



# The Adult Learning Focused Institution (ALFI) Assessment Tool Report



Prepared for Columbus State University  
July 2015



**CAEL**  
Linking Learning and Work

***ALFI Addendum***

**Prepared for Columbus State University**

**By Council for Adult and Experiential Learning (CAEL)**

**July 2015**

*This is a Confidential Report*

## EXECUTIVE SUMMARY

During the 2015 academic year, students at Columbus State University completed the *Adult Learning Inventory (ALI)*, which reflects the perceptions of the college's adult students. The institution completed another survey, the *Institutional Self-Assessment Survey (ISAS)*, which reflects the perceptions of the faculty, staff, and administrators on the campus. The combination of these two constitutes the *Adult Learning Focused Institution (ALFI) Toolkit*.

The surveys are based on the *Nine Essential Principles for Serving Adult Learners* that the Council for Adult and Experiential Learning (CAEL) has identified. These Principles, defined in the attachments, are: (1) Outreach, (2) Life & Career Planning, (3) Financing, (4) Assessment of Learning Outcomes, (5) Teaching-Learning Process, (6) Student Support Services, (7) Technology, (8) Transitions, and (9) Strategic Partnerships (*ISAS* only).

Various faculty, staff and administrators at Columbus State University completed the *ISAS* while adult students completed the *ALI*. This addendum summarizes further analysis of these data offers some suggestions for moving forward.

As it is impossible to address all of the Principles at once, CAEL suggests a sequence of specific activities that are related to the most significant strengths and challenges identified in the survey results, as follows:

1. CAEL encourages Columbus State University to continue its apparently strong work in the area of **Technology**.
2. CAEL encourages Columbus State University to continue its apparently strong work in the area of **Student Support Services**.
3. CAEL encourages Columbus State University to continue its apparently strong work in the area of **Strategic Partnerships**.
4. CAEL encourages Columbus State University to endeavor to improve its practices in the area of **Financing**.
5. CAEL encourages Columbus State University to endeavor to improve its practices in the area of **Outreach**.
6. CAEL encourages Columbus State University to investigate the discrepant perspectives in the area of **Transitions**.
7. CAEL encourages Columbus State University to investigate the discrepant perspectives in the area of **Life & Career Planning**.

## INTERNAL COMPARISONS

This report includes summaries that compare the *ISAS* perceptions with more than 100 institutions that have also completed the *ALFI* surveys and 80 institutions that have completed the *ALI*. The comparisons show the rankings of faculty, staff, and administrators at Columbus State University on the nine Principles and of adult students on each of eight Principles when measured against other similar institutions. This data provides valuable information about how perceptions compare with reality and are consistent with the underlying concept of the *ALFI Toolkit*. It is important to remember, however, that no campus is “the best performer” on every Principle and that, in most of the summaries, *ISAS* data are compared to *ISAS* data, while *ALI* data are compared to *ALI* data.

This addendum focuses on the data from several perspectives. Here CAEL reviews internal comparisons from a more inductive perspective. How do the perceptions of faculty, staff, and administrators at Columbus State University compare to the perceptions of adult students at the institution? By comparing these perceptions, CAEL believes that the institution can identify points of agreement and divergence and can identify and implement specific strategies to capitalize on strengths and to address challenges.

Additionally, CAEL will examine some of the Principles against the practices reported by other similar institutions that have participated in the *ALFI Toolkit*. This external comparison will highlight these Principles in order to Columbus State University to understand their results through the lens of the challenges and strengths that their counterparts, providing another opportunity to establish priorities for actions on specific principles.

Below is a table that compares the rankings of faculty, staff, and administrators (i.e., *ISAS*) from Columbus State University with those of students (i.e., *ALI*). As an inspection of the Table reveals, predictably, the Principles were rated differently by those completing the *ISAS* (i.e., faculty, staff, and administrators) than those completing the *ALI* (i.e., students). Different perspectives often yield different perceptions.

Table 1: Rankings of Faculty, Staff, and Administrators Compared with Students

Ranking	ISAS	ALI
1	Technology	Technology
2	Student Support Services**	Student Support Services
	Strategic Partnerships**	
3	Transitions	Life & Career Planning
4	Assessment of Learning Outcomes	Assessment of Learning Outcomes
5	Teaching-Learning Process	Teaching-Learning Process
6	Outreach	Transitions
7	Life & Career Planning	Outreach
8	Financing	Financing
9		

\*Note: The ISAS has one additional Principle that is not included in the ALI

\*\*Note: Items have identical ranking

### **Strengths**

As a visual inspection of the Table above reveals, two Principles (i.e., **Technology** and **Student Support Services**) were among the top four highest ranked Principles at Columbus State University by survey respondents for both the ALI and the ISAS. These Principles, therefore, emerges as particular areas of strength that Columbus State University will want to build on moving forward.

**Technology** refers to the way in which Columbus State University “uses technology to provide relevant and timely information and to enhance the learning experience.” Both learners and faculty/staff/administrators appear to recognize that Columbus State University leverages its technological resources in ways that strengthen the community and learning experiences.

ALI respondents were most pleased the institution’s performance relative to Columbus State University’s offering technology to students to access the services they required on an as needed basis (Question No. 32). ISAS respondents were very pleased with the institution’s use of web and online technology to support multiple aspects of the learning experience. (Question No. 27K).

Related to **Student Support Services**, students and faculty/staff/administrators alike appear satisfied with how Columbus State University “assists adult learners using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed lifelong learners.” Both sets of respondents were pleased with the institution’s performance relative to this Principle. ALI respondents ranked the

importance of the convenience of institutional support services higher than did other four year adult learners (Question No. 31). *ISAS* respondents were pleased with the way in which Columbus State University offers adults individualized and ongoing assessment of their progress, deficiencies and needs (Question No. 28a) and provides remediation to address academic deficiencies (Question No. 28f). Columbus State University also scored higher than all colleges and universities in having an explicit policy regarding student inquiries and their timely resolution (Question No. 50).

