean= 5.33)
#44 Life/work prior credit	1.59	SOE 2.09- NSC 1.87- ARL 1.81- SOB 1.73- SON 1.11- GSP 1.05	NSC 5.61- GSP 4.75 (Item Mean= 4.64)

**College Objective:** n=55 Occupational skills; n=201 Career; n=9 Academics; n=32 Self-Improvement

- Life and Career Planning *satisfaction* results sorted by adult-learner reasons for attending college reflected the pattern of most other principles. Adult learners identified with an academic or career-related purpose assigned lower *satisfaction*.
- For example, Item # 2 on “sufficient course offerings within a program are available each term,” *satisfaction* across all objectives averaged 5.25 but was lower among those with an academic (4.68) or career objective (5.13).

**Employment:** n = 50 (31-40 hrs); n = 89 (40+ hrs) - Of all working groups, those employed 31-40 hours rated every LCP benchmark above the mean, while those in the 40+ group scored them all below the mean.

**Ethnicity/Race:** n = 20 Black/African Am. n = 289 all others

- IU Southeast's Black/African American adult learners were more satisfied than their counterparts with LCP benchmark services (5.53/5.25). They assigned the highest scores to Item # 15, "knowledgeable advisors" (5.84) and Item # 8, "help with planning" (5.66).
- Also, Black/African American students generated lower performance gaps on LCP benchmarks.
- Noting that 80% of this population was female and that females were generally more satisfied across the board in ALI scores, gender may also have shaped higher *satisfaction* levels among our Black/African American adult learners. (Also see Gender below.)

**First Generation:** n = 90; non = 192 - First generation adult learners were also more satisfied generally than their relevant peers, perhaps due to a potential lack of shared familial expectations about college. First Gen students assigned highest *satisfaction* to Item # 2, "available courses" (4.98/4.80), Item # 8, "help with educational plans" 5.77/5.66, and Item # 35, "available mentors for life/career" 5.46/5.33.

**Gender:** n = male 98; female 217- As held true of outcomes for other principles, males were less satisfied with those for LCP services (5.01/5.36).

- The least satisfying benchmarked services of the LCP scale for males was Item # 2, "available courses" (4.53) and # 44, "prior learning credit" (4.41); females were most satisfied with Item # 8, "help developing an educational plan" (5.75).

### **Strengths (from overall strengths or demographic breakdowns):**

Ruffalo Noel Levitz defines a "strength" as an ALI item whose weighted-average for *importance* lies within the top 50% and the average for *satisfaction* attains the top 25%.

Two LCP benchmarks earned the highest ratings for *importance* and *satisfaction* and lowest performance gap:

- Item # 15 - "Advisors are knowledgeable about requirements for courses and programs of interest to me" was the most *important* of all benchmarks to adult learners (6.60) and received the highest rating for *satisfaction* (5.70).
- Item # 35 - "Mentors are available to guide my career and life goals" had the lowest LCP performance gap among LCP benchmarks (0.72).

### **Challenges (from Overall scales or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a "challenge" as an ALI item whose weighted-average for *importance* still lies within the top 50% but its *satisfaction* average falls in the bottom 25%.

1. CAEL identified eight major challenges to the campus based on all ALI and ISAS results—three of which were either directly or indirectly relevant to the Life and Career Planning benchmarks. Although a variety of academic and support units have some role to play in delivering these services, the challenges below all relate to academic patterns:

- Item # 2 - Compared to the overall LCP scale *satisfaction* average of 5.25, this item's average was only 4.80 ("sufficient course offerings within the program of study are available each term." The performance gap for this item was the highest, as well (1.78). That of the national group was 1.24. The difference was statistically significant at a confidence level of .001.

Two other benchmarks relevant to item 2 did not actually appear on the LCP scale because they were campus-only ALI items:

- Item # 56 – “Courses are offered in ways I prefer.” Perhaps an increase in online courses at IU Southeast yielded the slightly higher *satisfaction* average of 5.72, compared to the 5.25 LCP overall scale average. But its average gap was lower than for Item 2 (1.16 versus 1.78).
- Item # 57 – “Courses are offered at the times I need” had the lowest *satisfaction* average (4.93) of the three benchmarks discussed here. With low that low rating and the highest average for *importance*, this benchmark had the highest performance gap, at 1.77.

2. CAEL’s analyses encourage two IU Southeast support units to expand their services for adult learners, noting that

- Career Development Center (CDC) services are “aimed more to help traditional students just beginning to be acquainted” with options for a career and major (p.7).
- Similarly, the Adult Student Center seeks to connect adult students, to help them transition to the university and to refer them to available services; however, CAEL noted that it may be in a position to also assist adult learners with “career advice or cross-walking their skills with current or future job opportunities” (p. 7).

### **Suggested Actions:**

The steps below are offered to faculty, staff, and administrators to consider ways to take strategic advantage of our strengths in Life and Career Planning services. Because this principle also had important challenges revealed in ALI/ISAS results, the suggestions below may generate reflection, discussion, and potential action to improve or add elements beneficial to attract, retain, and more timely graduate our adult learners.

#### In Relation to Scale Results

- 1) CAEL’s report suggested that IU Southeast consider appointing an individual trained in the needs of adult students to assist them early and periodically through their degree progress to acquire skills needed for their life and career purposes.
- 2) CAEL also encouraged the campus to engage more consistently with area employers and alumni to discover the knowledge, skills, and aptitudes that IU Southeast graduates will need to enter a new or different career or to improve their job status.
- 3) To ensure that adult learners are being reviewed for and assisted to hone life-and-work skills, faculty could incorporate curricula and/or methods in suitable courses to expose/reinforce them.
- 4) Noting that the university’s ISAS results placed IU Southeast 5<sup>th</sup> among the nine principles for supportive Life and Career Planning resources and activities, at a minimum, more attention appears to be warranted to improve our messaging to students about the services we DO provide and how to access and apply them.
  - For example, the Career Development Center staff have just designed a webpage featuring adult-learner services helpful for their life and career needs (see <https://www.ius.edu/career/especially-for/adult-learners.php>).
  - Likewise, the Adult Student Center is now planning to crosswalk its clientele with CDC programming beginning in spring 2017. For instance, they will introduce CDC materials to their students and show them how to navigate the relevant webpages. Both units also intend further collaboration.

- 5) To satisfy academic shortcomings in some LCP benchmarks,
- Faculty and advisors could assist adult learners who desire “mentors to guide their career and life goals” by referring them to the Mentoring Program or to particular faculty members.
  - Advisors could ensure that they periodically monitor the adult learners assigned to them to see that their educational plan is up-to-date.
  - Academic Affairs could encourage deans to lead their program coordinators and faculty to see that sufficient course offerings exist each term for adult learners. For example, more on-time delivery to juniors and seniors could be an early step to address this need.
  - Academic Affairs could also pursue implementing a systematic Prior Learning Assessment program and communicating its availability to adult learners, before, during, and after their matriculation.

### In Relation to Demographic Results

#### Academic Units may potentially

- 1) Distribute broadly the Adult Learner Assessment Report to invite appropriate review and response to ways LCP-serving academic units can better meet the needs of this population, including potential demographic trends that may apply.
- 2) Consider which challenges may be a matter for improved communication of services to adult learners and which of them may warrant particular improvements and/or additions.
- 3) Encourage dialogue within and across units to see what can be learned from those benchmark services with scores higher and lower than the mean.

College Objectives: Engage Enrollment Management team members and their units to explore how to better address the dissatisfaction expressed by students whose purposes for being in college relate to preparing for a new/different career or to improving basic academic skills.

Employment: Concerning students working over 40 hours a week, invite programs to re-consider their course availability each term, based on the timely progress of majors to graduation. Among the considerations may be to ask what, if any, instances course deliveries and times could be adapted to adult learner needs and/or what other methods of earning credit may be appropriate in various circumstances.

Ethnicity/Race, First Generation, and Gender: Explore the sources of greater/lesser *satisfaction* with appropriate LCP-servers and apply insights as timely as feasible.

## Adult Learner Assessment Report on Student Support Systems

Annette Wyandotte

**Student Support Systems Principle:** The institution delivers services to provide adult learners comprehensive academic and personal support to enhance their capacities to become self-directed, lifelong learners.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of Student Support Systems' benchmarks for *importance* and *satisfaction*. Conversion to a 100-point weighted code, by-item and by-response level, allowed comparing our averages to those of 100 four-year institutions: The campus averages of 87.3% and 79.0% compared favorably to those nationally of 87.8% and 76.0%. The project also used CAEL's Institutional Self-Assessment Survey (ISAS) to measure campus perceptions of the level of IU Southeast resources and activities known to be vital to Student Support Systems. Members' ratings included consulting with other knowledgeable persons on campus. Our average was 46.2% on a 100-point scale, compared to 42.4% nationally.

Assessing Credits	ALI	ISAS	National 4-Yr
<i>Strength</i>		3rd of 9	
<i>Satisfaction</i>	5 <sup>th</sup> of 8		5 <sup>th</sup> of 8
<i>Importance</i>	7 <sup>th</sup> of 8		7 <sup>th</sup> of 8

**Performance Gaps** mark the difference between adult-learner ratings for importance and satisfaction, by overall scale and for each benchmark. Student Support Systems, as the box below shows, enjoyed a relatively low gap average of 0.58 (6.11-5.53), substantially better than the national average of 0.70.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.11	5.53	0.58 (I-S)	4 <sup>th</sup> of 8	5 <sup>th</sup> of 8

### Scale Items

	IU Southeast		Performance Gap		Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
11. This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.	5.88	4.94	0.94	1.17	No
19. I receive timely responses to my requests for help and information.	5.59	5.91	0.68	0.85	Yes
22. I receive the help I need to develop my academic skills, including reading, writing, and math.	6.35	5.81	0.54	0.55	No
28. This institution initiates many opportunities for me to connect with other adult learners.	6.18	5.74	0.44	0.55	No
31. This institution makes many support services available at convenient times and places.	6.18	5.74	0.44		No
34. This institution provides "one-stop-shopping" for most student services.	6.21	5.65	0.56	0.61	No

## Summary Analysis of Scale and ISAS Results

IU Southeast students assigned relatively high *importance* and *satisfaction* to all scale benchmarks except Item # 11 (“offering coping strategies,” at 4.94. Our average ratings were competitive with those of the national sample: 6.11 and 5.53 and 6.19/5.49. A compliment for our services was evident in results for Item 19, “I receive timely responses to my requests for help and information,” with a higher score for *satisfaction* than *importance*.

### Notable items from demographic breakdowns

**Gender** (n = 96 male/217 female) – Ratings for student support systems sorted by gender revealed that

- a) Males saw student support benchmarks as slightly less important than females (6.03/6.13) and were somewhat less satisfied with campus delivery (5.37/5.61).
- b) Also, statistical differences in the mean occurred for two items:

Item	Importance	Satisfaction	Perf. Gap	Significance
# 31. Convenient times/places	5.99/6.26	5.42/5.88	0.57/0.38	-0.46
# 34. One-stop shopping	6.15/6.22	5.39/5.76	0.76/0.46	-0.37

**Age** (n: 25-34 = 151; 35-44 = 80; 45-54 = 57; 55-64 = 27): Notable age differences impacted all but the youngest age group. The scores below show in bold print identify the age group that raised each benchmark’s average.

