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Promoting Adult Student Success at Four-Year Higher Education Institutions

Heidi A. C. Watson

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PROMOTING ADULT STUDENT SUCCESS AT
FOUR-YEAR HIGHER EDUCATION INSTITUTIONS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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December 2012

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This study examined motivators for and barriers encountered by non-traditional adult students in their efforts to access, persist in, and succeed in obtaining higher education. It surveyed four-year institutions to examine the extent to which different categories of four-year institutions are meeting adult students' needs and thereby promoting their success. This study drew conclusions about best practices, services, and policies at four-year institutions that promote or hinder the success of non-traditional adult students. The literature review examined access, persistence, and success and looked specifically at how a broader understanding of higher education applies to non-traditional adult students. Further, the study made recommendations about how institutional leaders can better serve this audience by promoting success through adult-friendly programs, services, materials, and policies.

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This doctoral program and its corresponding dissertation have certainly been a challenge in regard to both my time and stamina. And, I have been told more than once in my life that “you can’t do it.” To those naysayers, I offer proof to the contrary in these pages.

I am so grateful for this amazing opportunity to become a more educated person, and I wish to thank the many people who far from undermining me supported me on every step in this journey. First and foremost, my ex-husband and dear daughter. Justin thank you for your excel guru, and supporting my growth. Sadie, I am sure you are ready for me to be “available” to do fun things again. I also wish to thank and recognize my cohort members, particularly my posse. We worked so hard and encouraged each other through it all. Amy, Carol, Karen, and Becky, you made me laugh when I wanted to cry. To the rest of the cohort members, I know you will be following quickly along this path, and I support you all the way. I also wish to thank my parents and friends who believed in me: Fred, Helen, Sue, Erin, Jon, Steph, Patty, Jennie, Kerri, and Nicola.

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CHAPTER 1

INTRODUCTION

The impetus for this research was a presentation given by the director of the Center for Adult Learner Services at The Pennsylvania State University (Penn State). The presentation provided data showing that information about adult learners was being collected in order to create awareness of this student population at Penn State. The data, much of which were provided by Penn State's Office of Institutional Planning and Assessment, indicated that the university's adult student population was evenly split between women and men and that the median age was 30. Penn State adult students were motivated to attend by employment considerations and were seeking bachelor's or associate's degrees (Office of Student Affairs and Research Assessment, 2003).

Data provided by Penn State's Office of Institutional Planning and Assessment (2005) in its Quality Endeavors Newsletter suggested that: "Penn State's adult learner population has been in a 10-year decline (a 24% decrease) at nearly every campus location, despite the fact that the number of adult learners is growing nationally" (p. 1). This information was surprising, as it was contrary to other studies in the literature about adult student enrollment nationally. Thus, questions arose about the factors that might affect adult students' ability to succeed in higher education such that the initial stages of the present study were embarked upon. As a Penn State employee, it appeared to me that there were plentiful educational programs and marketing efforts focused on adult learners. Why then would there be such a marked decline in their numbers? This initial question led to many more about what institutions on a national scale are doing to promote adult student success. How would understanding the motives, backgrounds, and achievements of non-traditional adult students attending institutions of higher education change

the actions its leaders would take? Could programs and policies that support non-traditional adult students in higher education be changed to bring the access, the retention rate (persistence), and the graduation rate (success) of this population more in line with those of traditional students? What information should be collected to ensure the matriculation, retention, and graduation of adult students? Could what is discovered about the non-traditional adult student population be effectively used for other student groups? On this point, it was encouraging to see Penn State's recognition that understanding its non-traditional adult student population, benchmarking with other universities, and creating appropriate services might create changes that could help all populations: "What many universities are learning is that those services and programs that can benefit one student population can also benefit the other and together they benefit the university." (Office of Institutional Planning and Assessment, 2005, p. 2).

The present study examined motivators for and barriers encountered by non-traditional adult students in their efforts to access, persist, and succeed in obtaining higher education. It surveys four-year institutions to examine the extent to which different categories of four-year institutions are meeting adult students' needs and thereby promoting their success. This study drew conclusions about best practices, services, and policies at four-year institutions that promoted or hindered the success of non-traditional adult students. The literature review examines access, persistence, and success and looked specifically at how a broader understanding of higher education applies to non-traditional adult students. Further, the study makes recommendations about how institutional leaders can better serve this audience by promoting success through adult-friendly programs, services, materials, and policies.

Significance of the Study

Leaders in both academic and student affairs are frequently faced with increasing numbers of non-traditional adult students (Kipp, 2002; Lumina, 2006; National Center for Educational Statistics, 2008). A deeper understanding of these students beyond the core demographic data at a particular institution could be useful to institutional leaders if universities are to better serve this specific population. This study investigates adult students' needs as considered in the literature and presents its survey of institutions to determine whether and how the extent to which adult students' needs are being met is affecting enrollment.

Non-Traditional Adult Student Enrollment

Nationally, total enrollment in higher education institutions is up: "Total enrollment in degree-granting institutions is expected to increase between 2006, the last year of actual data, and 2017" (National Center for Educational Statistics, 2008, p. 8).

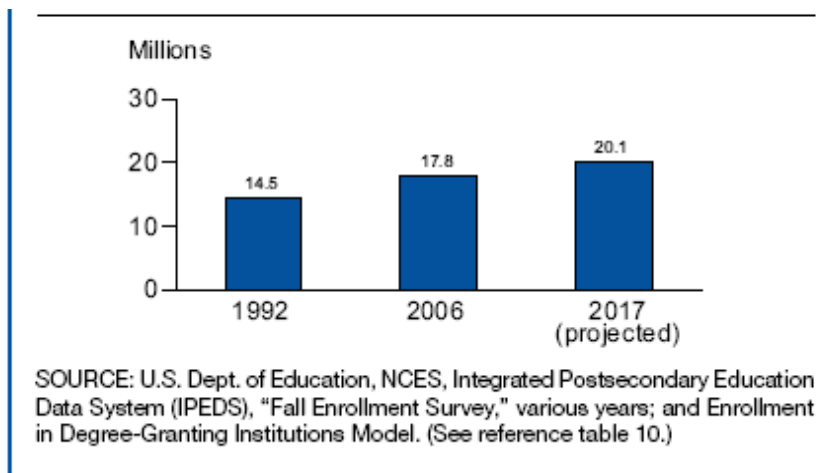


Figure 1. Actual and middle alternative projected numbers for total enrollment in degree-granting institutions: Selected years 1992–2017 (National Center for Educational Statistics, 2008, p. 8).

With enrollment up, the majority of the student population will continue to seek education that offers a degree versus a non-degree education. “The number of associate’s degrees is projected to increase 8 percent overall; the number of bachelor’s degrees is projected to increase 16 percent overall and the number of master’s degrees is projected to increase 28 percent overall” (National Center for Educational Statistics, 2008, p. 13–14). Students seeking these degrees will consider the sector of institution they would prefer to attend. Nationally, two- and four-year institutions will see an increase, with the greater growth being seen at four-year institutions.

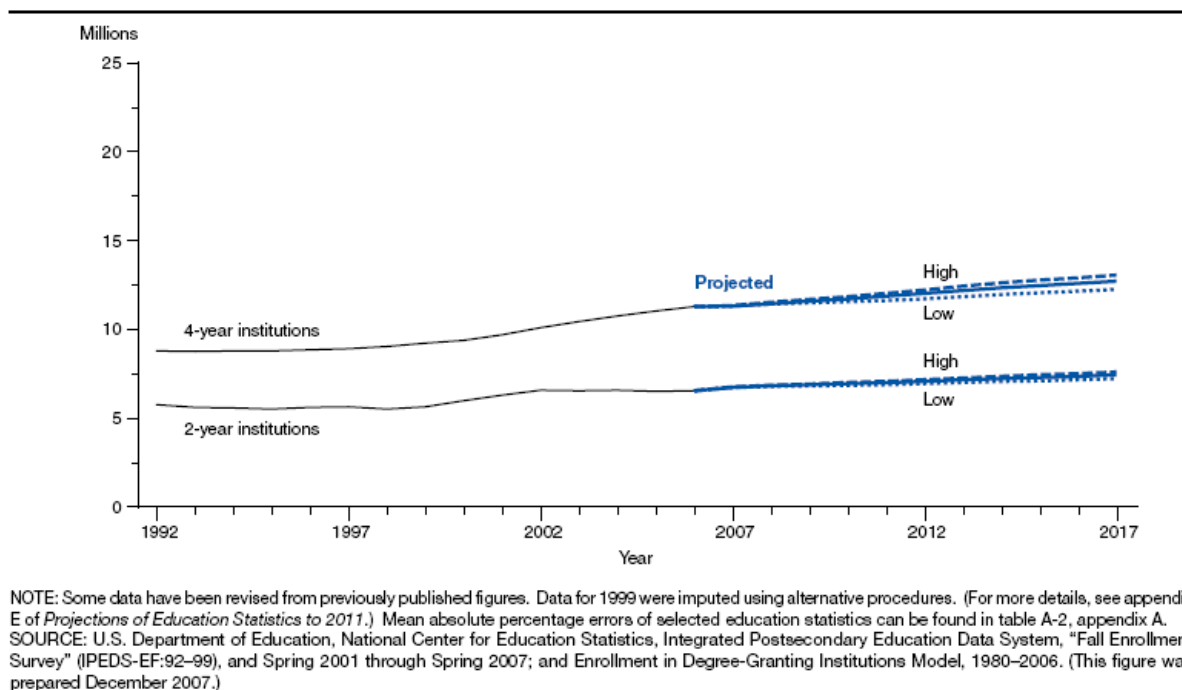
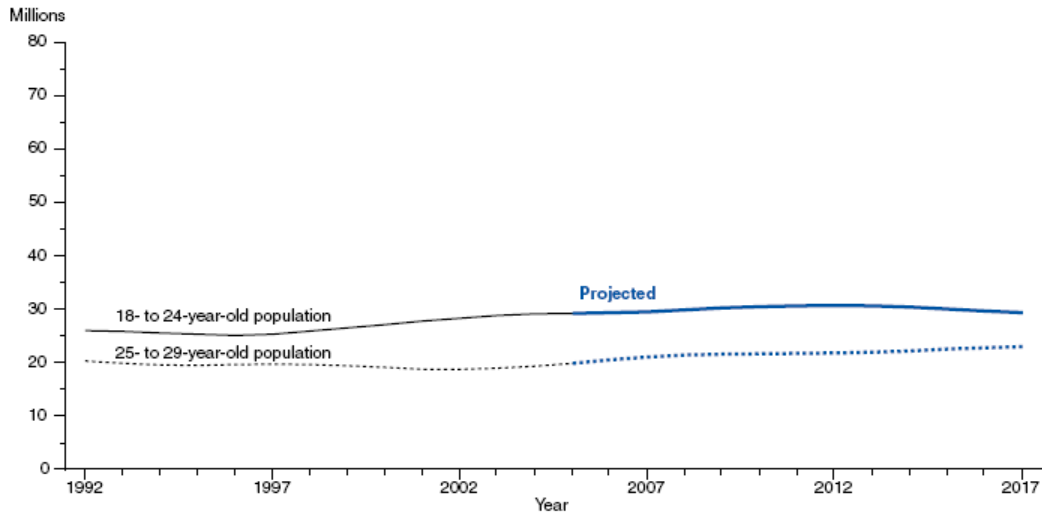