Columbus State University also ranked high on the Principle of **Strategic Partnerships**. Only institutional team members rank this Principle as students are only aware of outcomes for this Principle. **Strategic Partnerships** looks at how Columbus State University “engages in strategic relationships, partnerships, and collaborations with employers and services in order to develop and improve educational opportunities for adult learners.” The university involves employers in all steps of the learning process (Question No. 53a-g), which may also be reflected in the high ranking that students gave the principle of **Life & Career Planning**.

### **Challenges**

As an inspection of the Table above reveals, two Principles (i.e., **Outreach** and **Financing**) were agreed upon by both sets of respondents (i.e., adult learners and internal stakeholders) as areas in which Columbus State University is not performing as well at the present time (i.e., these Principle were ranked low by both sets of respondents).

**Outreach** refers to the way that Columbus State University “conducts its outreach to adult learners by overcoming barriers in time, place, and tradition.” *ALI* respondents ranked this Principle seventh while *ISAS* respondents ranked it slightly higher at sixth. Students were least satisfied with the assistance they received to stay on track in their individual area of study (question No. 7) and *ISAS* respondents agreed, indicating that only some students receive individual contact to determine their goals for enrolling at Columbus State University (Question No. 19d).

**Financing** has to do with the extent to which Columbus State University “promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.” Both *ALI* and *ISAS* respondents rated the **Financing** Principle lowest of all among Principles. *ALI* respondents were least satisfied with the extent to which billing for tuition and fees was tailored to their needs (Question No.16) and the institution agreed with regards to third party billing to employers, little financial support for part-time student and no financial support designated to adult learners (Question No 21) (Question No. 20)(i.e., Question No. XX).

### **Disconnects**

*ISAS* respondents rated **Transitions** third among nine Principles, while *ALI* respondents ranked it sixth among the eight Principles. **Transitions** has to do with “supporting 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.” *ALI* respondents did identify two strengths for this principle, those of how their studies relate to their work and life goals (Question No. 21) and how well the institution offered information regarding what classes were needed to complete the selected program (Question No. 33) but were dissatisfied with areas related to tuition reimbursement (Question No. 41). Faculty, staff and administrators at Columbus State University felt that they did an excellent job at linking learning activities to knowledge that will be useful in students’ future work and life as well as utilizing the students life and work experiences during classroom activities (Questions Nos. 27h and e).

The other disconnect was in **Life & Career Planning**, defined as the way in which Columbus State University “addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capabilities to help learners reach their goals.” *ISAS* respondents ranked this Principle second to last while *ALI* respondents ranked it in the top three. The only challenge that *ALI* respondents identified within this principle was an insufficient numbers of course offerings each term. The internal respondents were less than satisfied with the University’s the assessment of prior learning (Question No. 19i), faculty development around advising students (Question 41e), and providing individual contact with students to determine their goals (19d).

### **EXTERNAL COMPARISONS**

For the nine Principles measured by the *ISAS*, Columbus State University scored significantly higher than other four year institutions on all nine Principles. In three instances (i.e., **Teaching, Learning Process, Student Support Services and Strategic Partnerships**), Columbus State University earned very high scores when compared to the mean performance of over 100 previously surveyed institutions.

In one instance, (**Strategic Partnerships**), Columbus State University earned a score on the *ISAS* that was within four (3.8) points of the best performer in this category among the previously surveyed four-year institutions.

On the *ALI*, Columbus State University earned scores for the Importance perspective that were greater than the mean performance of all previously surveyed four-year institutions in all eight Principles. *ALI* scores for the Satisfaction perspective were lower than the mean performance of previously surveyed four-year institutions in every instance. CAEL noted

that in two instances (i.e., **Teaching-Learning Process** and **Assessment of Learning Outcomes**), ALI respondents offered scores that were within five (5) points of previously surveyed four-year institutions of higher learning. Satisfaction for these Principles could be deemed to be comparable to the mean performance of previously surveyed four-year institutions.

## CONCLUSION

This *ALFI Toolkit* yielded important information Columbus State University and its services to adult learners. Perceptions in many of these Principle areas can be weighted by many factors and Columbus State University will be well-served to engage the participants in considering the responses on the *ALI* and *ISAS* in order to continue to attract, retain and graduate adult students.

The results outline the perceptions and perspectives of adult learners and faculty, staff, and administrators from Columbus State University. CAEL's hope is that this exercise will bring clarity and focus to the institution's short and long term planning processes. CAEL hopes that X Columbus State University will use these results to identify points of agreement and divergence and then create specific strategies to capitalize on its strengths and to address the challenges in working with adult students.

The *ALFI Toolkit* yields important information for Columbus State University and its services to adult learners. CAEL is pleased to note the results that the *ALFI* identified will allow Columbus State University to more robustly understand the adult learners at their institution and implement specific steps to address any barriers to their degree completion. CAEL believes that the disconnects reported by the internal and student stakeholders survey results are all items that can be addressed by having more extended and reflective conversations with adult learners at your institution. The results of these conversations can be utilized to ensure that both internal and external stakeholders are invested in the process of recruiting, retaining and graduating adult students.



## ALFI YEAR TO YEAR COMPARISON

Table 2: Rankings of Faculty, Staff, and Administrators Compared with Students

Ranking	ISAS 2015	2011	ALI 2015	2011
1	Technology	Student Support	Technology	Assessment Learning Outcomes**
				Teaching-Learning**
2	Student Support**	Teaching-Learning	Student Support	Technology
	Strategic Partnerships**			
3	Transitions	Technology	Life & Career	Life & Career**
				Student Support**
4	Assessment Learning Outcomes	Transitions	Assessment Learning Outcomes	Outreach
5	Teaching-Learning	Life & Career**	Teaching-Learning	Transitions
		Assessment Learning Outcomes**		Financing
		Strategic Partnerships**		
6	Outreach	Outreach	Transitions	
7	Life & Career	Financing	Outreach	
8	Financing		Financing	
9				

\*\*Note: Items have identical ranking

As you can see in Table 2, Columbus State University showed improvement in the rankings on several principles including **Technology**, **Student Support Services** and **Strategic Partnerships**. At the same time, Columbus State University experienced a decline in rankings with regards to the **Teaching-Learning Process**, on both the *ISAS* and *ALI* surveys and **Assessment of Learning Outcomes**, though, with regards to the **Assessment of Learning Outcomes**, the drop in the rankings occurred only on the *ALI* survey, moving from first place to fourth. The low rankings on the Principle of **Financing** have remained unchanged as well as the relatively low ranking on **Outreach**.