Item & Topic	Avg. gap	25-34	35-44	45-54	55+
11. Helpful coping strategies	0.94	0.86	<b>0.99</b>	0.79	0.92
19. Timely replies to requests	0.68	0.65	0.62	<b>0.80</b>	0.77
22. Necessary academic help	0.54	0.63	0.47	<b>0.69</b>	0.14
28. Opportunities to connect with other adult learners	0.29	0.12	0.48	0.35	<b>0.60</b>
31. Availability of services at convenient times/places	0.44	0.42	<b>0.48</b>	0.43	0.41
34. One-stop shopping	0.56	0.51	<b>0.64</b>	0.54	0.54

**Ethnicity/Race** (n =20 Black/African American; n = 293 All other groups)

- IU Southeast adult learners who self-identified as “Black/African American” assigned higher *importance* to the student support scale overall than their counterpart group, 6.38/6.11
- But they had least *satisfaction* with # 11 “Offering coping strategies” and # 28 “Opportunities to connect” (4.90 and 4.89).
- In contrast, they indicated most *satisfaction* with # 19 “Responses to requests” and # 22 “Help with academic skills” (5.95 and 5.94).

**College Objective-** n = 55 Occupational Skills; n = 203 Career; n = 9 Academics; n = 32 Self Improvement

- The purpose given for being in college also yielded insights. Across all groups, the performance gap averaged 0.58, but the range varied from 0.27 (Self) to 1.07 (Academics).
- Item # 28, (“opportunities to connect”) received higher satisfaction scores than importance among adult learners whose college objective was for improving occupational skills or for self-improvement.
- An artificial ranking of the Student Support Systems benchmarks from 1-4 (lower-higher satisfaction levels) captured substantial differences: adult learners with occupational skills or self-improvement objectives averaged 1.3 and 1.8, while those with career or academic aims averaged 3.1 and 3.8.

**Academic Unit Affiliation**

- No direct relationship exists between the satisfaction ratings of unit-affiliated adult-learners and actual unit services. Rather, this information invites service providers to reflect, discuss, and determine improvements in messaging and/or services warranted to benefit adult- learner experiences. Scores in bold below exceeded the benchmark’s average rating across units, with consistently higher ratings by affiliates of the SOE and SON. (for number of responses per academic unit please refer to p.10)

Item & Topic	Mean	ARL	SOB	SOE	GSP	NSC	SON	SSC
11. Helpful coping strategies	4.94	4.78	4.68	<b>5.06</b>	4.70	<b>5.05</b>	<b>5.23</b>	4.95
19. Timely replies to requests	5.91	5.82	<b>6.05</b>	<b>6.12</b>	5.55	5.84	5.82	<b>6.17</b>
22. Necessary academic help	5.81	5.69	5.80	<b>6.41</b>	5.46	5.51	5.80	<b>6.02</b>
28. Opportunities to connect with other adult learners	5.15	5.10	<b>5.28</b>	<b>5.47</b>	4.46	<b>5.17</b>	<b>5.35</b>	4.87
31. Availability of services at convenient times/places	5.74	5.59	<b>6.16</b>	<b>5.94</b>	5.41	5.59	<b>6.16</b>	<b>5.93</b>
34. One-stop shopping	5.65	<b>5.76</b>	5.51	<b>5.80</b>	5.37	5.53	<b>6.04</b>	5.61

**Strengths (from overall scales or demographic breakdowns):**

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and whose *satisfaction* average attains the top 25%. ALI results for Student Support Systems reflected high *importance* and relatively high *satisfaction* levels. The most distinctive of the strengths appear below.

1. CAEL identified benchmark # 19 as one of the 13 IU Southeast strengths emerging from ALI results: “I receive timely responses on my requests for help and information.”
2. All IU Southeast adult-learner scores for *importance* and *satisfaction* were higher than those of their national peers.
3. Item # 22 ratings for *importance* and *satisfaction* were among the highest at 6.35/5.81: “receiving help needed to develop academic skills, including for math, reading, and writing.”
4. Female adult students attributed higher importance and *satisfaction* than males to each of two Student Support Systems benchmarks having statistically significant performance gap results:  
Item 31: Availability of services at convenient times/places: (M) 0.57/ (F) 0.38.  
Item 34: One-stop shopping for most services: (M) 0.76/ (F) 0.46.
5. IU Southeast Black/African American adult learners assigned higher importance to all Student Support Systems benchmarks than their counterparts and rated two items with higher satisfaction: # 19 (“timely responses to requests”) and # 22 (“help with academic skills”), at 5.95 and 5.94, respectively.

### **Challenges (from overall scales and demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a “challenge” as an ALI item whose weighted-average for *importance* lies within the top 50% but its *satisfaction* average falls in the bottom 25%.

1. The benchmark with the greatest challenge on the Student Support Systems scale was Item # 11 (“coping strategies”), as captured by variations in adult-learner *satisfaction* ratings when sorted by academic unit affiliations. The range was 4.68-5.23, of which the lowest scores came from adult learners associated with the SOB (4.68), the GSP (4.70), and ARL (4.78).
2. Item # 28 had the second-lowest *satisfaction* ratings: helping adult learners connect with other adult learners.” Although the item’s overall average was relatively low (5.15), affiliated-unit scores ranged from 4.46-5.47, the lowest of them assigned by affiliates of the GSP and the SSS, at 4.86 and 4.87).
3. Males assigned consistently lower *importance* and *satisfaction* to most benchmarks for this scale.
4. Higher performance gaps also occurred by age, with students 35-44 driving up the average on Item # 11 “helpful coping strategies.”
5. Adult learners with career or academic-related reasons for being in college assigned lower *satisfaction* ratings to the scale’s benchmarks than those with occupational skills or self-improvement objectives.

### **Suggested Actions:**

Results on Student Support Systems will better position service providers to market or publicize strengths and to address challenges warranted to likely to benefit our largely invisible and widely dispersed adult-learner population—as the campus learns much more about them. The suggestions below are provided to generate reflection, constructive discussion, and potential enhancements appropriate to further enrich adult learners’ educational experiences at IU Southeast.

1. Celebrate and credit those delivering campus Student Support services assigned high *satisfaction*, such as Items # 19 (“timely responses to requests for help and information”) and # 22 (“meeting individual needs to develop their academic skills, including reading, writing, and math.”)
2. Encourage all professionals to know who their adult learners are and how their needs differ from traditional students.
3. Aim selected messages differently to adult learners than to traditional students.
4. Conduct targeted focus groups to get to core differences among groups based on gender, age, ethnicity/race, college objective, and academic unit affiliation.
  - a. Male/females in relation to “Convenient times and places for student support services” and “One-stop shopping”;
  - b. Age groups in relation to factors impacting satisfaction regarding “receiving basic academic help”;
  - c. Black/African American adult learners to probe perceptions of unmet needs for “coping strategies” and “opportunities to connect”;
  - d. College objectives as they may inform student support service-messaging and more effectively guide those in college for “academic help and/or new career preparation”;
5. Consider the extent to which adult learners’ lower *satisfaction* is a matter for better communication of services, as compared to benchmark results that point to potential action.
6. Coordinate dialogue among academic units about approaches to student support services showing higher or lower-than-average ratings as a way to promote further insights within and across their faculty, professional staff, and administrators.

## Adult Learner Assessment Report on Financing

Traci Armes and Ron Severtis

**Financing Principle:** The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of the Financing benchmarks for *importance* and *satisfaction*. Conversion of the Likert scale to a 100-point weighted code, by-item and by-response level, allowed comparing outcomes to those of the national sample of 100 four-year institutions: IU Southeast’s averages were competitive, at 89.0% and 77.7%, versus 90.2% and 75.8%.

The project also used CAEL’s Institutional Self-Assessment Survey (ISAS) and similar weighted coding to report and compare results of our campus assessment team’s ratings of the presence and level of adult-learner friendly resources and activities important to Financing benchmarks. IU Southeast’s outcome averaged 46.2%, slightly higher than the national group’s 42.4%.

Financing	ALI	ISAS	National 4-Yr
<i>Strength</i>		2 <sup>nd</sup> of 9	
<i>Satisfaction</i>	7 <sup>th</sup> of 8		6 <sup>th</sup> of 8
<i>Importance</i>	4 <sup>th</sup> of 8		3 <sup>rd</sup> of 8

**Performance Gaps** mark the difference between adult-learner scores for importance and *satisfaction*, calculated for each benchmark and the scale as a whole. The box below shows that our Financing’s scale gap was 0.79 (6.23-5.44), outperforming the substantially larger national gap of 0.90.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.23	5.44	0.79 (I-S)	2 <sup>nd</sup> of 8	2 <sup>nd</sup> of 8

**Scale Items:**

	IU Southeast		Performance Gap		Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
3. This institution assists students who need help with the financial aid process.	6.12	5.55	0.57	0.74	no
9. I receive adequate information about sources of financial assistance available to me.	6.19	5.14	1.05	1.15	no
16. Billing for tuition and fees is tailored to meet my specific needs.	6.31	5.31	1.00	1.02	no
23. I can make payments or inquiries about tuition at times that are convenient for me.	6.29	5.79	0.50	0.65	no

**Notable items from demographic breakdowns:**

1. Gender: Female adult learners and full-time students assigned greater importance to financing benchmarks than both their male and part-time peers, but they indicated lower satisfaction across all items. This difference in perception may be due to females being sole caregivers more often than males, while increased cost of attendance for full-time students versus part-time, may account for some difference, as well.
2. Age: Adult learners 35 to 44 years old reported the least satisfaction across age groups, specifically with financial aid process assistance, receiving adequate information about the availability of financial assistance, and billing tailored to fit their needs. Perhaps those in this older age group are used to in-person guidance and are less likely to surf the website to obtain this information.
3. Ethnicity/Race: African-American adult learners had higher satisfaction and assigned more *importance* to financing items than their counterparts, except Item # 3's assisting students who "need help with the financial aid process." Perhaps they are more likely to be first generation attendees than those in the other peer group—who may lack the cultural capital (prior knowledge obtained through family beliefs and expectations) to navigate the complex financial aid process (filling out a FAFSA, for instance).
4. Employment: Adult learners who work 21 or more hours per week were less satisfied with financing items than their peers who work less or not at all. Lower satisfaction with these employment groups was more evident on the Item # 16 ("billing tailored to fit their needs") and Item # 23 ("making tuition payments or inquiries at convenient times"). Perhaps this group less aware of the convenient online payment options.
5. Academic Unit Affiliation:
  - Satisfaction ratings sorted for adult learners' self-reported affiliations by academic unit yielded considerable variation. While signifying no direct tie to Financing services, having this information may promote reflection, discussion, and discovery by primary and secondary service providers in Financing of whether a benchmark challenge may be an item for better communication or for actual enhancement or creation of a service.
  - To illustrate, two benchmarks on Financing aligned lower ratings among students associated with Arts and Letters and General Studies: Item # 3 ("receiving help with the financial aid process") and Item # 9 ("receiving adequate information about sources of Financial Aid available").

**Strengths (from Overall scales or demographic breakdowns):**

Ruffalo Noel Levitz defines a "strength" as an ALI item whose weighted-average for *importance* lies within the top 50% and whose *satisfaction* average comes within the top 25%.

1. The *satisfaction* and *importance* ratings for our adult learners regarding financing are on par with the national averages, while our performance gaps (*importance* minus satisfaction) on all 4 scale items are lower than the national average, indicating that IUS adult learners may be more frustrated by or challenged with Financing issues.
2. Adult learners were most satisfied with convenient tuition payment or inquiry options.
3. First generation adult learners assigned more *importance* and reported greater *satisfaction* than their other peers on nearly every financing item.

**Challenges (from Overall scales or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a "challenge" as an ALI item whose weighted-average for *importance* lie within the top 50% but with a *satisfaction* average in the bottom 25%.