Figure 2. Actual and alternative projected numbers for enrollment in degree-granting postsecondary institutions by type of institution: Fall 1992 through Fall 2017 (National Center for Educational Statistics, 2008, p. 31).

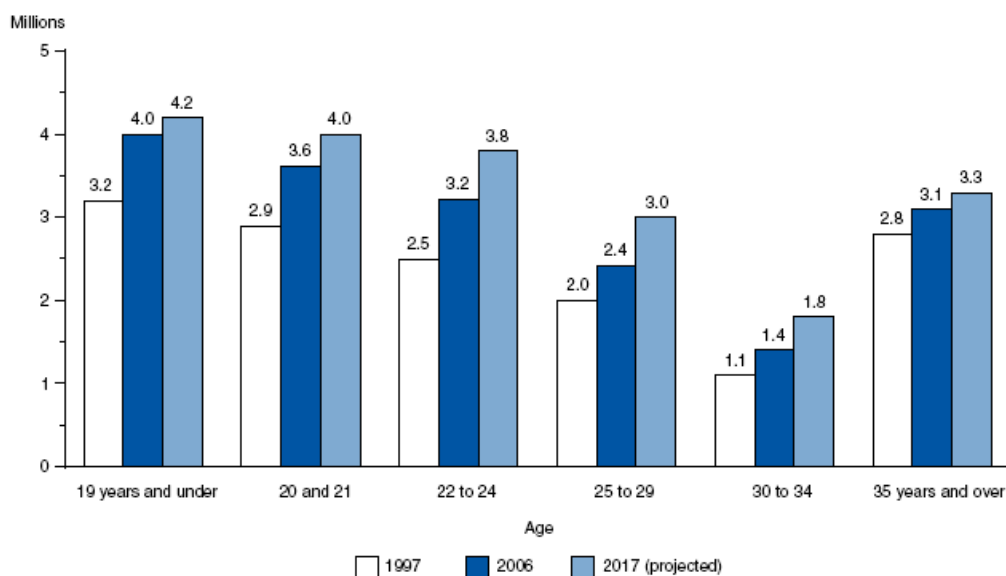
“An important factor is the expected increase in the population of 25- to 29-year-olds. Between 2006 and 2017, enrollment is projected to increase: 27 percent for students who are 25

through 34 years old; and 8 percent for students who are 35 years old and over” (National Center for Educational Statistics, 2008, p. 27).



NOTE: Some data have been revised from previously published figures. Projections are from the U.S. Census Bureau's middle series.
SOURCE: U.S. Department of Commerce, Census Bureau, Population Estimates, retrieved September 7, 2007, from http://www.census.gov/popest/national/asrh/2006_nat_of.html; and Population Projections, retrieved September 7, 2007, from <http://www.census.gov/ipc/www/usinterimproj/>. (This figure was prepared December 2007.)

Figure 3. Actual and projected numbers for 18- to 24-year-olds and 25- to 29-year-olds: 1992–2017 (National Center for Educational Statistics, 2008, p. 26).



NOTE: Some data have been revised from previously published figures. Data by age are based on the distribution by age from the Census Bureau. Mean absolute percentage errors of selected education statistics can be found in table A-2, appendix A.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:97), and Spring 2006: Enrollment in Degree-Granting Institutions Model, 1980–2006; and U.S. Department of Commerce, Census Bureau, *Current Population Reports*, "Social and Economic Characteristics of Students," various years. (This figure was prepared December 2007.)

Figure 4. Actual and middle alternative projected numbers for enrollment in degree-granting postsecondary institutions by age group: Fall 1997, 2006, and 2017 (National Center for Educational Statistics, 2008, p. 27).

Non-Traditional Adult Student Success

Although these figures show that the number of non-traditional adult students is up, the increases do not necessarily mean that the programs, services, materials, and policies most likely to support their success are in place. Higher participation rates do not necessarily mean that issues related to access are now in the past (Schuetze, 2002). Non-traditional adult students at four-year institutions face issues in gaining access to, persisting in, and achieving success in higher education: "Such enrollment projections suggest important policy, curriculum, financial, and administrative implications for postsecondary education institutions" (Conrad, 1993, p. 2–3).

Unfortunately for non-traditional adult students, higher education institutions are not particularly accessible in general. Kipp, Price, and Wohlford (2002) studied 2,800 public and private two- and four-year colleges and universities in the District of Columbia and the 50 states. They surveyed undergraduate college accessibility for all populations. The authors identified the two components of accessibility as admissibility (whether a college admits college-bound students) and affordability (whether such students can afford to attend) (Kipp, 2002).

According to their survey, low-income adult students have access to fewer institutions at which to matriculate than do their traditional counterparts. Specifically, in 33 states and the District of Columbia, low-income adult students were unable to access over half of the nation's institutions. Median-income adult students could access half of the institutions providing services in only 17 states (Kipp, 2002). This is not enough to meet the needs of an increasing enrollment base. Much more can be done to increase access.

Non-Traditional Adult Students' Needs

Dramatic changes have taken place in the composition of the student body to include more adults in the context of higher education; yet, institutions have not kept pace with the reality that they must serve a diverse student population that includes a diverse group of adult learners (Flint, 2000; Schuetze, 2002). If institutions of higher learning were to recognize the special characteristics of adult learners, they would be able to adapt to the special needs of this growing population (American Association of State Colleges and Universities, 2006; Benshoff, 1992; Schuetze, 2002).

Developmental needs, issues, and stressors for non-traditional adults differ considerably from those of younger "traditional-age" students. Therefore, in order to accommodate non-traditional adult students, many aspects of higher education practice must be rethought and

reconfigured. And, certainly, institutions are beginning to rethink academic and student affairs programs. The ability of any given institution to adapt existing programs and develop new services to meet the needs of non-traditional adults will directly impact its success in attracting, retaining, and graduating adult students (American Association of State Colleges and Universities, 2006; Benshoff, 1992; Schuetze, 2002).

“The problems of unequal access to higher education are exacerbated in an increasingly global economy that is moving toward specialized knowledge and skills in the information age of the 21st century” (Del Val, 2006, p. 91). Work in the United States has changed considerably as a result of globalization and increased competition. The change from a manufacturing society to a knowledge society with an information- and service-based economy has resulted in more adults becoming highly motivated to pursue opportunities in higher education (Aycock, 2003; Flint, 2000).

Today’s non-traditional adult students are also workers who must constantly learn new skills to adapt to today’s workplace. Higher levels of education and training and a drive for lifelong learning are now simply expected by employers, as confirmed by the growth projected in enrollments of 25- to 34-year-olds as described above. “Between 1980 and 1997, 34 million new jobs were created that required some form of postsecondary education, while about 7 million jobs were eliminated that required only a high school diploma” (Bailey & Mingle, 2003, p. 1). Employers concur. In “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn,” the Association of American Colleges and Universities surveyed executives in the private sector and reported that 96% of employers will put the same or more emphasis on hiring employees with bachelor’s degrees in the future.