With regards to the overall results of the *ISAS* survey results comparing Columbus State University to the mean performance of all four-year institutions, the University has shown significant increases across all nine Principles. This has not proven to be the same with regards to the results of the *ALI*. While the importance measurement has risen slightly on all eight Principles, student rankings for satisfaction, when compared to the mean performance of all other four-year students has declined. The most significant decline (4.8 points) is in the Principles of **Outreach**.

The challenges surrounding the low rankings for the principles of **Outreach** and **Financing** remain the same. Providing individual assistance to all or most adult learners to determine their goals, as an integrated part of the enrollment process, could do much to improve both of these Principles. More the 66% of student respondents indicated that their goal for enrolling was to prepare for a new or different career.

In reviewing the overall Columbus State University website, while adult students have a page on the site devoted to them, many of the crucial links go directly to pages that traditional students also access. The barriers for adults are often direct access to information targeted to them so the Scholarship page can be daunting as many of the career driven (i.e. Computer Science) or general undergraduate scholarship opportunities are aimed at traditional fulltime students with requirements for ACT/SAT scores and high school GPAs. Scholarships, such as the Elizabeth McTaggart Memorial Scholarship, aimed at returning students, should be called out for adult students.

Increasing the use of competency based curriculum design and accelerated curriculum approaches in programs that are utilized by non-traditional students may also serve to remove barriers and increase retention and graduation rates for this population. Columbus State University has made a clear commitment to effectively serving adult learners. The Columbus State University 2013-2018 Strategic Plan clearly lists the priority of “employing more creative methods to meet the needs of diverse students (nontraditional, traditional...) and many of the individual goals and strategies speak directly to the benchmarks in the survey questions for the ALFI Principle.

Offering additional methods, beyond those of CLEP and DSST tests, for obtaining credit for prior learning through life and job experience may also increase retention rates and has been proven to increase graduation rates, as outlined in *Fueling the Race to Postsecondary Success* <http://www.cael.org/what-we-do/prior-learning-assessment>. Working within the priorities outlined on your Strategic plan, training your faculty to assess portfolios with the standards that CAEL has successfully implemented will serve to assist your institution in meeting multiple priorities including increasing the relevancy, efficiency and value of Columbus State University’s degree programs.

### **Recommendations**

Based upon the results explored in this Addendum, CAEL offers the following recommendations for reflection, discussion, and consideration:

1. CAEL encourages Columbus State University to continue its apparently strong work in the area of **Technology** such as:

- a. Utilizing technology to get students the services they need when they need them.
  - b. Non face-to-face provision of services.
  - c. Providing increased technology skills training to learners.
2. CAEL encourages Columbus State University to continue its apparently strong work in the area of **Student Support Systems** such as:
  - a. Offering more cohort based curriculum to increase group collaboration and teamwork
  - b. Increasing individual contact with students at the point of enrollment to determine goals
  - c. Providing individual and ongoing assessment of deficiencies and progress towards graduation and educational goals
3. CAEL encourages Columbus State University to endeavor to improve its practices in the area of **Outreach** such as:
  - a. Offering greater flexibility in course delivery methods
  - b. Increasing the use of accelerated and individualized self-paced instructional formats
  - c. Initiating more robust individual interaction with incoming adult students to align their classes and programs to their individual goals
  - d. Provide additional methods, beyond exams, for receiving college credit for prior learning from job and life experience
4. CAEL encourages Columbus State University to endeavor to improve its practices in the area of **Financing** such as:
  - a. Working individually with adult learners to determine how best to tailor billing to meet their concerns
  - b. Assisting students with employer tuition reimbursement applications and forms
  - c. Providing access to adult focused scholarship and grant information
5. CAEL encourages Columbus State University to investigate the discrepant perspectives in the area of **Life & Career Planning**.
  - a. Learners were more satisfied with the institution's performance relative to this Principle than were faculty/staff/administrators
  - b. Interviews, focus groups, targeted surveys, etc., could be used to gather additional information in this area

6. CAEL encourages Columbus State University to investigate the discrepant perspectives in the area of **Transitions**.
  - a. Internal stakeholders appeared to be more pleased with the institution's performance relative to this Principle than were adult learners, especially in the utilization of students' own life and work experiences within the curriculum and learning environment
  - b. Consider a proactive, rather than reactive, approach to how the institution supports faculty in understanding how to effectively work with adult learners