1. Adult learners at IU Southeast assigned moderate *importance* to items related to Financing but lower *satisfaction*, revealing some benchmarks for potential improvement. Specifically, adult learners were least satisfied with the information they receive about the availability of sources for financial assistance.
2. But while ALI respondents ranked Financing next to last, the institutional team assessment resulted in its ranking third of nine principles. In particular, adult learners indicated a need for additional assistance with the financial aid process although ISAS results noted the campus having a specific individual available to assist students with financial documentation.

### **Suggested Actions:**

Financing results will assist the primary and secondary service-providers to be more deliberate in publicizing campus strengths and to address benchmark challenges to benefit our largely invisible and widely dispersed adult-learner population. The suggestions below are provided to generate reflection, constructive discussion, and enhancements appropriate to better attract, retain, and timely graduate our adult learners.

1. The Office of Financial Aid recently has recently redesigned its walk-in, phone and check-in processes, de-specialized its counselors, and reorganized its email and paperwork systems to increase efficiency, preemptively addressing some of the above adult learner concerns.
  - However, the Office of Financial Aid could work with UITS and adult-learner representatives to develop stronger online resources to guide students through the financial aid information process.
  - For example, checklists, tables, and easy, accurate information on available scholarships and their requirements could reduce the routine workload of financial aid counselors to better assist at-risk students, as well as to increase the self-sufficiency of our adult learners.
2. The benchmark on “billing for tuition tailored to fit my specific needs” was a lower item of *satisfaction*, and one that the campus may or may not have control over addressing. The Bursar’s Office could work with representatives for our adult learners to more deeply examine whether the issues are about the timing of billing, payment and financing options, or about something more abstract.
3. Regarding the challenge just above, on the disconnect between perceptions of adult learners and institutional representatives about Financing, adult learners who attend orientation could best be served by additional or improved financial aid counseling to assure them that assistance with the process of financial aid is available. In addition, it would be worthwhile for financial aid or admissions to add a brief line for student applications stating that *upon admission, this assistance is available*, as well as explaining how to receive it and pointing students to the revised financial aid webpage.

## Adult Learner Assessment Team Report on Outreach

Elaine Haub, Chris Crews, and Amanda Stonecipher

**Outreach Principle:** The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of Outreach benchmarks for *importance* and *satisfaction*. Conversion of the Likert scale to a 100-point weighted code, by-item and by-response level, allowed a comparison of IU Southeast averages (92.4% and 81.6%) to those of our national peers (81.6% and 81.0%), which favored our campus. The project also used CAEL's Institutional Self-Assessment Survey (ISAS) and similar weighted coding to report and compare results for ratings by the campus assessment team on the perceived presence and level of adult-learner friendly resources and activities considered vital to the support of Outreach benchmarks. IU Southeast averaged 30.6%, while the national average was substantially higher at 41.3%.

Outreach	ALI	ISAS	National 4-Yr
Strength		8th of 9	
Satisfaction	3rd of 8		3rd of 8
Importance	1 <sup>st</sup> of 8		1 <sup>st</sup> of 8

**Performance Gaps** mark the difference between adult-learner scores for *importance* and *satisfaction*, calculated for each benchmark and the scale as a whole. The box below shows that the Outreach scale gap was 0.79 for our campus (6.23-5.44), competitive with the larger group's average gap of 0.78.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.23	5.44	0.79 (I-S)	2 <sup>nd</sup> of 8	2 <sup>nd</sup> of 8

### Scale Items:

	IU Southeast		Performance Gap		Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
1. My program allows me to pace my studies to fit my life and work schedules.	6.55	5.32	1.23	0.78	-0.32, Yes .001
7. Staff are available to help me solve unique problems I encounter.	6.31	5.81	0.50	0.72	0.14, No
13. Processes and procedures for enrolling here are convenient.	6.47	6.06	0.41	0.50	0.10, No
24. I receive the help I need to stay on track with my program of study.	6.50	5.76	0.74	0.86	0.11, No
26. I am able to choose course delivery that fits my circumstance.	6.52	5.17	1.35	1.03	-0.31, Yes .001
30. I am able to obtain information I need by phone, fax, e-mail, or online.	6.48	6.20	0.28	0.44	0.09, No
40. I receive the help I need to make decisions about courses and programs that interest me.	6.46	5.63	0.83	0.85	0.01, No

**Summary Analysis of Scale Results:**

Our adult learners aligned with national peers on all benchmarks but # Items 1 and 26, related to “pacing studies to fit life and work schedules” and “options for course delivery fitting my circumstances”). In the first instance, average *satisfaction* among our respondents was 5.32, below the national average of 5.64. In the second case, local and national averages for *satisfaction* were 5.17 and 5.48, slightly favoring the larger group.

**Notable items from demographic breakdowns:**

Performance gaps for items # 1 and # 26 were mirrored in virtually every demographic group for which IU Southeast requested a separate report: academic unit affiliation, age, college objective, current class load, educational goals, employment, ethnicity, first generation, gender, and prior education. But the most distinction could be seen in the gap variation between *importance* and *satisfaction* ratings by adult learners’ self-reported affiliations with an academic unit: (for number of responses per academic unit please refer to p.10)

Item #	Gap Mean	Unit-Specific Performance Gaps (high to low)
1. Pace of studies to fit schedules	1.23	ARL 1.82- SOE 1.37- SOB 1.24- GSP 1.02- NSC 0.86- SON 0.72- SSC 0.56
26. Choice of course delivery	1.35	NSC 1.82- SOE 1.46- GSP 1.44- ARL 1.33- SOB 1.18- SON 1.13- SSC 1.08

**Strengths (from Overall scales or demographic breakdowns):**

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and whose *satisfaction* average comes within the top 25%.

1. Our adult learners were most satisfied with Item # 30 (“convenient access to information”, at 6.20) and Item # 13 (“convenient enrollment processes,” at 6.06). CAEL identified these two benchmarks among the 13 strengths they associated with the university based on ALI and ISAS results.
2. Highest *satisfaction* on items sorted by academic units included Item # 24 (“help staying on the program track”): SON (6.11) and SSC (6.04), as well as Item # 40 (“help with decisions about courses and programs”): SON (6.16) and ARL (6.03).

**Challenges (from Overall scales or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a “challenge” as an ALI item whose weighted-average for *importance* lies within the top 50% but its *satisfaction* average falls in the bottom 25%.

Item & Topic	IUS Perf. Gap	National Perf. Gap	Mean Difference
26. Choice of course delivery	1.35	1.03	-0.31 *significant
1. Pace of studies to fit schedules	1.23	0.78	-0.32 *significant
40. Help for course/program decisions	0.83	0.85	0.01
24. Help to stay on track with program	0.74	0.86	0.11

However, the CAEL Report commented mostly on challenges reflected in the ISAS campus self-assessment of resources and activities to support them, resulting in an Outreach rank of eighth of nine principles. They single out the following challenges:

- a. Q 19d: Insufficient individual contact with entering students to determine their enrollment goals
- b. Q 19e: Lack of assistance to help students overcome barriers to successful learning
- c. Q 19k: Not providing assistance with creating plan for their studies
- d. Q 26d: Not providing returning adults a clearly articulated and transparent path to their completion goals
- e. Q 26k: Insufficient self-paced or accelerated curricular offerings
- a. Q 26l: Lacking a flexible academic calendar with continuous offerings for adult-learner needs

### **Suggested Actions:**

Working with Outreach results will better position responsible service providers to publicize strengths and to address benchmarks that negatively impact the reported perceptions of our largely invisible and widely dispersed adult-learner population. The suggestions below are provided to generate reflection, constructive discussion, and prompt enhancements warranted to deliver more effective benchmark services to attract, retain, and timely graduate our adult learners.

1. Acknowledge and celebrate the successes ALI-affirmed as Outreach strengths to target selective marketing, public relations, or other positive forms of visibility.
2. Acknowledge and address the challenges represented by benchmarks # 1 and # 26, whose differing average were statistically significant. Also consider ways to strengthen benchmarks # 24 and # 40. Determine whether challenges may be resolved by increasing student awareness, improving delivery of current resources, and/or justifying the need for additional resources.
3. Have meaningful dialogues within and across academic units to consider potential implications for service-enhancements due to affiliated adult-learners' higher and lower-than-average *satisfaction* ratings for particular benchmarks.
4. Also consider campus and unit shortcomings associated in ISAS with Outreach resources and especially those affirmed further via ALI responses and/or CAEL recommendations.
5. Have deans work with coordinators to facilitate programs to step up with changes that enable adult learners to better pace their studies to fit their life and work.
6. Requests could be made of OIE for data to determine adult learners' preferred times to attend classes face to face (morning, afternoon, evening, and weekend), allowing programs to strategically target scheduling of classes for this population.
7. Academic Affairs should gather and provide information to academic units on which degrees can be obtained by meeting only at those times (including online options).
8. Academic Affairs should also have academic units look at structured (block) schedules as an option to facilitate adult-learner course offerings. The campus may need to consider new scheduling software to accommodate these changes.
9. University constituents are encouraged to be mindful of the often-close ties between effective Outreach services and growth in our recruitment, retention, and persistence of adult learners in their educational goals—the population on whom IU Southeast will increasingly depend.

## Adult Learner Assessment Team Report on Transitions

Elaine Haub, Chris Crews, and Amanda Stonecipher

**Transitions Principle:** The institution supports guided pathways that lead into and from the institution’s programs and services in order to ensure that students’ learning will apply usefully to achieving their educational and career goals.

**Ratings:** The Adult Learner Inventory (ALI) used a 7-point Likert scale to assess respondent perceptions of Transitions benchmarks for *importance* and *satisfaction*. Conversion of the Likert scale to a 100-point weighted code, by-item and by-response level, permitted comparison of the local and national outcomes: our averages were 87.4% and 79.7%, competitive with the larger group’s 88.9% and 80.9. The project also used CAEL’s Institutional Self-Assessment Survey (ISAS) and similar weighted-coding to report and compare results for ratings by the campus assessment team on the perceived presence and level of adult-learner friendly resources and activities vital to support Transitions benchmarks. IU Southeast averaged 41.4%, falling slightly below the national average of 46.9%.

Career	ALI	ISAS	National 4-Yr
Strength		7 <sup>th</sup> of 9	
Satisfaction	4 <sup>th</sup> of 8		8 <sup>th</sup> of 8
Importance	2 <sup>nd</sup> of 8		2 <sup>nd</sup> of 8

**Performance Gaps** mark the difference between adult-learner scores for importance and *satisfaction*, calculated for each benchmark and the scale as a whole. The box below shows that the average campus gap for Transitions was 0.54 (6.12-5.58), considerably lower (better) than the 0.72 nationally.