Leaders of higher education institutions will need to recognize this shift in employers' expectations and plan accordingly. Higher education leaders will need to understand the knowledge society that is emerging as a construct demanding strategic action for creating better access to higher education opportunities (Brennan, 2008). "An increase in access needs to be accompanied by a change in the culture of higher education institutions and . . . such a change would benefit mature and non-mature students alike" (Bowl, 2001, p. 142).

Despite the fact that institutions of higher education serve large numbers of non-traditional adults, there remains a gap between the need and the ability to provide and support relevant interventions. To positively affect the economy, higher education institutions and employers can increase their support for this market of students. Without this commitment, U.S. workers and the U.S. economy could be left behind in a global society.

With the majority of tomorrow's jobs likely to be filled by today's workers, how do we ensure adults at every level on the educational ladder are able to acquire the knowledge and skills they need to keep up with a rapidly changing workplace? (Bailey & Mingle, 2003, p. i)

Currently, the majority of four-year institutions focus on traditional students.

Many of the published articles discussed in this study's literature review focus on the needs of adult learners in individual institutions and suggest possible interventions relevant to those specific contexts (Benshoff, 1992; Bowl, 2001; Flint, 2000). Although looking at specific interventions is meaningful, it is important for institutions to engage in benchmarking in order to determine and build on the policies and programs that have fostered the success of adult students at four-year institutions. Such benchmarking could foster the creation of services, policies, and programs offered to adults across the nation to the benefit of all non-traditional students.

This study's literature review examines the motivators for and barriers against non-traditional adult students in higher education. The researcher surveyed four-year institutions about the extent to which they offer services, policies, and programs that meet the needs of adult students. The results of this study could be used to assist state policymakers and institutional leaders in their efforts to improve success in higher education.

In addition, this study summarizes generalizations about non-traditional adult students who encourage leaders to look specifically at their population of non-traditional adult students and make changes based on both demographic data and benchmarking with other institutions across the nation. Lessons learned from this research may warrant further study regarding how the results could be applied to other non-traditional student categories.

Purpose of the Study

The purpose of this study was to examine the extent to which four-year institutions meet the needs of non-traditional adult students. The literature in this area focuses on institutions that have studied the demographics of their adult students, asking them about the motivators for and barriers to studying at the particular institution. Some institutions/authors surveyed their non-traditional adult population, whereas others interviewed a sample of their population in order to obtain the needed data. The data collected were then to be used by university leaders in order to establish institutional policies and supports designed to encourage non-traditional adult students to matriculate, to continue pursuing their course of study, and ultimately to complete their programs.

Questions to be Researched

1. To what extent do four-year institutions meet motivators, remove barriers, and implement interventions suggested by the literature?

2. How do institutions compare based on multiple categories, specifically sector, geographic region, institutional size, Carnegie classification, and time of student interaction with the institution?
3. How do institutions compare based on the amount of reported overall coordinated effort provided to adult students?
4. Does the extent of provision of a coordinated effort affect the level of institutional enrollment of adult students?

Research Methodology

This study is a performance benchmarking study that included a quantitative survey of four-year institutions in the United States. The data were drawn from 2,923 institutions: 693 public institutions (24%), 1,652 private non-profit institutions (56%), and 578 private for-profit institutions (20%). The sample comprised the total population. The institutions in the responding sample were identified using a convenience sampling method.

The study used its own researcher-designed web-based survey as its primary research tool. This web-based survey invited the staff member, faculty member, or administrator most involved with adult students to answer basic informational questions about programs, services, materials, and policies that are or are not currently in place for adult students. Survey responses were scored to create a scored data set that was examined to determine a benchmark of how institutional sector, institutional size, geographic region, and time of interaction with the institution, i.e. access, persistence, and completion/success, related to the level of coordinated effort overall.

Measures of the central tendencies and the scored data were then used to analyze the data with the purpose of determining the extent to which the innovations, policies, and procedures

being used were having an effect on the enrollment of adult students. Enrollment data were collected from the Integrated Postsecondary Education Data System (IPEDS). This system has been established as the core postsecondary education data collection program for the National Center for Education Statistics (NCES). It is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The data collected were reported primarily with descriptive statistics, i.e., the percentage of the institutions/categories reporting use of a particular support measure (Lundberg, 2008). Chi Square and Cramer's V was used to compare the percentages of institutions in designated categories and to determine the significance of that comparison (Salkind, 2006).

Definitions of Key Terms

Access. "Accessibility" for all colleges requires two components: admissibility (whether a college admits college-bound students) and affordability (whether such students can afford to attend) (Kipp, 2002, p. 1).

Academic Services. Academic services include the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution; media such as audiovisual services; academic administration; and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities. If an institution does not

separately budget and expense for information technology resources, the costs associated with the three primary programs were applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operating and maintaining the plant, interest, and depreciation (National Center for Educational Statistics, 2009).

Adult Learner. For the purposes of this study, an adult learner in higher education is defined as a person of 25 years of age or older who is involved in collegiate learning activities. These activities include credit and noncredit experiences and can be full or part time (Aycock, 2003; Groleau, 2004; Hines, 2003).

Barriers. Barriers are factors that prevent adult learners from becoming involved in educational activities. They can be intrinsic—related to those things that are a part of our values, beliefs, and/or circumstances. They can also be extrinsic—related to those things outside of our values, beliefs, or circumstances.

The literature describes three categories of barriers: situational, institutional, and dispositional. Situational barriers relate to an individual's life context at a particular time; that is, the realities of a person's social and physical environment (Cross, 1981). Some examples are lack of child care, transportation, money, or time. Institutional barriers are problems created by the institution. Examples include ineffective and/or unappealing course or program design, procedural problems with time requirements, scheduling problems, a lack of information about programs and procedures, a lack of courses that are interesting, relevant, or practical (Cross, 1981). Dispositional barriers are considered psychosocial. They include beliefs, values, and attitudes that deter participation in learning activities. Examples include lack of interest, lack of energy, and fear of failure (Cross, 1981).

Carnegie Classification. An institutional classification coding structure developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching, the 2000 Carnegie Classification categorizes selected institutions as:

- Carnegie Classification
- Associate's Public Rural Serving Medium
- Associate's Public Rural Serving Large
- Associate's Public Rural Serving Multicampus
- Associate's Public Urban Serving Multicampus
- Associate's Private Not-For-Profit
- Associate's Private For-Profit
- Associate's four-year Primarily Associate's
- Associate's Private For-Profit four-year Primarily Associate's
- Research Universities (very high research activity)
- Research Universities (high research activity)
- Doctoral/Research Universities
- Master's Colleges and Universities (larger programs)
- Master's Colleges and Universities (medium programs)
- Master's Colleges and Universities (smaller programs)
- Baccalaureate Colleges: Arts & Sciences
- Baccalaureate Colleges: Diverse Fields
- Baccalaureate/Associate's Colleges

- Special Focus Institutions: Theological seminaries, Bible Colleges, and Other Faith-Related Institutions
- Special Focus Institutions: Medical Schools and Medical Centers
- Special Focus Institutions: Other Health Profession Schools
- Special Focus Institutions: Other Technology-Related Schools
- Special Focus Institutions: Schools of Business and Management
- Special Focus Institutions: Schools of Art, Music, and Design
- Special Focus Institutions: Other Special-Focus Institutions (National Center for Educational Statistics, 2009)

Coordinated Effort. For the purposes of this study, a coordinated effort refers to planning specifically for adult students' needs, and not assuming that they are being met by the services, programs, and policies for traditional students.

Counseling Services. Activities designed to assist students in making plans and decisions related to their education, career, or personal development (National Center for Educational Statistics, 2009).

Geographic Region. Geographic region refers to spatial areas. The regions for this study are within the US. Geographic region codes for this study are as follows:

- New England: CT, ME, MA, NH, RI, VT
- Mid East: DE, DC, MD, NJ, NY, PA
- Great Lakes: IL, IN, MI, OH, WI
- Plains: IA, KS, MN, MO, NE, ND, SD
- Southeast: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
- Southwest: AZ, NM, OK, TX

- Rocky Mountains: CO, ID, MT, UT, WY
- Far West: AK, CA, HI, NV, OR, WA
- Outlying areas: AS, FM, GU, MH, MP, PR, PW, VI

Institutional Policies. Institutional policies are the rules and guidelines put in place by an individual institution that enhance or hinder the non-traditional adult students' pursuit of higher education.

Interventions. Interventions refer to changes to policies and support services that would impact adults in a positive way.

Institution Size Category. Institution size category is based on the total number of students enrolled for undergraduate credit.

Institutional Supports. Institutional supports are the elements put in place by an individual institution to enhance non-traditional adult students' pursuit of higher education.

Motivators. Motivators are the factors that clarify why adult learners become involved in educational activities. They can be intrinsic; i.e., related to those things that are a part of our values, beliefs, or circumstances. They can also be extrinsic; i.e., related to those things outside of our values, beliefs, or circumstances (Feldman, 2004; Hines, 2003).