# ISAS SUMMARY REPORT

## Columbus State University

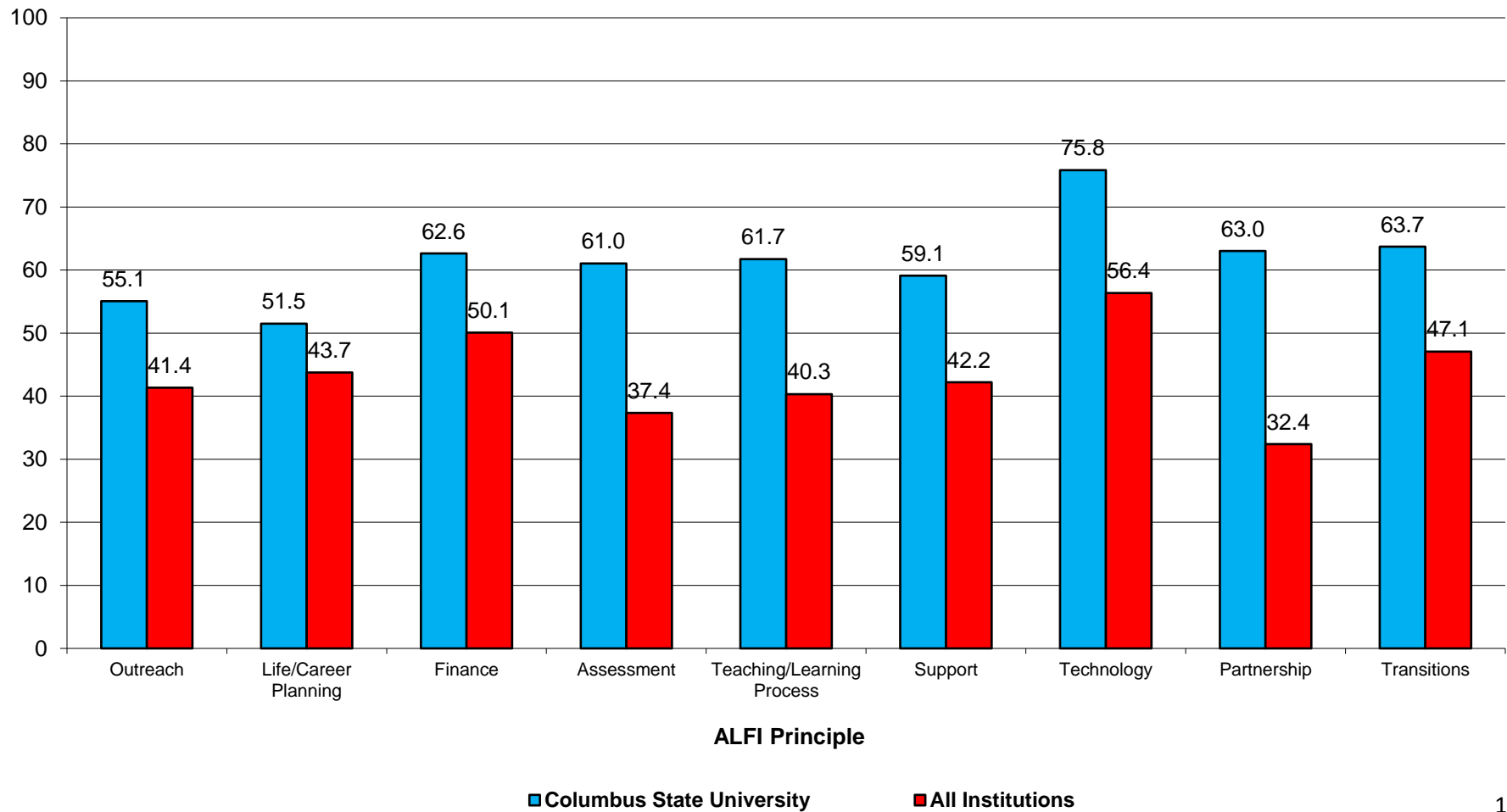
<b>ALFI Principle</b>	<b>Your Score</b>	<b>Mean Score</b>	<b>Highest Score</b>	<b>Lowest Score</b>	<b>Rank Order</b>	<b>Number of Institutions</b>
Outreach	52.7	41.4	67.7	12.2	20	106
Life & Career Planning	52.5	43.7	70.8	15.8	22	106
Financing	49.5	50.0	78.7	14.4	48	106
Assessment of Learning Outco	53.0	37.3	67.7	11.8	9	106
Teaching-Learning Process	54.7	40.4	67.4	7.4	11	106
Student Support Services	63.4	42.2	67.2	4.3	4	106
Technology	95.3	56.7	95.3	4.0	1	106
Strategic Partnership	59.8	32.5	66.8	11.0	4	106
Transitions	64.3	46.9	72.0	12.4	6	106