Importance	Satisfaction	Perf. Gap	IUS	National 4-yr
6.12	5.58	0.54 (I-S)	6 <sup>th</sup> of 8	4 <sup>th</sup> of 8

**Scale Items:**

	IU Southeast		Performance Gap		Statistically Significant Mean Diff?
	Importance	Satisfaction	IUS	National 4-yr	
6. I receive timely direction on how to transfer to other institutions.	4.98	5.01	-0.03	0.41	0.11 No
14. I receive guidance on which classes will transfer to programs here and elsewhere.	6.06	5.43	0.63	0.95	0.18 No
21. My studies are closely related to my life & work goals.	6.50	5.96	0.54	0.60	-0.03 No
27. I am courage to apply classes taken toward a degree or certificate.	6.36	5.92	0.44	0.50	0.02 No
33. This institution explains what I need to complete my program.	6.67	5.96	0.71	0.7t	0.06 No
41. Staff help me w. employer tuition reimbursement.	5.89	5.30	0.59	0.81	0.00 No
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	5.75	4.82	0.93	1.20	0.08 No

## Summary Analysis ISAS and ALI Results

1. CAEL's ISAS Summary placed our institutional score for Transitions-related resources and activities at the 41.4 percentile, compared to 46.97% for the national sample, both below the 50<sup>th</sup> percentile.
2. Students' ALI ratings located IU Southeast in the 87.4 percentile for *importance* and 79.7 for *satisfaction*, for which the national sample was somewhat higher, at 94.6/87.6.
3. However, the gaps between adult-learner perceptions of *importance* and *satisfaction* were lower for our students than for their peers in the national sample.
4. Internal comparisons of the mean performance gap on the Transitions principle was a relatively low 0.54. But the three benchmarks below were higher than this average:

Item # 47 - Being contacted when missing a deadline or falling behind:  $5.75/4.82 = 0.93$

Item # 33 - Being informed of what's needed to complete my program:  $6.67/5.96 = 0.71$

Item # 14 - Being guided in how classes transfer here and elsewhere:  $6.07/5.43 = 0.63$

**Notable items for demographic breakdowns** for this principle relate to academic unit affiliation, college objective, gender, and employment.

### Academic Unit Affiliation

Adult learners' self-reported affiliations with an academic unit provided a useful demographic for examining variations in performance gaps and *satisfaction* levels. Although no direct tie exists between perceptual ratings and Transitions services, this information is provided to promote reflection, discussion, and discovery among the benchmark-relevant academic and student support units--of whether an item of challenge may warrant better communication or improvement or addition of a service.

- The items mentioned in the summary analysis above are also the focus of academic-unit distinctions listed below. The top line gives the item #, topic, and its average performance gap, while below it appears the average *satisfaction* score. To the right for each line are the comparable numbers sorted by academic unit. (for number of responses per academic unit please refer to p.10)

<u>Item # &amp; Topic</u>	<u>Gap Mean</u>	<u>Highest Performance Gaps-Unit Affiliation</u>
#14 Guide on course transfer <i>Highest Satisfaction Scores</i>	<b>0.54</b> 5.43	GSP 0.82; ARL 0.78; NSC 0.75; SOB 0.71 SON 5.76; SSC 5.58; and GSP 5.48
# 33 Inform on program completion <i>Highest Satisfaction Scores</i>	<b>0.71</b> 5.96	GSP 0.97; SOE 0.91; and NSC 0.82 SON 6.442; ARL 6.12; and SOE 6.00
# 47 Contact when falling behind <i>Highest Satisfaction Scores</i>	<b>0.93</b> 4.82	SOE 1.66 and GSP 1.43 SON 5.76; SSC 5.58; and GSP 5.48

**College Objective:** n=55 Occupational skills; n=201 Career; n=9 Academics; n=32 Self-Improvement

The same three benchmarks discussed above were the most relevant to variations by adult-learners' stated purpose for being in college. As the next table illustrates, lower *satisfaction* ratings occurred among those with an academic or career objective rather than an occupational or self-improvement purpose.

<u>Item &amp; Topic</u> (Scale Mean: 5.48)	<u>Satisfaction</u>	<u>Academics</u>	<u>Career</u>	<u>Occupational</u>	<u>Self Improvement</u>
# 14 –Transfer guidance	5.43	4.38	5.40	5.49	6.09
# 33 - Program completion needs	5.96	5.00	5.88	6.19	6.03
# 47 - Contact when falling behind	4.82	4.25	4.66	5.09	5.25

**Gender:** Male/female variations were also evident for Transitions benchmarks, supporting consistently lower scores on each benchmark, all of them listed below in descending order of male average *satisfaction* scores:

<u>Satisfaction Levels</u>	<u>Male</u>	<u>Female</u>
Overall Satisfaction Results	5.29	5.70
# 33 Know what's needed for program	5.75	6.04
# 21 Studies relate to life/work	5.60	6.11
# 27 Encouraged toward degree/cert.	5.49	6.10
# 14 Guidance on how classes transfer	5.14	5.54
# 41 Staff help w. ER tuition reimb.	4.98	5.43
# 6 Timely direction for transfer	5.00	4.92
# 47 Contacted when falling behind	4.61	4.93

**Employment** – Comparing Hours Worked to *Satisfaction* Levels, also for Items 14, 33, and 47:

<b>Employment &amp; Population Items &amp; Topics</b>	<b>Campus Mean Per Item</b>	<b>Group's Satisfaction Mean</b>	<b>+/-Dif across 3 Items</b>
<b>IU Southeast Adult Learners</b> (n 295 = 100%) # 14 Guided on transfer credits # 33 Informed of needs to complete program # 47 Contacted when falling behind			
<b>Over 40 hours</b> per week (n=51, 17.29%)	14/ 5.43 +/- 33/ 5.96 +/- 47/ 4.82 +/-	5.13 5.62 4.11	= - 30 = - 34 = - 71 <b>D = -1.35</b>
<b>21-30 hours</b> per week (n=39, 13.22%)	14/ 5.43 +/- 33/ 5.96 +/- 47/ 4.82 +/-	5.25 5.62 4.68	= - 18 = - 42 = - 14 <b>D = -38</b>
<b>0 hours</b> per week (n=66, 22.37%)	14/ 5.43 +/- 33/ 5.96 +/- 47/ 4.82 +/-	5.61 5.70 4.65	= + 18 = - 24 = - 17 <b>D = -23</b>
<b>1-10 hours</b> per week (n=22, 7.46%)	14/5.43 +/- 33/ 5.96 +/- 47/ 4.82 +/-	5.47 6.14 4.82	= + 04 = + 18 = 0 <b>D = +22</b>
<b>31-40 hours</b> per week (n=88, 29.83%)	14/5.43 +/- 33/5.96 +/- 47/4.82 +/-	5.43 6.14 5/16	= + 04 = + 18 = + 34 <b>D = +56</b>
<b>11-20 hours</b> per week (n=29, 9.85%)	14/5.43 +/- 33/5.96 +/- 47/4.82 +/-	5.48 6.28 5.53	= + 05 = + 32 = + 71 <b>D = 108</b>

- Combining the numerical differences resulting from satisfaction scores falling above or below an employment group’s averages for Items #14, #33, and #47 indicated that the number of working hours per week did not consistently relate to a group’s perceived *satisfaction* with campus services for the above Transition benchmarks.
- Two of the three working groups having a negative view on these items did work a substantial number of hours: over 40 hours (most negative) or 21-30 hours (next-most negative); however, the third group worked zero hours.
- Two of the three working groups with the most positive perceptions about these benchmarks worked only 1-10 or 11-20 hours weekly. But an exception between them was the group working 31-40 hours each week.

**Strengths (from Overall scales or demographic breakdowns):**

Ruffalo Noel Levitz defines a “strength” as an ALI item whose weighted-average for *importance* lies within the top 50% and whose average *satisfaction* attains the top 25%.

CAEL’s report includes three Transition benchmarks among the 13-listed campus strengths:

- Item # 21 – “My studies are closely related to my life and work goals.”
- Item # 27 – “I am encouraged to apply the classes I’ve taken towards a degree or certificate”
- Item # 33 – “This institution explains what is needed for me to complete my program” (For IU Southeast, this item varied more by demographic group than by scale.)

**Challenges (from Overall scales or demographic breakdowns):**

Conversely, Ruffalo Noel Levitz identifies a “challenge” as an ALI item whose weighted-average for *importance* lies within the top 50% but its *satisfaction* average falls in the bottom 25%.

- Transition benchmark challenges associated more with demographics rather than scale: adult learners were less satisfied when their purpose for college was academic or career-related (see 1st table), while males had a similar result (see 2<sup>nd</sup> table):

College Objective

	<u>Satisfaction</u>	<u>Academic</u>	<u>Career</u>
Item # 14 - Transfer guidance	5.43	4.38	5.40
Item # 33 - Program completion needs	5.96	5.00	5.88
Item # 47 - Contact when falling behind	4.82	4.25	4.66

Gender    Lowest Male Satisfaction with Transition Benchmarks

Item # 14 - Guidance on how classes transfer	5.14
Item # 6 - Timely direction to transfer out	5.00
Item # 41- Staff help w. ER tuition ream.	4.98
Item # 47 - Contacted when falling behind	4.61

Employment Working Group Cumulative Dissatisfaction with Transition Items 14, 33, and 47

Over 40 hours weekly	Dif -1.35
21-30 hours weekly	Dif - 38
0 hours weekly	Dif - 23

### **Suggested Actions:**

The steps below are offered to faculty, staff, and administrators to consider ways to take strategic advantage of relative strengths and important challenges in our Transition services for adult learners. Working with these results will better position the units responsible to provide the benchmarked services to publicize targeted-strengths and to consider warranted improvements in their delivery—to benefit our largely invisible and widely dispersed adult-learner population. The suggestions below are provided to generate reflection, constructive discussion, and potential actions to these ends.

1. Know who your adult learners are, what services concerns they have indicated, how these concerns may differ from those of traditional students, what may be done to better inform them of the services available, and what actions may be required to better serve the needs of the adult-learner population.
2. Review and focus on the benchmarks with higher gaps between *importance* and *satisfaction* and with lower *satisfaction* scores.
3. Assess the Transition shortcomings that may pose unnecessary barriers to adult learners and consider how to minimize or eliminate them, either by educating students about services or to make beneficial changes.
4. Encourage deans and coordinators to recognize consistent FLAGS reporting and timely interventions by faculty (full and part-time); emphasize the expectation for these actions. Assist new faculty in how to access and use FLAGS tools, including intervention best practices.
5. Consult the 2016-2021 Strategic Plan for goals, initiatives, and steps to leverage justification for requesting resources and/or activities that need administrative approval and funding.
6. Consider the prospect of grant-writing to secure funds for particular improvements, perhaps drawing on the expertise of the IU Southeast Coordinator of Grant Writing.



Career Planning (LCP): Additionally, CAEL's report cross-referenced IU Southeast's Strategic Partnership challenges with several ALI benchmark results for the Life and Career Planning (LCP) scale:

- CAEL assessed the campus last of nine categories on our ISAS Strategic Partnership results. Our rank on the LCP scale for ISAS, shaped by the ALI ratings related to them, made us fifth on the nine standards surveyed
- Of special concern, CAEL observed that our adult learners' lower satisfaction with Life and Career Planning indicated a perceived lack of help from us with their "life and career goals" "before the onset of enrollment." Providing this help would arguably position us "to assess and align" how to assist students to "reach their goals" during college.
- CAEL singled out three LCP benchmarks most relevant to and clearly reflecting adult-learner sources of dissatisfaction:
  - ALI Q 2 – "Insufficient course offerings in their program each term"
  - ALI Q 56 – "Courses not being delivered according to their preferences (face to face, online, or hybrid)"
  - ALI Q 57– "Not offering courses "at convenient times" (morning, aft., eve., or weekend)." )"

### **IU Southeast Structural Challenges:**

Looking beyond CAEL, the IU Southeast Adult Learner Assessment Team points to structural barriers challenging IU Southeast in the area of Strategic Partnerships:

1. Informational Structure: The university's strategic partnerships are not a coherent or fully-known dataset at this time; although some examples were more readily apparent, others may likely be ongoing but not well known—perhaps connected more to individual courses and their instructors contacts in the community. To discover some of the relationships of actual or potential benefit to adult learners, the campus assessors asked deans to respond to an informal copy of ISAS Strategic Partnership questions, from which it appeared that they were similarly challenged to know, as many of them are relatively new in their position.
2. Funding Prospects: The ongoing stability of some known ties to community partners are donor-based (e.g. Sanders initiatives) or rely on a grant (e.g. New Neighbors). Perhaps if IU Southeast had a cultural mindset for community partnering among academic and student support units, more efforts would materialize, to further energize the campus for it. Stimulation could also come in providing periodic incentives from available "soft-monies" to spark action, which Academic Affairs did on behalf of online course construction.