Non-Traditional Adult Students. *Adult learner* and *non-traditional* are terms that are often used synonymously. This study uses the term *non-traditional adult student* in order to differentiate between adult learners and other categories of non-traditional students. Non-traditional adult students are likely to have one or more of the following seven characteristics:

- delay enrollment after high school in postsecondary education
- attend part-time
- are financially independent

- work full-time while enrolled
- have dependents other than a spouse
- are single parents
- lack a standard high school diploma (Lumina, 2006)

Persistence. For the purpose of this study, *persistence* is used synonymously with *retention*. The literature reviewed discussed persistence and retention in terms of enrollment over some type of defined time period. “Retention identifies the frequency with which adult students, having enrolled in credit-bearing work, re-enroll for more credit-bearing work within one year” (Flint, 2000, p. 10). Though the researcher agrees that some type of defined time period is necessary, often non-traditional adult students must temporarily stop studying in order to deal with issues in their lives—a phenomenon known as stop-out (Castles, 2004; Flint, 2005; Pearson, 2000; Tinto, 1993). For the purposes of this study, students who have obtained their degree objectives or were continuously enrolled over the period of study are defined here as having persisted (Pearson, 2000, p. 19).

Sector. One of nine institutional categories resulting from dividing the universities according to control and level. Control categories are public, private not-for-profit, and private for-profit. Level categories are four-year and higher (four year), two but less than four-year (two year), and less than two-year. For example, public four-year is one of the institution sectors (National Center for Educational Statistics, 2009).

Solution. A solution is a method, process, or answer that aims to address a barrier encountered by non-traditional adult students.

Success. This study uses Flint's definition of success as follows: Success is identified by the frequencies with which adult students do the following, according to predetermined thresholds and time intervals:

- complete one or more credit-bearing courses,
- accumulate specified levels of credits applicable toward certificates or degrees,
- earn academic credentials or transfer credits to other institutions,
- avoid academic probation or dismissal. (Flint, 2005, p. 10)

Student Services. A functional expense category that includes expenses for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, student records, and supplemental instruction outside the normal administration. Intercollegiate athletics and student health services may also be included except when operated as self-supporting auxiliary enterprises. Also included are information technology expenses related to student service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in institutional support). Institutional expenses include actual or allocated costs for operating and maintaining the plant, interest, and depreciation (National Center for Educational Statistics, 2009).

Time of Student Interaction. Time of student interaction includes the points at which students interact with an institution. Students have interactions before they enroll, and these are categorized as access in this study. Likewise, they have interactions after enrolling and while matriculating, and these are referred to as persistence herein. Students also have interactions after completing their educational goals, and these are categorized as success.

Limitations of the Study

This dissertation only considers four-year institutions in the US. It studies only degree-granting institutions serving students seeking a bachelor's degree. While these institutions may offer other degrees, this study asked questions only about bachelor's degree programs.

However, the literature review included studies about non-traditional adult students regardless of race, ethnicity, age, gender, geographic location, employment status, major program, degree or non-degree program, method of delivery, or level of learning in degree programs.

However, the literature review is not concerned with reviewing adult learning theory and models because the study's focus is how institutions serve adult learners rather than classroom learning itself. The present study does not examine the quality of the education that non-traditional adult students receive. Specifically, the statistics used herein provide a measure of institutional efforts to serve non-traditional adult students, but they do not provide information about the quality or intensity of those efforts. This literature review is itself restricted by the limitations observed in each of the studies and articles referenced. Further, Kimmel (2006) offered a timely and cogent observation that must be relevant to all work in this area:

Several conditions inhibit those who set out to conduct comprehensive studies of adult learners in public and private colleges and universities. Among these are: (1) lack of

access to students currently enrolled and those recruited, but not enrolled; (2) the proprietary nature of enrollment figures in private colleges; (3) the separation of registration from recruitment and marketing to adult learners; and (4) the lack of a national or international database to collect information specifically about adult learners seeking undergraduate and graduate (nondoctoral) degrees. (Kimmel, 2006, p. 293)

In addition:

Because insufficient national data exist on institutional practices, most program effectiveness research is based on samples from single institutions. While these can be useful, their conclusions are difficult to generalize because effects may be based on particular features of the college being studied. (Bailey & Alfonso, 2005, p. 2)

Overcoming these limitations in future research would mean that studies would become more compelling to leaders of higher education and thus have a greater chance of making a strong positive impact on educational policies and practices.

The present study was limited by the literature drawn on to create the survey factors. In addition, the literature reviewed included studies of non-traditional adult students worldwide rather than only the US. As a final limitation, this study does not include two-year institutions, as these already routinely serve the non-traditional adult student population. These institutions use a variety of innovations and effective programs to serve this population based on their educational missions and extensive history serving this population. This study focused instead on the less-researched efforts of four-year universities to serve non-traditional adult learners. By concentrating this study on four-year institutions, which are struggling to accommodate this population, the researcher hoped to impact services to non-traditional adult students who wish to succeed in this environment. The researcher assumes that:

- the responses given to the questions posed on the survey are reliable and valid for each institution.
- because institutions were selected from the entire United States that the results are generalizable and useful across the nation.
- not all four-year institutions are interested in attracting non-traditional adult students.

Summary

In summary, this study sought to identify the needs of non-traditional adult students and to examine the extent to which four-year institutions meet those needs. This study sought to identify ideas for further investigation and to positively influence leaders of higher education institutions who are responsible for making decisions with regard to and developing programs for non-traditional adult students. The literature review provided the rationale for the selected theoretical framework.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This literature review examined the needs of non-traditional adult students in their efforts to access, persist in, and succeed in obtaining higher education. By examining major directions pertaining to this student segment in the published literature, this review takes a broad view of higher education. It explains the motivators, barriers, and interventions reported by non-traditional adult students. The survey then determines whether institutions are removing barriers and enhancing motivators to higher education and whether they are implementing interventions that affect the enrollment of non-traditional adult students.

The literature in this topical area focuses on answering the following questions:

- Who are non-traditional adult students?
- Why is it important to create awareness of non-traditional adult students' needs?
- How do non-traditional adult students' needs differ from those of traditional students?
- Why is it important to enroll non-traditional students in universities?
- What keeps institutions from being adult-friendly?
- How can institutions remove barriers to non-traditional adult students and/or provide motivators that foster such students' educational success?
- What motivates non-traditional adult students to pursue an education and what barriers do they encounter?
- What interventions are suggested in the literature?

Major theoretical frameworks used in the literature will be identified as each of these questions is answered.

Research Method

The studies in the literature review were identified by using multiple resources. Five databases provided the majority of the literature for this study: Proquest, ERIC, Education Full Text, erlWEBSPIRIS, and Google Scholar. Other databases explored for this study including SAGE Journals Online, Wilson Web, and Academic Search Complete. Books were researched and obtained through both Penn State and the Indiana University of Pennsylvania (IUP) libraries. These databases and libraries, in turn, offered multiple resources related to this study.

Key words and phrases used in the search for relevant studies included *access, success, retention, higher education, adult learners, adult students, motivators, barriers, continuing education, persistence, factors, academic persistence, adult learners, nontraditional students, nontraditional learners, adult education, benefits, trends, best practices, categories, academic success, and student attrition*. Additionally, literature included in the reference lists of studies found in the databases were also reviewed.

The electronic searches yielded more than 150 abstracts, and those most closely related to the focus of the study were printed for closer examination based on their emphasis on best practices, access, persistence, and success. Specifically, 93 articles and books were examined in detail, 78 of which are cited herein. The review presented next is not limited to any demographic group of non-traditional adult students, any delivery method, or to any instruction-related variables.

Review

This review engaged with literature that focused on non-traditional adult students and the institutions that serve them. It also defined topics related to the present study that are under-represented in the literature. Research published within the last 10 years, 2000–2010, is the main

focal point. Seminal works are also described, including literature that though published more than two decades ago is still relevant to today's students. This literature guided the development and design of this study, which focused on non-traditional adult students' quest to succeed in higher education and on the factors necessary for creating a level playing field for them in this context.

Who is the non-traditional adult student? Even though the studies in this review define *adult student* in a number of ways, most of them shared the idea that adult students bring diversity in terms of knowledge, skills, characteristics, and demographics to the learning environment. Throughout the literature the terms *adult student* and *non-traditional student* were often used synonymously. For the purpose of this study, the term *non-traditional adult student* is used to differentiate between adult students and other categories of non-traditional students.

Multiple studies defined the non-traditional adult student according to age: some defined them as over the age of 22 (Bailey & Mingle, 2003; Kimmel & McNeese, 2006); others as over the age of 25, (AASUC, 2006; Aycok, 2003; CAEL, 1999; Lumina, 2006; NCES, 2008), and one as over the age of 30 (Benshoff & Lewis, 1992). In general, though, non-traditional adult students are described as motivated, independent, and oriented to achieve (Cross, 1980).

The Lumina Foundation for Education (2006) defines the non-traditional adult student as having one or more of the following seven characteristics: delayed enrollment in postsecondary education, attends part-time, is financially independent, works full-time while enrolled, has dependents other than a spouse, is a single parent, or lacks a standard high school diploma.

According to Kasworm (1993), adult students are no longer properly considered non-traditional. She noted that the word *non-traditional* has been used to describe students who are female, ethnic, racially diverse, disabled (learning and physically), married, divorced, parents,

part-time, transfers, and special program, as well as simply adult. In her view, any student with any kind of experience beyond whatever dominates the cultural condition at a university has been described as non-traditional. Further, for Kasworm, the very use of the word *non-traditional* tends to reduce the perceived value of the group of students to whom it is applied. Kasworm defined adult students as having a wide diversity of characteristics for example, developmental age, cognitive ability, identity, and developmental stage. As such, she notes that this segment requires special services and attention from the university, including student services. Further, in her view, adult students seek a special relationship with the university: “They look to us for humane, personal and caring attention and action. These adult students desire a college campus which respects them and dignifies their set of life circumstances” (p. 164).