# ALI SUMMARY REPORT [Performance Gaps]

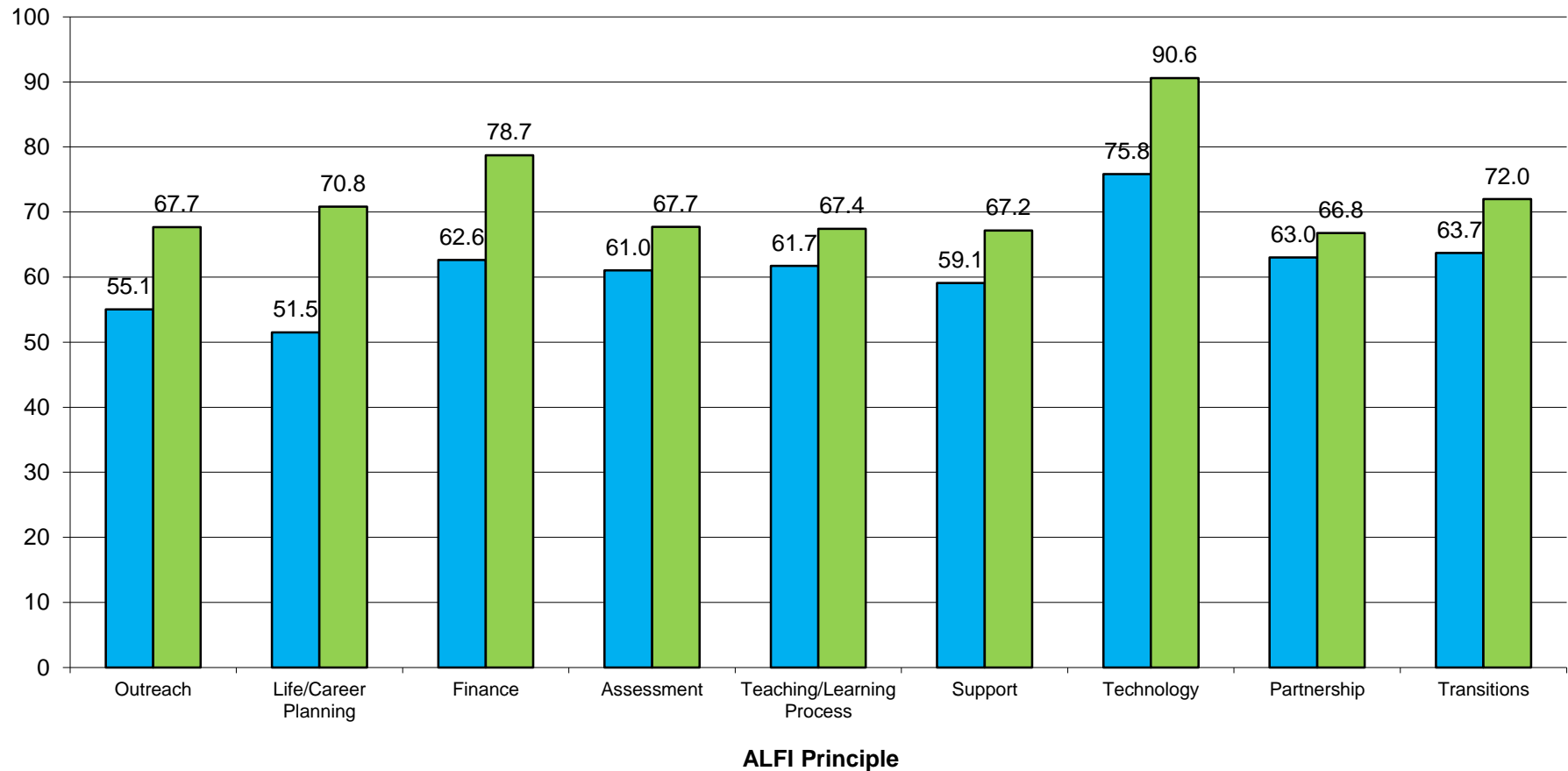
## Columbus State University

<b>ALFI Principle</b>	<b>Your Gap</b>	<b>Mean Gap</b>	<b>Highest Gap</b>	<b>Lowest Gap</b>	<b>Rank Order</b>	<b>Number of Institutions</b>
Outreach	22.6	12.4	22.6	3.0	66.0	84
Life & Career Planning	24.4	17.1	26.6	6.7	56.0	84
Financing	24.6	14.4	28.0	3.7	74.0	84
Assessment of Learning Outcomes	16.6	10.0	18.6	3.0	60.0	84
Teaching-Learning Process	15.9	9.2	15.9	2.3	61.0	84
Student Support Services	22.6	11.7	22.6	1.3	55.0	84
Technology	16.3	8.0	21.0	1.6	53.0	84
Transitions	22.1	11.6	23.9	2.6	64.0	84