### **Relative Campus Strengths:**

Notwithstanding the above sources of challenge, the assessment team noted several partnership achievements evident on campus:

- a) A few examples are the New Neighbors, the Norton Scholars, and the MBA community services.
- b) Others may derive from university outreach services to the campus and community, such as those provided by the Applied Research and Education Center (AREC), the Graphic Design Center, and the Cultural Center.
- c) Still others are nourished by student support units and student organizations, including those that integrate academics and career. Among them are the student chapter of the regional Human Resources Management Association and the numerous internships hosted by the Career Development Center, in which faculty also participate. Moreover, even events like the annual School of Business golf scramble may help to maintain or to seed new connections of benefit to our adult learners.
- d) Also, International Programs' Study Abroad excursions of students with faculty and community members evoke community relationships, as does its annual International Festival.

### **Suggested Actions:**

The campus assessment team proposes a few steps having a potential to address our adult learners' expressed needs and concerns. These suggestions aim to evoke reflection, discussion, and perhaps collaboration leading to future action.

1. Storing this information centrally would make it more readily and broadly available, while analyzing and distilling it in a meaningful report to campus constituents could affirm the accomplishments represented and spark interest to pursue new partnerships, to develop existing ones, and/or to revive former ones.
2. Maintaining the ongoing dataset is important, with assigned responsibilities where needed to document and update the campus on our collective progress.
3. Selectively and periodically calling for unit partnership proposals with the capacity to serve adult-learner needs could be a promising step, perhaps even funded to some extent through soft monies, as available, or alternatively, by assisting interested parties to propose grants, with the help of the campus Grant coordinator.
4. Coordinating efforts to engage academic units and their programs with area employers could be incentivized by considering its potential benefit to prospects for adult-learner job advancement and career goals; targeting the knowledge and skills important to employers could also help faculty target them through curricular assignments; this information may also assist Career services to better target referrals for internships.
5. In view of ISAS-identified shortcomings reflected in CAEL's summary of challenges, more interaction with area businesses and organizations could perhaps assist in campus recruitment efforts as part of helping students to match their skills and preferences even before matriculation.
6. In addition, discovering early adult learners' life and career aspirations, student support staff and instructors could timely refer students to courses like Pathways; the Career Development Center could also better target their services when adult learners come to the CDC or use its website.
7. Assisting adult learners to connect with one another is a function well served by the Adult Student Center; however, the survey indicated that many students may not be aware of it.

Finally, the further suggestions below merit a section of its own in this report.

### **Participation in the “Partnership” initiatives of the IU Southeast 2016-2021 Strategic Plan,**

- Participating in any of the community-oriented initiatives, and steps laid out in the new Strategic Plan could prove to be transformative to the university's mindset for “partnership.” The most relevant opportunities are singled out below. Also, the benefit to our adult learners of this kind of engagement by individuals and groups of faculty and staff could better prepare them to realize their desires and dreams for the future. [The following items are primarily paraphrased.]
  - **Goal III Enhance the Enrolled Student Experience**, through career readiness and training programs; enhanced space and services for non-traditional students in the Adult Student Center; involving the non-traditional student population in collaborative partnerships; providing competency assessments based on academic rigor that allow students to earn credit for previous curricular and work experience; with academic rigor programs to involve our non-traditional student population in collaborative partnerships; competency assessments that ensure academic rigor, while allowing credit for previous class/work experience; and promoting student leadership and curricular programming through relevant community partnerships.
  - **Goal IV Create Structures to Thrive**) pursuing diverse, mutually beneficial ties between the campus and community for outreach services in Southern Indiana and Greater Louisville; linking up with “local organizations to promote and expand lifelong learning opportunities”; expanding financial resources to support programming well suited to adult learners; and actively seeking and securing grants to foster new partnerships.

- Goal V Increase Community Engagement** by developing ‘work ready’ graduates for varied careers to evaluate pursuit of marketing opportunities for existing programs ; by enhancing Career Services support for added employment assistance and post-graduate preparation, to include internal and external needs-analysis; by increasing interactions between former and current students to establish an employment-training program; by preparing academic advisors “to inform students of post-baccalaureate and professional programs available to them”; by expanding student opportunities “through partnerships that support coursework and for-credit internships”; by urging more “student engagement through active service learning,” civic engagement, and activities like “community based work”; and by calling for a new “formal mechanism, possibly a center for public service, to advertise, market, and promote the University’s involvement, expertise, and outreach [and strategic partnerships].

**Appendix: Institutional Self-Assessment Survey Comparative Results:  
Items 51-57, Strategic Partnerships**

Question	IUS	CC	Universities	All
<b>51. Which of the following statements best describes how responsibility for identifying and partnering with employers or community-based organizations is addressed at your institution:</b>				
Responsibility is not explicitly recognized by the institution.		2.0 %	6.9 %	4.3 %
Responsibility is often articulated, but not explicitly assigned.	100 %	30.6 %	35.6 %	33.0%
Responsibility is assigned explicitly to a particular unit.		30.6 %	26.4 %	28.6%
All units are expected to take responsibility for this.		36.7 %	31.0 %	34.1%
<b>52. Please describe how frequently your institution formally surveys or otherwise contacts employers about the following. . . aspects of credit-bearing instructional programs:</b>				
<b>a. Needs for programming and services</b>				
Regularly		45.9 %	21.8 %	34.6%
Somewhat regularly		28.6 %	21.8 %	25.4%
Only occasionally	100 %	24.5 %	44.8 %	34.1%
Not at all		1.0 %	9.2 %	4.9%
<b>b. Satisfaction with programs and services provided</b>				
Regularly		45.9 %	26.4 %	36.9%
Somewhat regularly		25.5 %	20.7 %	23.8%
Only occasionally	100 %	23.5 %	37.9 %	30.3%
Not at all		2.0 %	12.6 %	7.0%
<b>c. Effectiveness of programs and services provided</b>				
Regularly		48.0 %	26.4 %	37.8%
Somewhat regularly		25.5 %	20.7 %	23.2%
Only occasionally		23.5 %	39.1 %	30.8%
Not at all	100%	2.0 %	12.6 %	7.0%

Question	IUS	CC	Universities	All
<b>53. Please describe the extent to which your institution actively <i>involves employers</i> in the following:</b>				
<b>a. Defining learning outcomes</b>				
A great deal		21.4 %	8.0 %	15.1%
Somewhat		64.3 %	43.7 %	54.6%
Not very much	100 %	11.2 %	36.8 %	23.2%
Not at all		3.1 %	11.5 %	7.0%
<b>b. Assessing learning outcomes</b>				
A great deal		12.2 %	6.9 %	9.7%
Somewhat		42.9 %	34.5 %	38.9%
Not very much	100 %	37.8 %	41.4 %	39.5%
Not at all		7.1 %	17.2 %	11.9%
<b>c. Determining which programs to offer</b>				
A great deal		29.6 %	10.3 5	20.5%
Somewhat	100 %	55.1 %	56.3 5	55.7%
Not very much		14.3 %	25.3 %	19.5%
Not at all		1.0 %	8.0 %	4.3%
<b>d. Determining what kind of learner services to offer</b>				
A great deal		7.1 %	3.4 %	5.45
Somewhat		27.6 %	25.3 %	26.5%
Not very much	100 %	50.0 %	40.2 %	45.4%
Not at all		15.3 %	31.0 %	22.7%
<b>e. Determining schedules and formats for programming</b>				
A great deal		9.2 %	8.0 %	8.6%
Somewhat		29.6 %	20.7 %	25.4%
Not very much	100%	49.0 %	46.0 %	47.6%
Not at all		12.2 %	24.1 %	17.8%
<b>f. Actively partnering to recruit students</b>				
A great deal		14.3 %	14.9 %	14.6%
Somewhat		46.9 %	37.9 %	42.7%
Not very much	100%	33.7 %	37.9 %	35.7%
Not at all		5.1 %	8.0 %	6.5%
<b>g. Actively partnering to deliver programs</b>				
A great deal		14.3 %	12.6 %	13.5%
Somewhat		43.9 %	31.0 %	37.8%
Not very much	100 %	37.8 %	40.2 %	38.9%
Not at all		4.1 %	16.1 %	9.7 %

Question	IUS	CC	Universities	All
<b>54. Please describe how frequently your institution formally surveys or otherwise contacts <i>community based organizations</i> (e.g., non-profit corporations, churches, community centers) about the following aspects of credit-bearing instructional programs:</b>				
<b>a. Needs for programming and services</b>				
Regularly		7.1 %	5.7 %	6.5%
Somewhat regularly		19.4 %	12.6 %	16.2%
Only occasionally	100 %	59.2 %	50.6 %	55.1%
Not at all		14.3 %	31.0 %	22.2%
<b>b. Satisfaction with programs and services provided</b>				
Regularly		8.2 %	6.9 %	7.6%
Somewhat regularly		20.4 %	10.3 %	15.7%
Only occasionally	100 %	49.0 %	52.9 %	50.8%
Not at all		22.4 %	29.9 %	25.9%
<b>c. Effectiveness of programs and services provided</b>				
Regularly		8.2 5	5.7 %	7.0%
Somewhat regularly		19.4 %	10.3 %	15. %
Only occasionally	100 %	50.0 %	52.9 %	51.4%
Not at all		22.4 %	31.0 %	26.5%

Question	IUS	CC	Universities	All
<b>55. Please describe the extent to which your institution <i>involves community-based organizations</i> (e.g., non-profit corporations, churches, community centers) in the following:</b>				
<b>a. Defining learning outcomes</b>				
A great deal		2.0 %	1.1 %	1.6%
Somewhat		15.3 %	18.4 %	16.8%
Not very much	100 %	38.8 %	36.8 %	37.8%
Not at all		43.9 %	43.7 %	43.8%
<b>b. Assessing learning outcomes</b>				
A great deal		1.0 %	0.0 %	0.5%
Somewhat		12.2 %	14.9 %	13.5%
Not very much	100 %	41.8 %	36.8 %	39.5%
Not at all		44.9 %	48.3 %	46.5%
<b>c. Determining what programs to offer</b>				
A great deal		2.0 %	3.4 %	2.7 %
Somewhat		26.5 %	24.1 %	25.4%
Not very much	100%	43.9 %	40.2 %	42.2%
Not at all		27.6 %	32.2 %	29.7%
<b>d. Determining what kinds of learner services to offer</b>				
A great deal		3.1 %	1.1 %	2.2%
Somewhat		19.4 %	16.1 %	17.8%
Not very much	100%	46.9 %	41.4 %	43.3%
Not at all		30.6 %	41.4 %	35.7%
<b>e. Determining formats and schedules for programming</b>				
A great deal		2.0 %	2.3 %	2.2%
Somewhat		15.3 %	17.2 %	16.2%
Not very much		44.9 %	34.5 %	40.0%
Not at all	100 %	37.8 %	46.0 %	41.6%
<b>f. Actively partnering to attract students</b>				
A great deal		10.2 %	3.4 %	7.0%
Somewhat		30.6 %	35.6 %	33.0%
Not very much	100%	40.8 %	36.8 %	38.9%
Not at all		18.4 %	24.1 %	21.1%
<b>g. Actively partnering to deliver programs</b>				
A great deal		6.1 %	5.7 %	5.9 %
Somewhat		21.4 %	20.7 %	21.1%
Not very much	100 %	48.0 %	35.6 %	42.2%
Not at all		24.5 %	37.9 %	30.8%