As long as service to adult students is seen as secondary to the institutional mission, the result will be “lower rates of persistence and success by marginalizing their efforts” (p. 162). Her recommendation is that institutions of higher education should make serving adult students a higher priority, and that by so doing demarginalize this population and help them to persist and succeed.

In *Nontraditional Undergraduates: Findings from the Condition of Education*, Choy (2002) defined the non-traditional adult student as the new traditional. She defined non-traditional students as having degrees of non-traditional characteristics. In her view, the degree of interrelationships among non-traditional characteristics defined a scale: traditional student, minimally non-traditional, moderately non-traditional, and highly non-traditional. Choy reported the enrollment of undergraduate students according to traditional and non-traditional status and institutional sector. Highly non-traditional students were more likely to choose two-year

institutions. Choy argued that adult students have risk factors for dropping out, pointing out that financial independence, part-time enrollment, delayed enrollment, full-time work, dependents, and lack of previous academic achievement negatively impact persistence. Overall, she argued that reducing time to completion would significantly impact these risk factors. According to her research, a critical time for adult student retention efforts is the transition period from the first year of study to the second. Choy also pointed to the enrollment of moderately and highly non-traditional students in distance education programs rather than in face-to-face environments as a trend that will continue.

For the purpose of this study, an adult learner is defined as a person of 25 years of age or older who is involved in collegiate learning activities. This age was selected because the majority of studies used this as a cut-off. In addition, the NCES uses this age as a point of collection in the IPEDS.

Why is it important to create awareness of non-traditional adult student needs?

Much of the literature reviewed pointed to a heightened interest in higher education on the part of the adult population. These same studies also pointed to a lack of institutional awareness about this growing population and its needs (Aycock, 2003; Groleau, 2004; Hines, 2003; Lumina, 2006). For Aycock, there is a clear need for institutions to understand and embrace this group more completely: “If institutions of higher learning can become aware of and recognize the special characteristics of adult students, these institutions can identify and adapt to the special needs of this growing population” (2003, p. 3).

Multiple studies seeking to identify the specific issues that adults face in undertaking higher education noted that the institutions of higher education seemed largely unaware that any such issues existed (Beagle, 1970; Brennan, Mills, & Shah, 2000; Feldman, Fleet, Moore, &

Rogers, 2001; Grouleau, 2004; Hogan, 2003; Home, 1998; Kortesoja, 2006; Muller, 2007; Octernaud, 1990; Parsons, 2005; Pindardi, 2007; Wiggam, 2004). The literature also examined the factors that acted as motivators for and barriers to adult students' interactions with higher education institutions. Included among the literature were studies that addressed student motivators and barriers before, during, and after their matriculation, and the semantics of the language used to describe student needs at each of these points was also noted. Motivators and barriers before attending were described as a need for access during entry or reentry (Aycock, 2003); motivators and barriers during study were described as student retention or persistence (Hofmann, 1994); and motivators and barriers during and after were described as affecting student success (Lumina, 2006).

A number of studies have been published on the topic of engaging more specifically with the overall needs of adult students. However, much more remains to be done in this regard in terms of both the education provided and the institutional policies underpinning that education. In general terms:

There is a compelling need for the development of both research and theory specific to adult learners and their life issues in order to create and refine educational and institutional practices that are successful with nontraditional students in higher education. (Aycock, 2003, p. 7)

In order to design higher education practices that truly meet the needs of the adult student population within their specific parameters, including race, ethnicity, age, gender, geographic location, employment status, degree or non-degree program, method of delivery, level of learning in degree programs, and institutions, many more targeted studies are needed. As Aycock stated, "Nontraditional students' life issues have not been addressed, a problem that requires

attention from the community of researchers committed to adult education” (2003, p. 6). Yet one study did pursue questions pertaining to how adult students actually live: Aslanian and Brickell’s *Americans in Transition: Life Changes as Reasons for Adult Learning* (1980) is a study of 2,000 Americans aged 25 or older for which the researchers interviewed adult students to determine the factors that motivated them to seek further education and why they had chosen to do so at a particular time. In addition, the study explored the actions adults took in order to meet their learning objectives. The study offered the important finding that 83% of the respondents said that they were pursuing higher education in order to deal with a life transition in regard to career, family, health, religion, and/or citizenship. The study also determined that the timing of entering higher education was directly dependent on the timing of these transitions. All the adults in the survey indicated that they had education because of a life transition; they could even pinpoint the specific events that triggered the transitions. Furthermore, the authors determined that the triggers were overwhelmingly family- and career-oriented.

In a second study, *How Americans in Transition Study for College Credit*, Aslanian and Brickell (1988) aimed to determine how adults choosing to study in the midst of a life transition went about doing so. They also tried to determine the number of students who pursued degree and non-degree course of study. The authors interviewed 1,000 adult students who had entered higher education at any time during the previous two years. The study confirmed that most of the students had responded to career-related and family-related triggers that spurred them into higher education. It also showed that adult students demand high-quality faculty and classes at times and locations that meet their needs. This study offered a snapshot in time showing how undergraduate and graduate adult learners studied, the fields they chose, the schedules they preferred, and the types of programs they sought, i.e., accelerated, weekend, and/or distance

learning. The study also highlighted the support services the adult students were most interested in. For this period, at least, most of the adult students were seeking non-degree programs; however, the authors predicted that credential programs would soon see increased enrollments. In addition, numerous institutions have used this study to direct their own efforts to take snapshots of their own adult students at various times.

In Do Credential Programs Matter to Nontraditional Age Students? Factors Influencing Adult Participation in Postsecondary Education, Kortesoja (2006) examined adult student characteristics, motivators, and barriers and how these relate to participation in credential programs. Using a random complex sample of 55,000 households of all educational levels as surveyed by the NCSE, Kortesoja found:

Age, prior educational attainment, and reason for postsecondary participation to be significant factors for all college/university degree outcomes. Gender, marital status, household income, and household size significantly predict participation in vocational/technical programs. Females were found to be about one-half as likely as males to be participants in a credential program. Overall, the odds of being a credential program participant decrease with age, and with increasing annual household income.

(p. 111)

The study concluded that finding a way to fulfill their career-related aspirations was of more importance than obtaining formal credentials to adult students.

How do non-traditional adult students' needs differ from those of traditional students? A diverse set of backgrounds, needs, characteristics, and knowledge separate non-traditional adult students from their younger traditional counterparts. Non-traditional adult students challenge the current college environment because they tend to be achievement-oriented, emotionally and financially independent, and highly motivated; they also need flexible schedules and instruction that is appropriate to them (Aycock, 2003; Benshoff, 1992; Conrad, 1993; Cross, 1981). Adult students come to the college environment with the idea that an education gained there constitutes an investment. Further, adults have multiple life responsibilities, and they tend to prefer active approaches to learning. As such, they generally strive to integrate academic learning into their daily lives and work (Aycock, 2003; Benshoff, 1992; Hines, 2003). Whereas traditional students come directly from and are prepared by the high school academic environment, non-traditional adult students have often been out of the academic environment for many years; therefore, when adult students enter higher education, they are often unprepared and require remediation (Bailey & Mingle, 2003; Beagle, 1970).

The literature also includes some studies summarizing some of the needs of traditional-age students before, during, and after matriculation. These studies highlight student issues in regard to time management, career uncertainty, poor study habits, and test anxiety. The most prevalent issue was the fear that they would not be able to establish a satisfying career. Bishop summarized the issue thus:

Counseling center professionals will not be surprised that the most common concern that respondents had about the future was to find a satisfying career, but those who see vocational or professional training as inappropriate missions for institutions of higher education may be disheartened. (Bishop, 1998, p. 3)

Many of these students will return for postgraduate education. The needs identified in this review speak to the economic imperative whereby universities are called on to ensure that learners, including adults, receive the vocational and career services they need.

In The Experiences of Adult Undergraduate Students: What Shapes Their Learning?

Graham, Donaldson, Kasworm, and Dirkx, (2000) compared the persistence and success of non-traditional adult students with those of traditional students. The study suggested that traditional students tend to live on or near campus and engage socially with other students, whereas non-traditional adult students juggle the demands of family and work and are, therefore, prevented from engaging in the collegiate academic and social environment. The study stated that the primary key to facilitating adult learner persistence is the awareness that adults contribute mature world views and prior experiences to the academic environment. The viewpoints offered by non-traditional adult students, in turn, “influence the practices and policies of the institution, as well as the expectations and understandings of the instructors” (p. 9). Graham suggested that adult students draw on prior experience from outside the academic environment, which motivates them to approach their coursework with a high degree of persistence. He suggested further that adult students change the faculty’s understanding and expectations of what it means to be a college student at higher education institutions and that their presence also influences policies, practices, and procedures at the faculty and administrative levels. Coming at the presence of adult students in higher education from a different angle, Benshoff (1992) concluded that the college environment must adapt to these students’ needs: “Because developmental needs, issues and stressors for adults differ considerably from those faced by younger ‘traditional age’ students, all aspects of the college environment must be reconsidered (and often reconfigured) to respond to this growing student population” (1992, p. 2). In addition, Bowl argued that changes

aimed at better accommodating adult students may work in the interest of the entire student population. For Bowl, improved access “needs to be accompanied by a change in the culture of higher education institutions and . . . such a change would benefit mature and non-mature students alike” (Bowl, 2001, p. 142).