# ISAS Results Columbus State University vs Mean Performance of All Four-Year Institutions



# ISAS Results Columbus State University vs Best Four-Year Performer in Each Category

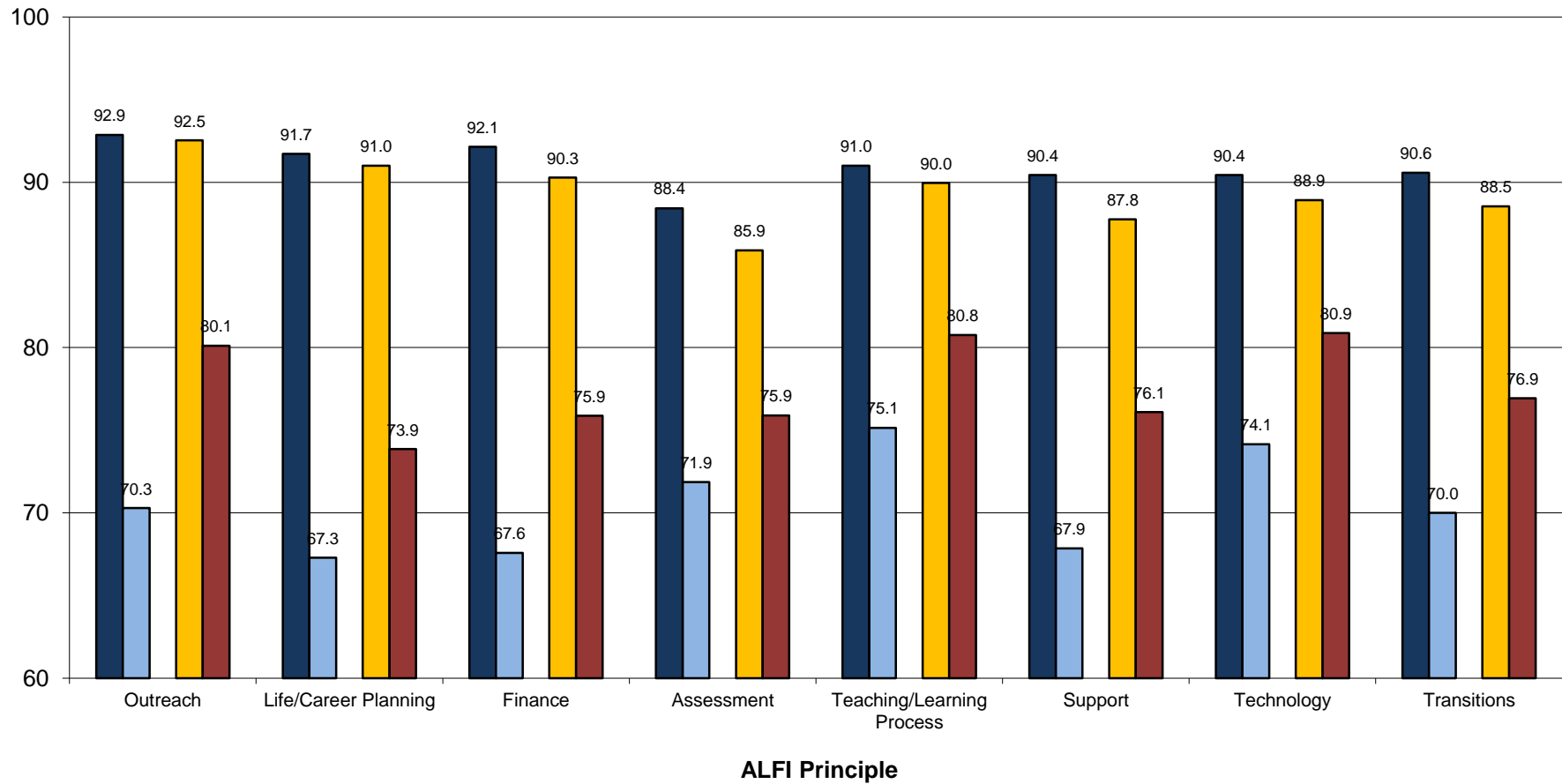


■ Columbus State University

■ Best Performer in Category

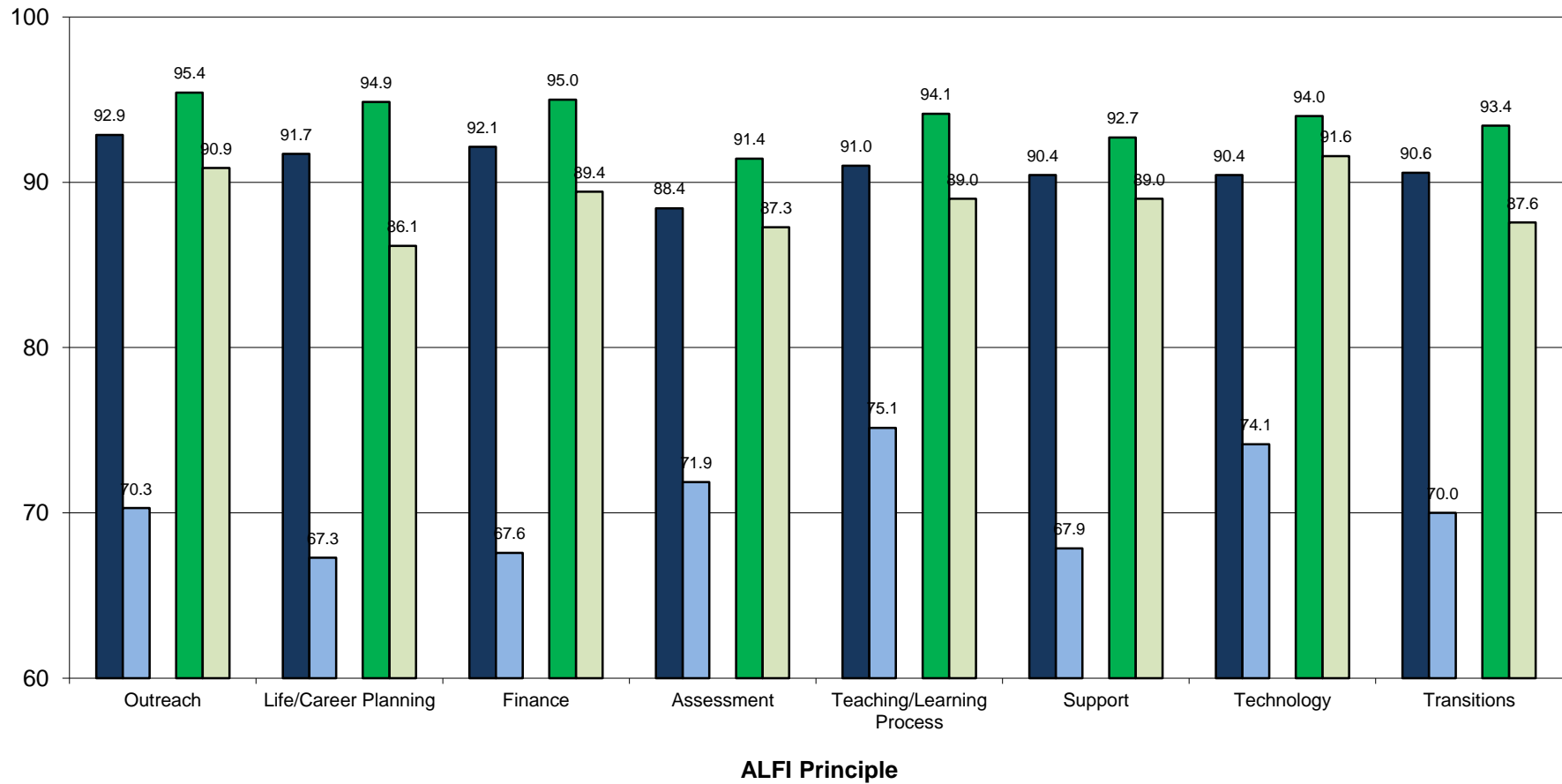


## ALI Results Columbus State University vs Mean Performance of All Four-Year Institutions



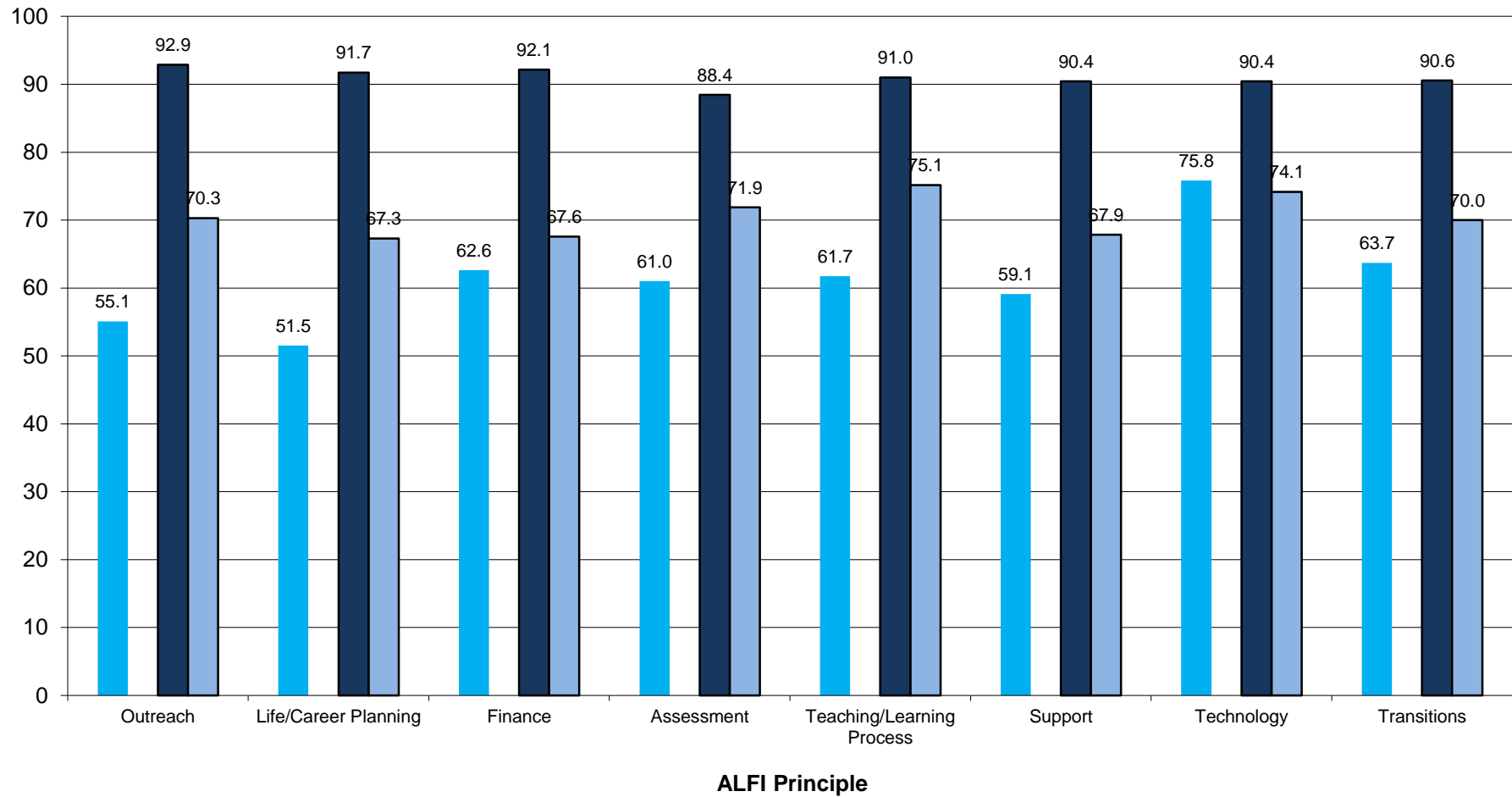
■ Columbus State University Importance   
 ■ Columbus State University Satisfaction   
 ■ All Four-Year Importance   
 ■ All Four-Year Satisfaction