Question	IUS	CC	Universities	All
<b>56. Please describe how frequently your institution formally surveys or otherwise contacts <i>trade unions or employee organizations</i> about the following aspects of credit-bearing instructional programs:</b>				
<b>a. Needs for programming and services</b>				
Regularly		9.2 %	1.1 %	5.4%
Somewhat regularly		20.4 %	8.0 %	14.6%
Only occasionally		36.7 %	26.4 %	31.9%
Not at all	100%	33.7 %	64.4 %	48.1%
<b>b. Satisfaction with programs and services provided</b>				
Regularly		8.2 %	1.1 %	4.9 %
Somewhat regularly		22.4 %	4.6 %	14.1%
Only occasionally		32.7 %	24.1 %	28.6%
Not at all	100%	36.7 %	70.1 %	52.4%
<b>c. Effectiveness of programs and services provided</b>				
Regularly		8.2 %	1.1 %	4.9%
Somewhat regularly		23.5 %	4.6 %	14.6%
Only occasionally		31.6 %	23.0 %	27.6%
Not at all	100 %	36.7 %	71.3 %	53.0%

Question	IUS	CC	Universities	All
<b>57. Please describe the extent to which your institution <i>involves trade unions or employee organizations</i></b>				
<b>in the following:</b>				
<b>a. Defining learning outcomes</b>				
A great deal		4.1 %	2.3 %	3.2%
Somewhat		25.5 %	6.9 %	16.8%
Not very much		27.6 %	20.7%	24.3%
Not at all	100 %	42.9 %	70.1 %	55.7%
<b>b. Assessing learning outcomes</b>				
A great deal		2.0 %	1.1 %	1.6%
Somewhat		22.4 %	6.9 %	15.1%
Not very much		28.6 %	20.7 %	24.9%
Not at all	100 %	46.9 %	71.3 %	58.4%
<b>c. Determining which programs to offer</b>				
A great deal		10.2 %	2.3 %	6.5%
Somewhat		21.4 %	9.2 %	15.7%
Not very much		30.6 %	21.8 %	26.5%
Not at all	100 %	37.8 %	66.7 %	51.4%
<b>d. Determining what kinds of learner services to offer</b>				
A great deal		6.1 %	0.0 %	3.2%
Somewhat		16.3 %	4.6 %	10.8%
Not very much		28.6 %	23.0 %	25.9%
Not at all	100 %	49.0 %	72.4 %	60.0%
<b>e. Determining formats and schedules for programming</b>				
A great deal		4.1 %	0.0 %	2.2%
Somewhat		21.4 %	8.0 %	15.1%
Not very much		26.5 %	19.5 %	23.2%
Not at all	100 %	48.0 %	72.4 %	59.5%
<b>f. Actively partnering to recruit students</b>				
A great deal		8.2 %	1.1 %	4.9%
Somewhat		25.5 %	13.8 %	20.0%
Not very much	100 %	26.5 %	24.1 %	25.4%
Not at all		39.8 %	60.9 %	49.75
<b>g. Actively partnering to deliver programs</b>				
A great deal		8.2 %	1.1 %	4.9%
Somewhat		23.5 %	8.0 %	16.2%
Not very much		23.5 %	21.8 %	22.7%
Not at all	100 %	44.9 %	69.0 %	56.2%

## Appendix: Adult Learner Open-Ended Comments

This appendix provides the collected responses to open-ended ALI survey items on which IU Southeast adult learners were asked to give feedback on their educational experiences. Comments appear as they were written, edited only where they identified the respondent or negatively targeted an individual. They are presented in no appreciable order.

Note the themes that emerge from our adult-learner comments:

1. Modifying class offerings by semester, time of day, and instructional mode.
  2. Modifying student support service office times and online.
  3. Increasing awareness of adult support services and the Adult Student Center and adding adult support services.
  4. Credit for life experience.
  5. Modifying and adding financial aid and paying for classes.
- 
1. I would love to see more flexible deadline schedules. For example, rather than a couple of assignments due every week on a certain day, it would help me if my assignments were handed out on a more monthly basis, for example. That would allow me to plan my assignments around my work-schedule more easily. I could even submit to my instructor a calendar of when I plan to submit assignments in that month, and he/she could hold me to it. I'm not sure how well that would work out for other people, especially younger students who might not have as effective time-management skills, but I think many adult learners could benefit from having more say in how we pace our assignments.
  2. More night classes that start after 530pm for the upper level of required Psychology class are needed. I am having to take online classes through another IU campus to be able to take 3 classes a semester.
  3. Currently a philosophy major
  4. Some courses in my program are only offered certain semesters & in the evenings and it is very inconvenient at times. Especially since I work full time and have a child it's hard to get all the classes I need to take when I need to take them.
  5. I have been very pleased with my experience at IUS, and it makes graduating feel bittersweet!
  6. It is expected of us to quit our jobs and live off of student loans after block 1. I have a mortgage, utilities, food, car payment, and tuition for my child to consider as well. It is not feasible to continue in college without working.
  7. I noticed that the School of Nursing is not listed, and my significant other whom is a Non-Trad/Adult Student, has also been attending school here (just as long as I), in the nursing program, and didn't receive one of these mailers. They often talk to me about how abusive the Nursing Teachers/Staff is and how they threaten students. They demand that Non-trads QUIT their jobs to focus on the program, which is VERY HARD for a NON-TRAD to do. We have bills to pay and mouths to feed. They want to quit but is so deeply invested to have wasted the time and money. They often wish that they were in my natural science program instead. They tell me how the professors that run that program are bullies, cannot properly use technology, and that pick on the students just trying to get a Nursing Degree. They don't even give out student evals at the end of the semester! If you can get one thing from my survey, please know I am THRILLED with the way I'm treated in Natural Sciences. I am a self-sufficient, motivated student, that is involved and knows how the campus works. However, I ALWAYS tell nontraditional student looking into Nursing that they should consider somewhere else, based on the suffering that I see my sig. other going through. I feel like maybe you should look into how your Nursing program treats NON-TRADS, because it is NOT GOOD. Thank you for the opportunity to hear my words. I know that you actually will listen and someone should do something about it, even if it is just a primarily examination.
  8. I had a very bad experience with financial aid. I left crying the woman was rude and said i shouldnt expect to get help since im white and have no children, I never went back nor plan to go back. My advisor in general education has been the most amazing thing that has happened to me since ive been at IUS. Shes highly skilled and has really put the time and effort into giving me guidance. The people in the writing center have been helpful and the counseling program extremely beneficial. I was dissatisfied when trying to report an instructor i was redirected to 4 different people, after he didnt show to his own class of which i live 45 minutes away and it took nearly 3 hours to figure out who deals with these matters. I've still havent fully solved the matter as I was redirected again in my last encounter in an e-mail. I left the education program because they allowed NO flexibility with non-traditional students. I was extremely dissatisfied with the advising within that department as well as their lack to work with non-traditional students. I am now in a good place as like I said before working with both a program that works with me and an advisor who is incredible, although I do wish it could have worked out for me to recieve an education major.

9. I work 8-4:30 Mon-Fri. There are virtually ZERO 300+ level English Literature courses available after 5 PM, which is as early as I can get on campus. I was hoping for more online offerings, but that hasn't happened either. I had to work out something with a professor to let me come to class late and not have it count against me. Your professors in the English department are top notch. Your offerings are NOT adult learner friendly.
10. I do not like group projects and feel it's unfair to have to work with other's schedules who do not have to work full time or work around their children's activities. It's hard enough making time for college. I don't think it's fair to working adults to have to do these projects, I have enough projects at work. Lastly, my grades should reflect my work only. Other schools do not do this and if I wasn't so far from graduating I would entertain transferring for no reason other than not having to do group projects. To have this as a requirement in almost every class is very ridiculous and sends a message that the professors do it to have others do their work.
11. The closer I get to graduating the harder it is to find classes that fit my schedule.
12. I really like everything about the school. I am an International Studies minor, learning Japanese, so I am excited that Martin-sensei is trying to add a Japanese minor and build the program at the school (even though I'm almost graduating). That will really help draw people to the school -- no one else in the area offers it. However, I will say that classes are extremely limited. There is no possible way I could take my advertising classes around MY schedule -- I have to make my life schedule revolve around them, which is hard as a working mom. Thankfully, I have a job that allows me to do that, but all the classes seem to be grouped up at 11am and 1:15pm, with very few night classes or online classes. I also found that not enough of the classes are offered in the fall, and I always was stuck taking way too many homework-heavy classes in the spring because that's the only time they are offered. Having more variety of scheduling would have been extremely helpful for my college career and taken a lot of stress off of me. But otherwise, I loved everything about my experience at IUS and recommend it all the time to anyone looking to go to college or go back to college. The teachers are great.
13. I originally started my degree here as secondary education, I was almost complete when my counselor retired and my new counselor told me that I took classes that I didn't need and didn't take classes that I did. I didn't know what he was doing so I ended up changing my degree and taking longer to graduate. My geoscience counselors are great, but the education ones were substandard and problematic.
14. Would like to see more availability for credit for life experiences.
15. My experience at IUS has been very satisfying. I have been welcomed and respected in each of my classes by both teachers and students. I have been helped and encouraged by my professors as I have considered my goals after graduation. The Career Dev. Center is a wonderful resource for students and I have appreciated the help I have received from the staff.
16. The bookstore should open at 0730. General Education for the Education Program should include more times in the morning. Canvas online program is an effective means of course updates for grades and upcoming assignments. Considering Spring 2016 is my first semester, it has been fun and enlightening, but I must say that I am disappointed with the Department of Education for getting rid of the Transition to Teachers program. As a retired U.S. Army officer, I feel the Bachelor's program I am currently enrolled is great, but not aligned with my level of understanding about teaching and my life experience. Thank for the opportunity to participate in this survey.
17. love the campus, class size, and all of my teacher. Acadmeic advisors are ready and available to get you signed up initially and then are never there. You might consider adding some.
18. Keep Up The Teamwork for successful students at IUS anyway you can keep motivated.
19. IU Southeast has more than exceeded my expectations!!
20. When I first enrolled at IUS, there were no dorms, and it was much more "Adult Student Friendly". While we did get a much larger room for the Adult Student Center, it seems our resources are dwindling. Kim has a lot on her plate, and works just as hard as she can for us. Some professors are sympathetic to a non-trad's situation, but many are not. I have had many professors take a "sucks to be you" attitude toward me throughout my academic career. Many non-trads I see in classes are not aware of the Adult Student Center or the Non-Traditional Student Union. The university could show a little more support for the NTSU by promoting the meetings and events, sending email blasts on their behalf, or featuring them on the website or Horizon from time to time. Adult students tend to stick to themselves, as they don't see people the age of most students in a social capacity; therefore they may need some encouragement to seek out other adult learners.
21. I have only earned 12 credit hours at this point and by the end of this semester will have 18 credit hours completed. I am still very early in the process and I am sure flexible class availability will become more of a challenge as I progress through this program. I have already run in to one class that is only offered during daytime hours during the week. I am keeping an eye open each semester in hopes it will move to an evening, Saturday or online version to prevent me from having to look at another University to complete this part of my degree.
22. It's very hard coming back to school after 20 some years but most of us adult learners probably like me realize we had better re-invent our selves and adjust to our world now that age has come upon us and were no longer able to perform the way we did when we were 20 or 30 years old. We need to find a way to incorporate our years of

experience into a marketable skill...Most of which require a degree the higher the better. Just which there was more thought given to us who grew up with out computers and are now suddenly expected to not just be able to shift gears and become students again which is hard enough, but were expected to as computer savvy as the students going to class now who have in all likely hood had computers in there class rooms since grade school making them second nature. Out of 4 classes I started this semester 2 were a total loss because of my inability to keep up, the others were still not sure yet class ends in two weeks. Summer school...Computer classes were choice one..I'm struggling I'm just curious if there's others out there like me. I've been working construction for over 30 years with hands better suited to a hammer than a key board. But am wise enough to know it's time to get out. Realizing also that the number of near death experiences I have had lately on different sites was something I could use to my advantage in the way of possibly seeing it does not happen to some other poor guy or gal out there working every day trying to support his or her family. OSHA is a God send to the working class and wish to be among its ranks keeping workers safe and corporations in line