Why is it important to enroll non-traditional adult students in the university?

Given that academic affairs and student services are focused on traditional students, adult students often face difficulties navigating the higher education system; therefore, by adapting policies and procedures that level the playing field, institutions of higher education can help adults to succeed. In their book *Learning in Adulthood*, Merriam and Caffarella (1991) described adult students and their socio-cultural contexts. They focused on three forces shaping what adults want to learn and the learning opportunities available to them. First, they discussed how changing demographics affect enrollment in both formal and non-formal educational activities. Next, they discussed how globalization and advance in technology have contributed to the changing work practices that require adults to have different kinds of education and training. Overall, the authors viewed society as having undergone a transition, whereby a focus on producing goods has given way to service and information orientations that “determine to a large extent where learning takes place, what is offered and who participates” (p. 17). And, in their model—referred to as “consideration of higher education as a human capital”—Drewes and Oheron (1999) pointed to a salient problem inherent in higher education institutions’ failure to make themselves accessible to adult students. For Drewes and Oheron, a key point was that higher education policies aimed at traditional students inhibit adult participation and are inconsistent with the perceived need for lifelong learning—particularly in the face of technological and workplace changes. In addition, other studies also highlight the change from a

manufacturing society to a knowledge society based on an information- and service-based economy, noting that as a result more adults than before are highly motivated to pursue opportunities in higher education (Aycock, 2003; Flint, 2000).

Other researchers have put the problem in a more clearly global context. For example, Del Val (2006) argued that “The problems of unequal access to higher education are exacerbated in an increasingly global economy that is moving toward specialized knowledge and skills in the information age of the 21st century” (p. 91). And, certainly, it has been widely argued that employment in the United States has changed considerably as a result of globalization and increased competition.

Today’s non-traditional adult students are also workers who must constantly learn new skills if they are to adapt to the changing workplace. In fact, employers have higher expectations than previously of their employees in terms of education and training. In fact, employers see achievements in this regard as evidence of a drive for lifelong learning, as confirmed by the growth projected in enrollments of 25- to 34-year-olds described in Chapter 1. “Between 1980 and 1997, 34 million new jobs were created that required some form of postsecondary education, while about 7 million jobs were eliminated that required only a high school diploma” (Bailey & Mingle, 2003, p. 1). Leaders of higher education institutions need to recognize this shift in employers’ expectations and plan accordingly. To put it succinctly, “Higher education leaders will need to understand the knowledge society that is emerging as a construct demanding strategic action for creating better access to higher education opportunities” (Brennan, Enders, Musselin, Teischler, & Valimaa, 2008, p. 25).

Carnevale (2008) in his article for *Change Magazine* stated that American society relies on higher education “as the arbiter of individual career opportunity” (Abstract). He reported that

society has an assumption that if we go to school and do well, we should then logically be in line for the next good job. According to Carnevale, then, we as a society assume that higher education (as opposed to vocational education) will provide us with the knowledge necessary for today's knowledge-based contemporary workplace.

In a report to the Commission on the Future of Higher Education, Stokes (2006) commented that adult learners who have multiple responsibilities in addition to studying were becoming the new tradition in higher education. He suggested that these learners receive their education at a variety of post-secondary institutions and locations. In his view, too, undergraduate institutions that focus on adult learners will be able to overcome competition from other types of institutions including workplace training provided by employers. Accordingly, for Stokes, by obtaining undergraduate higher education adults would be better placed to enter the knowledge economy and be successful in that context. Finally, in the bigger picture, he argued that demographic shifts in the population threaten to lower the attainment of students and the per capita income rates unless undergraduate institutions begin to focus on and respond effectively to the needs of adult students.

Aslanian and Giles (2008) considered the participation of adult students in higher education to be "impervious to economic downturn" (p. 4), arguing that adult students change their jobs and careers in both good and bad economic times. These changes continue to require post-secondary education to help them make the shift. They also argued that traditional-age students were also becoming more likely to act like non-traditional adult students by working part-time, commuting to school, and juggling multiple life roles. In their view, colleges that market their programs to student preferences instead of age would have the advantage in the

market place: “Political, economic and social changes would force a response, demand would prescribe supply” (Aslanian & Giles, 2008, p. 2).

In *Framing New Terrain: Older Adults and Higher Education* (2007), the American Council on Education presents a two-year research project highlighting the growing desire and ability of adults aged 55–79 to enroll in post-secondary education. This report pointed out the variety of educational backgrounds of this age group, and how many of the people in this age group are seeking a new career, to “reinvent” themselves or to create a new community of people around them. Older adults seeking new careers want to transition quickly; therefore, they seek institutions that can offer prior learning assessment, accelerated program formats, and career services. Aslanian and Giles (2008) reported that what most institutions see as the “typical” adult student will continue to change, as a graying workforce will need to work longer into what earlier generations had enjoyed as their retirement years. They stated that those changing careers later in life will “continue their education to counter stereotypes that older workers are less productive, less adaptable and more likely to have outdated skills than younger workers” (p. 6). By working with this population, higher education can gain a market share from two-year institutions.

According to Kortesoja (2006), the importance of adult participation in higher education should be understood as inhering in maintaining and even increasing enrollments and in designing and implementing better policies and programs to the benefit of all student populations. For Kortesoja, such improvements could contribute to creating better access to higher education “in support of the American ideal of a democratic society” (p. 20).

What keeps institutions from being adult friendly? According to findings published by the Council for Adult and Experiential Learning (2001), institutions of higher education that focus on adults students act in accordance with eight educational principles. These principles, described in more detail later, suggest the approaches that colleges and universities should take in order to become more adult-friendly. In the US, four-year institutions are grouped by sectors that originate from one of nine institutional categories resulting from dividing the universities according to control and level. The control categories are public, private not-for-profit, and private for-profit. Level categories are four-year and higher (four year), two- but less than four-year (two year), and less than two-year. For example, public four-year is one of the institution sectors (National Center for Educational Statistics, 2009).

Four-year institutions face many barriers to serving adults in a way that is friendly enough to facilitate their access, persistence, and success. One of the primary difficulties includes an issue with the mission of post-secondary education in general which is steeped in traditional student needs, “The needs of adults are typically reinterpreted by those with power when they are expected to fit into policies, programs and practices designed for full time students between the ages of 18 and 22” (Sissel, Hansman, & Kasworm, 2001, p. 20). The shift in population to include more adults becomes a threat to the traditional way of doing things.

Another barrier is the adults themselves. Often, adults are unprepared for the challenges of higher education: a sizable proportion of adults, particularly low-income adults, are academically under-prepared for college-level work, which means they are at great risk of failing. One way to offset the risk of failure is to integrate adults into campus life (AASCU, 2006), although institutions find it difficult to do so. This is at least partly because adult students tend to juggle many different life roles and spend little time on campus. Graham and Gisi’s

(2000) “Adult Undergraduate Students: What Role Does College Involvement Play?” explored the question of how important it is to involve adults in out-of-class activities. The researchers investigated the effects of college involvement outside the classroom on adults’ academic and intellectual success. They measured the correlation between engagement in activities and academic development. The study showed that when adult students were more involved in college life, they did as well as or slightly better than traditional students did across four measures of academic development. Despite the differences in the ways adults engaged in the activities as compared to traditional-age students, higher levels of engagement improved educational outcomes for adults. This led to the conclusion that participating in carefully selected activities might foster adult students’ educational development. However, given the characteristic of managing multiple life roles associated with adult students, it is likely to be difficult for them to become very involved in the life of the institution. And, this presents a barrier for institutions in regard to integrating this group more fully into campus life.

Another barrier for institutions pertains to providing timely student and academic services. The literature describes adult students as marginalized. The services they do receive are often separate from those for traditional students or even set up differently: “Services, programs, and policies for adults typically occur as peripheral add-ons, operating as exceptions to the mainstream programs for traditional students” (Sissel, Hansman, & Kasworm, 2001, p. 21). Programs for adult students are administratively located apart from the main institution such as in outreach or continuing education divisions. If these divisions of the institution lack support services, adults must then try to negotiate among the competing traditional academic and continuing education systems.

In addition, institutions have difficulty coming up with academic programming that is relevant to and timely for an adults' lifestyles. In fact, it has even been said that programming for adults is systematically ignored in higher education (Sissel, Hansman, & Kasworm, 2001). Institutions often have a disconnect between their systems and functions and lack administrators who take an active role in raising questions about institutional policies, procedures, programs, practices, and data-collection processes as they relate to adult learners. When institutions are not aware of the needs of students, a lack of coordinated effort is the inevitable result. For the purposes of this study, a coordinated effort refers to planning specifically for adult students' needs instead of assuming that they are being met by the services, programs, and policies intended for traditional students.