# ALI Results Columbus State University vs Best Four-Year Performer in Each Category



■ Columbus State University Importance   
 ■ Columbus State University Satisfaction   
 ■ Best Four-Year Performer Importance   
 ■ Best Four-Year Performer Satisfaction

## Combined Result ISAS & ALI for Columbus State University



■ Columbus State University ISAS Mean

■ Columbus State University ALI Importance Mean

■ Columbus State University ALI Satisfaction Mean

## Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Dependents</b>	<b>N</b>	<b>%</b>
Female	337	68.22%	Yes	286	58.49%
Male	157	31.78%	No	203	41.51%
Total	494	100.00%	Total	489	100.00%
No Response	59		No Response	64	
<b>Age</b>			<b>Dependents Age</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
24 or younger	62	12.50%	Pre-school age	96	17.36%
25 to 34	210	42.34%	Elementary school age	97	17.54%
35 to 44	140	28.23%	Middle school/high school age	101	18.26%
45 to 54	65	13.10%	College student	58	10.49%
55 to 64	15	3.02%	Elderly or disabled adult	24	4.34%
65 or over	4	0.81%	Does not apply	157	28.39%
Total	496	100.00%	Respondents may select more than one option; Percentages may total greater than 100%		
No Response	57				
<b>Ethnicity/Race</b>			<b>Current Class Load</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Alaskan Native	0	0.00%	Full-time (12 hours or more)	275	60.84%
American Indian	3	0.61%	Half time (6-11 hours)	145	32.08%
Asian	10	2.04%	Part-time (less than 6 hours)	32	7.08%
Black/African-American	142	29.04%	Total	452	100.00%
Hispanic or Latino	23	4.70%	No Response	101	
Native Hawaiian or Pacific Islander	2	0.41%			
White/Caucasian	265	54.19%			
Multi-racial	30	6.13%			
Other	14	2.86%			
Total	489	100.00%			
No Response	64				
<b>Marital Status</b>			<b>Employment</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Single	240	48.78%	0 hours per week	139	31.45%
Married/domestic partner	252	51.22%	1-10 hours per week	13	2.94%
Total	492	100.00%	11-20 hours per week	42	9.50%
No Response	61		21-30 hours per week	47	10.63%
			31-40 hours per week	112	25.34%
			More than 40 hours per week	89	20.14%
			Total	442	100.00%
			No Response	111	

## Demographics

<b>Educational Goal</b>	<b>N</b>	<b>%</b>	<b>Prior Education</b>	<b>N</b>	<b>%</b>
Associate degree	6	1.35%	Grade school	0	0.00%
Bachelor's degree	373	83.63%	Some high school	3	0.69%
Master's degree	38	8.52%	High school or GED	106	24.48%
Doctorate or professional degree	19	4.26%	Some college classes	165	38.11%
Certification (initial / renewal)	5	1.12%	Associate's degree	131	30.25%
Self-improvement/pleasure	2	0.45%	Bachelor's degree or higher	28	6.47%
Job-related training	2	0.45%	Total	433	100.00%
Other educational goal	1	0.22%	No Response	120	
Total	446	100.00%			
No Response	107				
			<b>English Primary Language</b>	<b>N</b>	<b>%</b>
			Yes, English is primary language	409	97.15%
			No, English is not primary language	12	2.85%
			Total	421	100.00%
			No Response	132	
<b>College Objective</b>	<b>N</b>	<b>%</b>			
Improve occupational skills	82	18.72%	<b>First In Family for College</b>	<b>N</b>	<b>%</b>
Prepare for new/different career	291	66.44%	Yes, first in family for college	134	31.31%
Improve basic academic skills	21	4.79%	No, not first in family for college	294	68.69%
Self-improvement/personal interest	44	10.05%	Total	428	100.00%
Total	438	100.00%	No Response	125	
No Response	115				
			<b>Tuition Source</b>	<b>N</b>	<b>%</b>
<b>Program Completed to Date</b>	<b>N</b>	<b>%</b>	Myself	206	37.25%
Less than 1/4 of my program	42	9.61%	Grants or scholarships	212	38.34%
1/4 to 1/2 of my program	75	17.16%	Loans	280	50.63%
1/2 to 3/4 of my program	126	28.83%	Tuition reimbursement from employer	45	8.14%
More than 3/4 of my program	190	43.48%	Veterans' benefits	79	14.29%
Not applicable	4	0.92%	Other tuition source	22	3.98%
Total	437	100.00%			
No Response	116		Respondents may select more than one option; Percentages may total greater than 100%		
<b>Credit Received From</b>	<b>N</b>	<b>%</b>			
Previous college credits earned	275	49.73%			
Learning from military training	62	11.21%			
Learning from prior job/life experience	50	9.04%			
Credit through testing	78	14.10%			
Other sources	24	4.34%			
Not applicable	102	18.44%			
Respondents may select more than one option; Percentages may total greater than 100%					