23. I love IUS and will miss it when I graduate.
24. Please do not advertise scholarships for adult students/2nd degree students that do not exist. I chose to attend IUS, because the enrollment office told me I would most likely qualify for a scholarship given to adult 2nd degree students like myself. I worked extremely hard (4.0 GPA), and I was never offered any scholarships or aid. I would not recommend IUS to anyone in my position for that very reason.
25. I am enjoying my college experience here at IUS. I am interested in hearing more about earning credit through life work experience. I had no idea this was offered.
26. I have heard many great things about IUS' nursing program. After getting in, I am very disappointed. Instructors are very rude, short, and condescending to students. Students are treated like children. They are not open to any ideas or opinions. Quizzes and online material contains many errors. Lectures contradict the textbook. Miscommunication and disorganization is the center of this program. Instructors are HIGHLY unapproachable and will only meet with you if you are below a 75 in the class, as they are too "busy." As I am paying the same amount as the students who are failing, I should be able to meet with the instructor as needed to understand material that I am paying them to teach me. I was hoping to get a great education here at IUS, so that I may be a confident, competent nurse. After starting the program, I have my doubts.
27. I Love IUS. I am a Kentuckian but I love the campus, the faculty, the teachers support, encourage, and care for the well being of their students.
28. Very Happy
29. Thank you
30. I love IUS and to date everyone I have recommended IUS to has come here and also loves it.
31. My overall experience at IUS has been awesome. I would gladly recommend family and friends and coworker to attend IUS.
32. I love IUS.
33. I feel the cost is too high. Tuition was RAISED with no warning from \$600 per BSN class to \$1000 PER CLASS. We are paying for this out of pocket...
34. This is my first semester with IUS and I love it. I feel like I can actually succeed here, and that the professors here actually care that I do. I have had 0 negative experiences here thus far, and I think that is abnormal coming from the schools that I have previously attended. I am so thankful for IUS.
35. I have no information on programs for non traditional/adult learners. I accidentally found a place in the university center for adult learners while getting IT help to reset my password. I've no idea what it is or anything. It would have been nice to get that info when I enrolled. At this point I don't have room to incorporate more into my schedule.
36. This school definitely needs to step it up when it comes to availability of classes for non-traditional students. I was constantly missing out on classes throughout my time because of availability/capacity. There is no reason a class shouldn't be available at night and online in the Fall, Spring, and Summer. Either hire more people or expect more from current staff. Students work way too hard to be turned down in the homestretch from lack of availability and poor planning by the faculty and staff. Keep in mind we are paying the salaries of the employees.
37. I really enjoyed the small classes and the value for the money spent at IUS. However, there are a few things that are difficult for adult learners that would be nice to change. The four semesters of a foreign language is a difficult requirement for older people to meet sometimes. I carry a 3.75 GPA and have trouble with this requirement. It is not necessary for my degree and I almost transferred to UoFL for this issue as they do not have that requirement for my degree program. I also have two decades of work experience and it didn't really count for anything. The only subject I could test out of was English and I had already taken the basic class and it didn't end up doing me any good. Two decades of work experience in a Fortune 500 company should count for something. My major has a small amount of students and classes at the higher levels were not easy to find. When I did find the classes, times were very inconvenient for raising a family and going to school full time.

38. It is difficult to identify what a class is about prior to selecting a course. An aggregate type of app could fix the problem but even the best class descriptions leaves a person wondering what a class is teaching exactly. It isn't an easy process to compare classes while deciding what courses I would like to take next. A person has to click between several links to determine what a class is about. Ex. I am taking a class on ERP in the fall the description on line is vague about what the class will cover. Without writing a design plan to make my point on this let's just say it is cumbersome to determine class content while selecting classes. One must get most of the information from other students. A better way of determining class content should be easier.
39. There seem to be chronic technological problems in Knobview. It is not the same quality as the library or university center. I gave up awhile back because of problems with printing.
40. With my busy schedule, I prefer to take online classes. If online classes aren't available, there should be several times available for face-to-face classes. I work from 6-2:20 pm and take classes in the evening. This has worked out great in the past until this year. Because one of my required courses is only offered in the morning, I have to make arrangements with my employer. This is very inconvenient and makes it more difficult for me.
41. The school of natural sciences needs more academic advisors, more teaching assistants and more lab assistants.
42. I wish core classes had more flexibility and offered a bit more especially BUS A 310
43. I think this survey should help you with how we feel as a student and hopefully help ourselves to improve with a little bit of help.
44. I feel like there should be more assistance with financial aid regarding what is available to students.
45. Jessica Rae Sarver was an instrumental advisor in my graduation, as other advisors I had met with at IUS were not useful for finding a degree nor scheduling appropriate classes. This advisor set up a class plan for the rest of my time on campus, and aided me with keeping that plan up to date as changes occurred. I would also like to note another advisor nearly failed my GF out of her start at IUS. The advisor did not pay any heed to her academic background, as she had been a special needs student. The advisor then proceeded to enroll her into the final english courses she would need to take at IUS, without first giving her any beginner classes in writing. She nearly dropped out and refused to continue her education from such an ill-fitting first set of classes. I had to confront the advisors and adjust her class to introductory french, which she just completed her fourth and final required semester of, to try and salvage her academic career at the time.
46. Overall I am very happy with the instructors in the Chemistry department. However there is one professor that does seem to favor female students and have a standoffish approach to others. Fortunately this is their last semester here.
47. While I appreciate the convenience of on-line courses, I so much prefer to be taught in a learning environment where an instructor speaks, the class learns, and then the students are tested on their understanding of the material. On-line courses consist of an instructor assigning a task with no instruction. The students must learn and complete the task in an allotted amount of time. Only when the assigned task is graded is the student aware that he or she has done the task correctly.
48. This is my second semester I am a transfer student and I wish I had started here for my degree. I am really excited to continue and see what is in store for me here.
49. I am very grateful for the excellent education for the reasonable cost.
50. The financial aid office is spectacularly unhelpful, not forthcoming with information, begrudgingly answers questions, never goes out of their way to help, makes it difficult to succeed, is burdensome for the sake of being difficult, and has a terrible attitude - except for Justin Meredith, who is the only employee in that office who completely turned things around by being helpful and concise. If he is not the head there, he should be, and should be immediately placed in charge of customer experience and training everyone else there. I would have quit school if it hadn't been for Justin taking the time to resolve something. It took 5 minutes but it made all the difference. Everyone else at IUS has been great except the financial aid office so it was great to have Justin restore my faith in IUS. Please give him a raise and recognition! Also, I really do not understand why there are no online courses at IUS in my field. Every other program I looked at had this. I picked IUS for its high rate of graduation and job attainment from the program, and its value for the money, as well as the reputation of IU. However, I nearly didn't because there are no online classes. For working adults, this is imperative. Why is IUS so behind the times?
51. NOT ENOUGH BUSINESS ADVISORS, there's only one, which makes many students mad, need better advisors
52. Please try to offer more online alternatives and/or multiple times for upper level classes as well as lower level. Some students need to work full time and go to school full time, so we need more flexible options and hours! Even up till graduation!
53. I believe that the Business school at IUS needs more academic advisors. Currently we only have one. We typically have two business school advisors, which I believe wasn't efficient due too the timeliness of scheduling appointments with them.
54. Great experience
55. I love IUS

56. I attended IUS straight out of high school and returned last year after a 5 year break. Several things that have changed, in my opinion for the worse. During the first time I was enrolled IUS, there were chain restaurants where food services currently is. While I think the food services area is a terrific idea, why are we getting a chain restaurant again (the Subway in the library) again after deciding it wasn't important to have chains on campus once already? Is that the kind of decisions my tuition is going to support? Also, when I was in class before last year, textbooks tended to be a little dry and dense, but they were topical and very useful. In several cases I remember, instructors even wrote or designed their own textbooks. Since I've returned to classes, I've noticed that some instructors don't even use (or, in one particular case, didn't even know about) the supposedly required text for the classes. The text I got for my Public Speaking class is absolutely LOADED with completely irrelevant graphics, useless, redundant recaps of ridiculously short sections and worthless, sometimes COMPLETELY unrelated connections and references to pop culture figures and topics. I know that it's a 100 level class, but this text is so dumbed-down and jam-packed with useless bullshit to jack up the number of pages (and therefore, the price), it's disgusting. Literally less than half of this text is informationally necessary. Why do I have to pay \$70-\$100 for a text book that's less than 50% relevant?
57. More online options are needed and more Ivy Tech classes need to be recognized.
58. I have had difficulty getting any credit for my work activities. I'm a history major and have worked at a state historic site for years. Also, I cannot find any classes focused on my site's interpretive era (antebellum, early Republic 1790s-1830). Availability for in-person Spanish classes is poor. I've never seen the same advisor twice, and so have little to no rapport with advisors or even the school of social sciences as a whole. I will never take the freshman seminar, and get increasingly frustrated every time I'm prompted to do so.
59. Love this school and the encouragement I've received here.
60. Some of the student fees are excessive.
61. IU Southeast is a Gem. I think that the college experience is what the student makes of it. Their goals and their fears plays a role in the success of each student. The teachers at IU southeast are top notch. I think because IU Southeast is not a research school, that most professors have ample time to give students all attention. I will be continuing my studies at Michigan State University in the MFA program, I received a full-ride and I feel more than prepared for graduate level studies.
62. IUS overall has been a great institution. Prior to entering the Nursing Program I experienced great, engaging, and caring instructors. After an initial energetic and team oriented first semester in the BSN program, the attitude toward us as students, from several key instructors has drastically changed. I now feel like I am in a hostile environment. I fear repercussions of poor grades if I attempt to discuss issues with my ability to learn effectively with the information that is presented to us. Many of my instructors do not have open office hours and I have been refused a face to face meeting twice from one instructor to discuss my concerns about grades received or to seek constructive input on how to better succeed. Some of the instructors are condescending and talk down to us frequently. The material is disorganized and vague. When questions are asked of many of the instructors about clarification on course material, they have failed to offer concrete information on where to locate the info within the chapters. I feel like I am in independent study classes. I feel my tuition is being wasted on the level of instruction I get from several of my key instructors. I was very excited to get into this BSN program as it appeared to have a great reputation in the medical community. I am very disappointed in the level of instruction I have received thus far and after speaking to upper classmates in this program they ensure me it only gets worse in the level of disorganization and lack of academic support and mentoring from the instructors. I would probably have sought to obtain this degree from Bellarmine university and paid more for a more structured and supportive learning experience.
63. I would like to see more classes available online.
64. When I was first looking for a RN-BSN program, it was very hard. I lived in Louisville; however, there were many schools that would appear when I would Google search "RN-BSN" programs. I hadn't heard of IUS until it was 3 weeks before classes started. Even though I was a bit rushed, I still had everything turned in, previous courses accepted, and time to get my Indiana nursing license. Since I've been enrolled in the program, I have loved everything about IUS. From the friendly faculty and staff members to meeting new life-long friends. All of the processes for myself have been smooth and everything has worked out! Now, the school only needs to get a Master's Degree nursing program and I will be set! I'd like to stick with IUS for ANY and ALL of my learning. Thank you guys so much!
65. I felt that a lot of lab equipment was in need of replacement. I had several books ruined by faucets that leaked/sprayed water, often didn't have enough equipment, or equipment was broken. I felt that for the tuition paid, we should have proper lab equipment to properly do labs and learn the subject.
66. I love this college so far, and I hope to earn my degree mostly online, but I need them to offer more online courses for my major. That would be the only complaint I would have about this college.
67. I am very glad to be part of this university. So far everything is great, except that the computers are so slow to log in. This is my only complain that I have.
68. I began at IUS in general studies degree because I thought the nursing program would not take my credits because they were from 1979 and 1980. When I changed my major to RN to BSN, they took all of the credits that the general