A major barrier facing institutions in general but especially for services, programs, and policies reaching adult students is that of declining institutional budgets. Ginsberg and Wlodkowski (2010) discussed the issues that are arising as state budgets are reduced, and federal budgets are also declining, leaving limited resources to serve a population considered outside the mission. Many institutions have no choice but to make up increased costs by increasing tuition and fees, and adult students are less able to make up this difference with financial aid than their traditional counterparts are. Most student aid policies favor traditional students attending full time. Limited financial aid exists for part-time students, a category into which many adults student fall. In addition, there is a misconception that because many adult students are also workers, and employers may offer to assist with paying for their education, that it is easy for this population to pay their own way (Sissel, 2001). Unfortunately, there is little incentive to encourage employers to pay for the education of non-managerial or unskilled workers.

Another issue for four-year institutions is the lack of support afforded by public policy. Although community colleges have historically served adult students, public four-year institutions remain the gateway for adults wishing to earn a low-cost four-year degree. State policymakers and higher education institutions must overcome a lack of support from federal leadership. Likewise, support at the state level is needed if adult learners are to become a higher priority on many campuses. Overall, supportive institutional and state policies and practices can encourage the participation and success of this group (AASCU, 1996). Further, institutions must understand that there is a public policy implication in the fact that “historically, two of the hallmarks of higher education policy in the United States centered around the learning needs of adults: the enactment of the Morrill Act’s creation of land grant universities in 1862 and the GI Bill in 1944” (Sissel & Hansman, 2001, p. 21). Although federal and state legislation may be essential to creating change, policymaking alone cannot, and will not, be the sole mechanism by which the youth-oriented hegemonic structure of U.S. higher education will transform into a system that meets the needs of learners of all ages.

Institutions also face difficulties serving adult learners because of sociocultural and economic trends. These trends, include items discussed in more detail in other parts of this study. These trends include: the growth corporate institutions, technology advances, and the global economy (Sissel, 2001).

Technology is at the forefront of these trends. Innovative educational programming includes online and blended learning that are offered at any time and thereby accommodate schedules globally. This accommodation has meant that adults are now considered a profitable market for educational products and services. In addition, globalization challenges institutions’

economic stability and creates an issue with education as a vehicle to career advancement (Carnevale, 2008; Ginsberg & Wlodkowski, 2010).

Despite these barriers, many institutions are motivated to serve adult learners. They are motivated to serve adults because they claim to serve the ideals of open access, support of all students, and egalitarianism (Sissel & Hansman, 2001). Some institutions are already making progress toward becoming adult-friendly. In particular, Flint (2005) and Cook and King (2005) have demonstrated that higher education institutions particularly community colleges are making great strides in serving adults. Yet, both studies, discussed in more detail later, clearly indicate that there is more to be done. More recently, in a white paper from Stamats, a provider of marketing solutions for higher education institutions, Brenda Harmes (2008) presented a market research study called “Adult Student TALK,” which looked at factors that motivate adult students to pursue higher education and that define what adults look for in academic programs, services, and information. In this white paper, she identified location and the availability of online courses as the top motivators for selecting undergraduate institutions. Harmes suggested that institutions should re-examine their present efforts to be flexible in working with adult students, particularly in regard to class scheduling, financial aid, and credit for prior learning. Harmes pointed to the importance of using the institutional website to clearly communicate with undergraduate adult students.

The Lumina Foundation (2010) offered information about work currently being done in the field to serve adult students. The foundation’s research pertaining to adult students and their need for timely completion expands on existing efforts currently taking place in the US. The report indicated that five policies being implemented in various locations can improve adult student time to completion. The 2010 paper highlights the importance of benchmarking. Lumina

encourages institutions to look specifically at institutions working toward changing their relationships with adult students through allowing credit transfers and providing credit for prior learning, restructuring financial support programs to encourage continuous enrollment rather than focusing on student credit loads, creating career-relevant degrees and pathways, working in partnership with basic and developmental education simultaneously while students take higher education classes, and working with state-level government to encourage alignment between post-secondary education systems.

How can an institution remove barriers to non-traditional adult students and/or provide motivators that foster such students' educational success? The first steps are those of reaching a clear understanding of who adult students are and how their needs differ from those of traditional students and of recognizing the societal need to make them an equal priority in higher education. Next, we must look at the research that focuses on adult students at key points of interaction with institutions of higher education.

Access

The literature focused on questions of access produced a variety of definitions. However, for the purpose of the present study, “accessibility for all colleges requires two components: admissibility (whether a college admits typical college-bound students) and affordability (whether such students can afford to attend)” (Kipp, 2002, p. 1).

In his thesis, *Factors Affecting Academic Achievement of Adult Students Enrolled in Ontario University Credit Courses*, Beagle (1970) described factors affecting the academic achievements of adult students. Specifically referencing admissions criteria as a major factor in creating or blocking access to higher education for adults, Beagle advanced the argument that institutions should take a different approach to considering adult applicants, that they should

consider adult applicants who can demonstrate a minimum level of educability regardless of their formal schooling:

One of the immediate problems for universities concerns the fact that many of these adults seeking to enroll in degree courses do not meet the published admissions requirements. However they may have a maturity and a body of knowledge and skills gained from many kinds of private educational experiences that more than compensates for deficiencies in the formal requirements. (Beagle, 1970, p. 1)

Higher education institutions must set up admission requirements that both maintain their standards and are fair to adult applicants. In support of this notion, Beagle surmised that despite not meeting standard admissions criteria, adult students at the institution had significantly higher levels of academic achievement and compared favorably with their traditional-age counterparts after admissions.

In *Quality through Access, Access with Quality: The New Imperative for Higher Education*, Bergquist (1995) offered a perspective that accounts both for the importance of creating access to universities and for the importance of ensuring that a quality education is offered with that access. In Bergquist's view, improved access diversifies the people at and the resources of an educational institution thereby creating a situation in which "the more accessible differing perspectives, communities, contexts, and paradigms are, the greater the potential quality of education, research, scholarship, and community services at the institution" (p. 68).

Persistence and Success

For the purpose of this study, persistence is used synonymously with retention. The literature reviewed discussed persistence and retention over a defined time period: "Retention identifies the frequency with which adult students, having enrolled in credit-bearing work, re-

enroll for more credit-bearing work within one year” (Flint, 2000, p. 10). Though the researcher of the present study agrees that a defined time period is necessary, often non-traditional adult students must temporarily take a break from studying to deal with issues in their lives—a phenomenon known as stop-out (Castles, 2004; Flint, 2005; Pearson, 2000; Tinto, 1993). For this reason, the present study works with the more general idea present in the literature that “students who have obtained their degree objectives or were continuously enrolled over the period of study are defined here as having persisted” (Pearson, 2000, p. 19).

In his seminal work, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, Tinto (1993) created an academic and social integration model to describe why students do not persist. Two themes in institutional causes of attrition—incongruence and subsequent withdrawal/stop-out—are of particular importance to adult students.

Tinto (1993) defined incongruence as a lack of fit between the institution and the student. A consequence of poor-quality interactions between the adult student and the institution’s faculty, administration, and staff, incongruence reflects the student’s assessment that the social and intellectual offerings of the university are not sufficient to meet his/her goals and needs. If attrition is a result of incongruence, students often transfer to an institution more suited to their needs and goals. According to Tinto, many adults enter higher education to fulfill financial goals, including directly out of economic necessity, rather than to obtain learning for its own sake or for the purposes of personal growth: “persistence among adults appears to be both a function of their commitment and the perceived utility of their education for future employment” (1993, p. 76).

The second theme of institutional causes of attrition that are most relevant to adult students is the concept of stop-out. Tinto wrote that institutions have traditionally viewed a student’s departure from college as the end of a long-term process in which the student’s

decision not to persist is determined by the quality of ongoing interactions between the student's personal situation and institutional supports and policies. Tinto suggested that the evidence of stop-out should cause institutions to consider attendance patterns after the first departure and the factors that contribute to a student's return. This information would provide a more complete description of how to avoid attrition and keep students engaged in the academic environment. Arguing for interventions such as adult student orientation programs, advising, and centers, and flexible and extended schedules, Tinto claimed that such interventions would benefit all: "Effective retention programs are first and foremost committed to the education of all, not just some, of their students" (1993, p. 146). These interventions may eventually be of service to other non-traditional students and to traditional students as well.

Following from Tinto's position regarding social integration is Graham and Gisi's (2000) "Adult Undergraduate Students: What Role Does College Involvement Play?" This study explored the question of how important it is to involve adults in out-of-class activities. The authors surveyed approximately 1,900 college students to investigate the effects of college involvement outside the classroom on their academic and intellectual success. The study looked at the involvement among students and between faculty and students. The focus was on activities defined as related learning, college organizations, on- and off-campus work, the off-campus community, and other cultural activities. They measured the correlation between engagement in these activities and academic development. The study showed that the adult students who were most involved in college life did as well or slightly better than traditional students did across four measures of academic development. Despite the different nature of engagement in the activities, higher levels of engagement improved educational outcomes. This led to the conclusion that carefully constructed involvement might foster additional development for adult students. Given

the adult student characteristic of multiple life roles, it is likely that it is difficult for adult students to become sufficiently involved in the life of the institution, which appears to constitute a barrier to their academic development.