## Demographics

<b>Began Enrollment at College</b>			<b>Group Code</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
In my current program	293	69.10%	1001: Art (BFA)	10	2.07%
Another program for credential/degree	101	23.82%	1003: Art History (BA)	2	0.41%
Workforce training program	2	0.47%	1004: Biology (BA)	15	3.10%
GED program	0	0.00%	1005: Business (BBA)	95	19.63%
ESL program	0	0.00%	1006: Chemistry (BA)	2	0.41%
ABE program	5	1.18%	1007: Chemistry (BS)	5	1.03%
Courses I like	23	5.42%	1008: Communication (BA)	23	4.75%
Total	424	100.00%	1009: Computer Science (BS)	18	3.72%
No Response	129		1010: Criminal Justice (AASCJ)	11	2.27%
			1011: Criminal Justice (BS)	27	5.58%
			1012: Early Childhood Education (BSEd)	20	4.13%
			1013: Earth and Space Science (BS)	6	1.24%
			1014: Engineering Studies (AS)	3	0.62%
			1015: English Language and Literature (BA)	8	1.65%
			1016: Exercise Science (BS)	11	2.27%
			1017: General Studies (AS)	4	0.83%
			1018: Health and Physical Education (BSEd)	5	1.03%
			1019: Health Science (BS)	22	4.55%
			1020: History (BA)	13	2.69%
			1021: Information Technology (BS)	15	3.10%
			1022: Liberal Arts (BA)	7	1.45%
			1024: Mathematics (BS)	8	1.65%
			1025: Middle Grades Education (BSEd)	6	1.24%
			1026: Modern Language and Culture (BA)	4	0.83%
			1028: Music Education (BM)	1	0.21%
			1030: Nursing (BSN)	50	10.33%
			1031: Nursing RN-to-BSN	24	4.96%
			1032: Political Science (BA)	6	1.24%
			1033: Psychology (BS)	22	4.55%
			1034: Sociology (BS)	28	5.79%
			1035: Special Education - General Curriculum - Reading Concentration (BSEd)	7	1.45%
			1037: Theatre (BFA)	1	0.21%
			1038: Theatre Education (BSEd)	1	0.21%
			1039: Web BSIT	4	0.83%
			Total	484	100.00%
			No Response	69	
<b>Volunteer Activities</b>					
	<b>N</b>	<b>%</b>			
No volunteer activities	225	53.32%			
1-5 volunteer hours	154	36.49%			
6-10 volunteer hours	30	7.11%			
More than 10 volunteer hours	13	3.08%			
Total	422	100.00%			
No Response	131				
<b>Institution Question</b>					
	<b>N</b>	<b>%</b>			
Campus item - Answer 1	0	0%			
Campus item - Answer 2	0	0%			
Campus item - Answer 3	0	0%			
Campus item - Answer 4	0	0%			
Campus item - Answer 5	0	0%			
Campus item - Answer 6	0	0%			
Total	0	100.00%			
No Response	553				
<b>Institution Question 2</b>					
	<b>N</b>	<b>%</b>			
Campus item 2 - Answer 1	0	0%			
Campus item 2 - Answer 2	0	0%			
Campus item 2 - Answer 3	0	0%			
Campus item 2 - Answer 4	0	0%			
Campus item 2 - Answer 5	0	0%			
Campus item 2 - Answer 6	0	0%			
Total	0	100.00%			
No Response	553				

## **Strategic Planning Overview**

### **Strengths and Challenges**

#### **Strengths**

- 33. This institution explains what is needed for me to complete my program here.
- 10. I have a clear understanding of what I'm expected to learn in my classes.
- 21. My studies are closely related to my life and work goals.
- 30. I am able to obtain information I need by phone, fax, e-mail, or online.
- 29. My instructors respect student opinions and ideas that differ from their own.
- 46. The learning experiences within my program of study challenge me to reach beyond what I know already.
- 32. Technology enables me to get the services I need when I need them.
- 27. I am encouraged to apply the classes I've taken towards a degree or certificate.
- 43. The frequency of interactions with my instructors is satisfactory.

#### **Challenges**

- 2. Sufficient course offerings within my program of study are available each term.
- 24. I receive the help I need to stay on track with my program of study.
- 17. My instructors provide timely feedback about my academic progress.
- 1. My program allows me to pace my studies to fit my life and work schedules.
- 26. I am able to choose course delivery that fits my life circumstances.
- 16. Billing for tuition and fees is tailored to meet my specific needs.
- 25. I'm evaluated on the knowledge and skills I'll need in my life and career.

## **Strategic Planning Overview**

### **Benchmarks**

#### **Lower Satisfaction vs. National Four-Year Adult Learners**

- 2. Sufficient course offerings within my program of study are available each term.
- 21. My studies are closely related to my life and work goals.
- 24. I receive the help I need to stay on track with my program of study.
- 17. My instructors provide timely feedback about my academic progress.
- 30. I am able to obtain information I need by phone, fax, e-mail, or online.
- 1. My program allows me to pace my studies to fit my life and work schedules.
- 13. Processes and procedures for enrolling here are convenient.
- 29. My instructors respect student opinions and ideas that differ from their own.
- 32. Technology enables me to get the services I need when I need them.
- 26. I am able to choose course delivery that fits my life circumstances.
- 16. Billing for tuition and fees is tailored to meet my specific needs.
- 27. I am encouraged to apply the classes I've taken towards a degree or certificate.
- 31. This institution makes many support services available at convenient times and places.
- 8. This institution provides students with the help they need to develop an education plan.
- 25. I'm evaluated on the knowledge and skills I'll need in my life and career.

#### **Higher Importance vs. National Four-Year Adult Learners**

- 31. This institution makes many support services available at convenient times and places.
- 25. I'm evaluated on the knowledge and skills I'll need in my life and career.