- studies program already accepted. I did have to repeat a speech class because of the title of my other speech class. I think when hiring adjunct professors, it should be verified that they can teach. Just because someone has a masters degree doesn't mean they can teach. I had one bad experience with an adjunct professor for my speech class. She did not teach. (I think she ran the class like Spalding, where she graduated from) I can tell you the class did nothing to help me with speaking in public. I realized very quickly that I just had to get through the class because it was required. This was the only class at IUS that made me feel that way. I had a wonderful adjunct professor for music. She was excellent and I wish that IUS would hire her for a full time professor. (Dr. Steeves, but it looks like Bellarmine University hired her first.) I have recommended IUS to other nurses that are considering getting their BSN.
69. I was completely unaware of my prior job or life experience helping me here. I have taken so many science classes and if you considered embalming "labs", yet I still have to take another science/lab combo to graduate. That really stinks that none of the Micro, Chemistry, Anatomy or Biology had transferred to IUS.
  70. Advisor is easily available to meet with me and answer any questions. Because I already hold a bachelor's degree, I was frustrated at the amount of prerequisites required for the nursing program.
  71. IUS is a wonderful learning center that brightens my days and gives me hope for a better future!
  72. IU Southeast's administration is just starting to come to the realization that their target demographic and largest student demo is non-traditional students. So much of the marketing is geared to the traditional 18 - 22 year old student that will complete college in 4 years. Statistics show that student is becoming the minority. If IU Southeast wants to improve its enrollment rates and, more importantly, its graduation rates, it needs to make the shift towards strategically focusing on students in today's chief demographic, those who are not enrolling at age 18 and who are planning to take more than 4 years to finish. Thank you!
  73. It would be very helpful if some classes were offered more than once a semester, so that a student might be able to take them without it interfering with their work schedule.
  74. I would ask for: -Better support for veterans. -More involved veterans service officer and VA approving official. -More streamlined process for transferring military training. -More Masters Programs (IE Masters in Psychology/Social Science)
  75. I wish there were more political science courses available. I am about to be a junior and half the courses I need aren't even being taught.
  76. I have attended two large campuses, IU Bloomington and Louisiana State University. IUS provides more bang for your buck as far as the ratio of student to teacher/professor etc. The instructors are able to take much more time with each student. Definitely a plus.
  77. Offer more incentives for students who achieve high grades (tuition reimbursement, gift cards, anything to help financially)
  78. The advising department is terrible, wishy washy and never gives you a clear answer!!!!!!
  79. I can't say anything too bad. I have had a 4.0 since I have attended IUS. It is a great school in my opinion. I have learned a lot that I would not have elsewhere. Cheers!
  80. Great school. Ideal for students who focus better in small campuses.
  81. I am going for two degrees, Fine Arts and Psychology. To say that should also be an option for question 19. Also, I am most displeased about having to pay for 15 credit hours when I can only manage 12. I feel this institute is stealing from me by doing this. As well, I also feel that the institute is banking on those like me who cannot, for whatever reason, take 15 credit hours. For a campus that promotes a non-traditional student friendly atmosphere, I am not feeling that friendliness to my time nor my bank account.
  82. an august place of learning.
  83. I love IUS. They have been so wonderful through my college career especially being a single mom and working with me as much as possible. I am out of pocket next semester for all my classes. I hope they are able to work with me so I can continue to finish out the program.
  84. I would like to see life skills be more applied to degrees other than "general studies". Many as you label us, "adult learners", have experiences in subjects that would allow us to apply that with general education classes such as Public Speaking-for those who do training at their current job or have been an instructor before in CPR or other courses.
  85. I have learned a whole lot in the Computer Science department. I have put in a lot of time on my own and the initial direction that I get to do so has helped me a lot. There have been a couple of times that I wished that some classes had a little more flexibility in when they were offered.
  86. I haven't checked the status of the class in awhile, but I would like to be able to have the opportunity to take a science lab class in the evening so I don't have to rearrange my work schedule.
  87. I wish the higher level courses were offered more often and at more times. For example: I still need Bus-P-430 Total Quality Management and Bus-P-330 Project Management. These classes are only one night a week and meet for 2 hrs. and 45 Minutes. They will not end until 10:15 p.m. (Fall semester). I live about an hour and a half from campus,

so by the time I can get home and get to bed it will be after midnight...then I have to get up at 5:00 a.m. for work. Why can't these classes be scheduled like the others and meet twice a week for a shorter session?

88. Classes I am required to take, are not always offered in the evening, I work full time during the day. Accounting A202 is the worst class ever, fail one exam, fail the entire course, no Supplemental Instruction available at a time when I can attend due to full time work during the day!
89. I, along with many other students on the same degree path, struggled to get in all of the English Literature courses that are required. The schedules for many of the classes had only one option for day and time. This happened for years. I have a 40 minute commute to IUS and I cannot take one class of a day and one at night, but there were times that I did not have an option.
90. I completed 3 years of Technology Mngt, at Broward University in Florida. Prior to moving to Indiana, I communicated with at least two persons over the phone and/or online who assured me that I could step right into a nearly identical program and graduate on time. I had to settle for General Studies after a counselor tried very hard to sell me into a Business major instead- which would have set me back more than an additional year. I resent having to sway from my intended course of action as I feel this was detrimental to my success.
91. Set up tutoring resources for online students I had to drop a class because there were no resources available for a long distance learner/online class.
92. I am very pleased with IUS. I tried to transfer to another university and they barely took any of my credits and I was classified as a freshman again. At IUS, most of my credits were accepted and now all I need to focus on is my degree requirement classes. Plus, I can pay in-state tuition as I live in the Kentuckiana area, which helps me save money. I am extremely pleased with this University.
93. I have been paying for tuition out of pocket during my tenure at IU Southeast. It has always been a huge headache when trying to pay tuition deferment payments with the Bursar's office for some reason. The online process with paying these payments has always been tedious because the monthly payments almost always fluctuate from month to month, sometimes on the order of hundreds of dollars. This has made it difficult for my financial planning at times. How does a person reasonably plan for a \$300 payment one month, but a \$700 payment the next, due to inconsistencies in the website calculations? I feel that this process should not be this difficult. If the university could fix the deferment payment process, then I feel it would be easier for other students in the future to successfully complete financial planning.
94. For the most part I am very satisfied. I have just completed 20 years of service and I am going to start a second career. At this moment I do not have a career path locked in. In many ways this is refreshing. It is also scary at the same time. What at times feels like a bitter ending can also feel like a powerful new beginning.
95. Please expand the range of online courses offered! It is so important to me, as a secondary education major with a social studies focus, to be available for my family and current job while working towards my bachelor's degree. It would be tremendously appreciated if all my courses right up until I student teach would be available online. On behalf of many other adult learners, I thank you for considering my needs.
96. I recommend considering adding a social work program.
97. I am so happy and appreciative to be attending IUS. There are things they could improve (as all colleges continually strive to do). As a very nontraditional older student I have been encouraged all along my path. Everyone has been so helpful and friendly. Without all of the support I do not think I would have made it this far. I feel confident that I can continue on and reach the goal of attaining my degree on schedule. I continue to struggle, but in the end I know that I will persevere. Thank you IUS, and all of your staff, teachers and support personnel!
98. IUS is a wonderful university. I feel at home here. I am impressed with the overall layout of the school. However, adult learners are very isolated at times. There is not enough support to help them to continue moving forward. It is very difficult to be in school and handle a life on the outside as well. More support groups would be greatly appreciated.
99. I've enjoyed my time at IUS. I do wish there was more help financially, and a little more flexibility with course work. It can be hard when there's only one of you and no one pays your bills, does the laundry, cooks, cleans, works, takes out loans, still has three adult children. I think you get the idea. Financially, just more help with what is available, or strategies for balancing work, school, or loans. possibly, future employment ideas that have the bonus of forgiving part of the loans.
100. I would like to see more online classes offered for the medical coding certification program and also more summer classes offer for the certification programs.
101. I've had a couple recent incidents that have made my learning difficult. First, during finals in the Fall, I was at the library and my late-night studying was interrupted by a karaoke session. I wish I were kidding. I have a 2 year old at home and study best on campus. Then, just last weekend I was going over to study for a calculus exam and was stopped by a campus policeman that wasn't going to let me on campus because of a "race" that was going on. There are far more people on campus every day than I saw. There is no way I saw more than 30 people in the whole thing and he acted like he was doing me a favor by letting me part and walk half way across campus. Significantly more library hours would be a great help!

102. Classes are usually tailored to students most of the time with the degree plan except for language classes. Granted they can be useful if you wanted to know more about said language but unless your moving to the country that your trying to study the language for classes it doesn't really help the student prepare them carrier wise.
103. Need the opportunity to go out to work in chosen field at least a little (in corporate environment) before graduation.
104. The academic offerings are not very flexible at this institution, and I feel like I will have to go outside of the school to complete my degree.
105. Love IUS!
106. adults returning to school after being out for many years (like me) need help with technology, this has been my greatest challenge, but most of the professors and students have very willingly helped me
107. It would be nice to be able to talk to someone in person at financial aid. There are times when you need to figure things out quickly and just to talk to someone who can ease your mind can help with stress.
108. IUS is a great place to further one's education. I first enrolled at IUS 27 years after graduating high school in 1983. I finally took the initiative to come to IUS to learn and gain value knowledge of the business field and to take what I learned and apply them to advancing myself career wise and for personal satisfaction. I wish I had started here sooner. I highly recommend adults such as myself would were or wanting to go back to school to take the step in improving their educational level and gain the vital skills needed to go further in their career choice.
109. This program is great. Very competitive to get into. I wish there was opportunity for the nursing program to expand in the future to allow more students.
110. This survey is too long. It should have been broken into multiple shorter surveys. I attempted it earlier but lost interest.
111. I am really enjoying the courses I am enrolled in this semester. I am very happy I transferred here from UofL. I was not happy there and IU Southeast is significantly better. The professors here care about their students and get to know their names. The expectations of the courses are extremely clear. The only thing I miss about UofL was their availability of night courses. I hope that as my coursework continues more night classes will become available.
112. Technology courses for education majors need to be added to the curriculum.
113. Wish there were courses available in the Geosciences department and more variety in times for other required courses like math and foreign languages.