Bean and Metzner's (1985) model as presented in "A Conceptual Model of Nontraditional Undergraduate Student Attrition" rejects Tinto's idea that adult students are affected by social integration. They describe adult students as being affected by their external environment. According to Bean and Metzner, the primary reasons for attrition include factors imposed by academic variables: (1) few interactions with peers or faculty, (2) few interactions with or use of campus services, (3) a disconnect between class-related activities and student life, and (4) factors imposed by non-academic variables or much greater interaction with the noncollegiate, external environment. They concluded that the following non-academic variables had a more direct affect on drop-out rates: (1) status of enrollment, (2) proximity of residence, (3) intent or goals for matriculation, and (4) their own and their parents' previous academic performance, and (5) their demographics, i.e., gender, ethnicity.

Early Exit: Understanding Adult Attrition in Accelerated and Traditional Postsecondary Programs Synopsis: Higher Education Research Highlights (Wlodkowski, Mauldin, & Campbell, 2002) focused on providing information about the number of adult students who leave academic programs without obtaining degrees. The authors took the view that little effort had been made to improve the success rate of adult students, because so little information was available regarding why these students do not persist. The study looked at 295 students at two campuses, one traditional (University of Missouri in Kansas City) and one accelerated (Regis University in Denver, Colorado). The study showed that in general adult students often leave college because they lack enough time or money (financial aid) to persist and succeed. The study

recommended that to improve adults' persistence, institutions should offer increased financial aid, more services geared to the needs of adults, more flexible scheduling of coursework, and more and better advising. They should also work to improve student interactions with faculty and peers.

In her paper "Persistence and the Adult Learner," Castles (2004) identified the factors that affect persistence at open universities in the United Kingdom. The author identified three kinds of factors likely to contribute to negative outcomes for adult students: (a) social and environmental, (b) traumatic, and (c) intrinsic. Castles's literature review explained each factor and identified 12 to 15 specific actions/subfactors for each. The corresponding study included a set of qualitative interviews that asked students to prioritize the factors according to their relative importance to persistence and ultimate success. According to Castles, institutions must better understand their non-traditional adult students if they are to improve those students' chances for ultimate success: "If the factors contributing to the profile of a successful student could be identified, prioritized or weighted, better course and career advice could be given to intending and continuing students" (2004, p. 167).

In their 2005 paper, "Paths to Persistence: An Analysis of Research on Program Effectiveness in Community College," Bailey and Alfonso investigated the available research on community college student persistence. They noted four primary factors found to improve the persistence of the identified students: (a) reformed college practice and policy, (b) student learning communities, (c) programs offering students access to advisors, counselors, and mentors, and (d) academic tutoring and support services. The report suggested that research on adult community college students has generally been considered less important than research on adult students at traditional four-year institutions.

In *Factors Affecting Persistence of Women in Online Degree-Completion Programs*, Muller (2007) offered a qualitative case study on the phenomenon of undergraduate and graduate female students' persistence in online degree-completion programs. Focusing on students at an open-enrollment institution, the researcher interviewed 20 students and in doing so uncovered the factors that affect persistence. The research questions at the center of this study asked why students did or did not persist, how motivators and barriers affected student persistence, and whether barriers to persistence had at any time reached a crisis point such that an interruption in learning ensued. The paper found that the following factors were likely to constitute barriers to completion: multiple responsibilities, lack of interaction with faculty, struggles with required technology, and limited availability of needed courses. Motivators included personal drive, engagement in the academic community, and the convenience of online learning modalities.

In *How Well Are We Serving Our Adult Learners? Investigating the Impact of Institutions on Success and Retention*, Flint (2005) defined success as the frequency with which adult students "according to predetermined thresholds and time intervals: complete one or more credit-bearing courses, accumulate specified levels of credits applicable toward certificates or degrees, earn academic credentials or transfer credits to other institutions, or avoid academic probation or dismissal" (p. 10).

In Hofmann's (1994) study, *Adult Learners: Why Were They Successful? Lessons Learned Via an Adult Learner Task Force*, a small liberal arts college completed a telephone survey with a sample of recent graduates from three college programs in order to explore factors seen as having contributed to the graduates' academic success. Additionally, a focus group assessed faculty members' perceptions of the institutional support necessary to enhance their efforts to teach adults. A variety of factors were identified as critical dimensions in drawing

students to college and in fostering their success. The study's results were shared with the institution in order to guide subsequent process and policy changes designed to promote adult student success.

Brennan et al. (2000) examined whether part-time study benefits people's careers and whether some people benefit more than others. In *Higher Education Looking Forward: An Agenda for Future Research*, the authors used data from the UK's Department for Education and Employment to examine higher education's impact on the employment of part-time adult students. The results showed that the earnings of graduates were double the earnings of those without such a credential. This study highlighted adult students' interest in undertaking part-time study in order to improve their employment prospects. The study emphasized that for adult students engaged in education on a part-time basis the support of their employers was an important factor in success.

If institutions of higher education can remove barriers and promote motivating factors, adult students can succeed. In "Academic Decision Making Among Adult Learners: Personal and Institutional Factors," Fleet (2001) made a distinction between personal and institutional factors that influence adults' decision making and career choices. Institutional factors that primarily increased accessibility to courses and services were highlighted. The results of the study showed that "institutional roadblocks can be very traumatic and may result in complete withdrawal from the institution" (p. 7). In addition, the author found that for all the adult students surveyed or interviewed institutional factors had more influence on success than did personal influences.

What are the motivators for non-traditional adult students pursuing an education and what barriers do they encounter? Barriers are factors that prevent adult students from becoming involved in educational activities. They can be intrinsic, i.e., related to those things that are a part of our values, beliefs, or circumstances, and they can be extrinsic, i.e., related to things outside of our values, beliefs, or circumstances.

Numerous studies have identified and/or focused on barriers imposed before, during, and after matriculation, of which many used Cross's (1981) model of categorizing barriers as a framework. Overall, the literature suggests that these barriers and motivators can be present before, during, or after study.

In *Adults as Learners: Increasing Participation and Facilitating Learning*, Cross (1981) described three categories of barriers: situational, institutional, and dispositional. Situational barriers relate to a person's life context at a particular time, i.e., the realities of a person's social and physical environment. Some examples are lack of child care, transportation, money, and time. Institutional barriers are problems created by the institution, examples of which are inappropriate course or program design; procedural problems with time requirements; scheduling problems; lack of courses that are interesting, relevant, or practical; and lack of information about programs and procedures. Dispositional barriers are psychosocial in nature. They include beliefs, values, and attitudes that deter a person from participating in learning activities. Examples include lack of interest, lack of energy, and fear of failure. For the purpose of this study, we will use the Cross Model to categorize barriers and motivators.

As a follow-up to Cross, Darkenwald and Merriam (1982) added a category called "informational" to highlight adult students' failure to find and use available information, as well as the institutions' lack of communication about programs. Informational barriers generally mean

that adult students are not aware of the programs appropriate to them or offered at a given institution.

In making a distinction between motivators and barriers, Darkenwald and Valentine (1990) observed that barriers are “not the mirror image of motivators, but neither are [barriers] totally distinct from them” (p. 31). They reported that when barriers and motivators relate to attitudes (psychological), they are almost mirror images of each other, but that this is not the case with logistical or situational categories.

In 2003, Hogan published *The Perceptions of Female Displaced Workers in a Community College Regarding Their Educational Expectations and Barriers to Their Achievement*. This phenomenological study explored the experiences of women, who having been displaced from work had enrolled in a community college. The researchers compared the initial expectations of these adult students with their accounts of their actual college experiences. Twenty-three displaced workers aged 25 or older were interviewed. Each was either enrolled in a community college at the time of the interview or had recently completed an associate’s degree. Each student was asked to define what made their higher education experience a success. Some credited their educational success to the encouragement and support of the faculty, their families, and peers. Others attributed their success to their personal dedication, determination, and faith. The author cited the barriers these students had encountered using the dispositional, situational, and institutional model. Many of the students had underestimated both the amount and difficulty of the work that would be involved, but they had also underestimated their own ability to complete that work. Recommendations presented in this study included changes in policies and programs ranging from orienting the faculty to teaching adults, offering flexible courses and

delivery formats, and orienting students to the academic environment in such a way as to alleviate their fears.

A 2005 dissertation, *Non-traditional Student Perceptions of Barriers to Higher Education: The Effects of an Accelerated Nine-week Term Schedule* (Parsons), addressed a number of issues including whether adult students prefer an accelerated semester. The dissertation also considered the effects of an accelerated semester on the situational, institutional, and dispositional barriers encountered by adults earning an undergraduate degree. The researchers asked 344 students with an 87% response rate from three higher education institutions in California to answer questions about their experiences with the accelerated format—specifically whether and how this format had assisted them in overcoming educational barriers. The study found that the accelerated semester had helped the students to overcome some barriers, though by no means all. Overall, the students expressed positive attitudes toward the accelerated semester, and the study concluded that colleges and universities interested in attracting and retaining non-traditional students should seek multiple ways of minimizing barriers. This study proposed the accelerated format as one way to remove or at least reduce the barriers faced by adult students.

In “Barriers to Business Education: Motivating Adult Learners,” Kimmel and McNeese (2006) aimed to determine whether significant differences based on gender and ethnicity exist in regard to motivators to and barriers against adult students gaining a higher education in the field of business. The responses of 646 adult students in degree programs from six institutions in the US and Canada were recorded. The students surveyed were enrolled in night classes and/or accelerated programs in 2004 and/or 2005. The study found that adult students in undergraduate programs were motivated by a desire for personal accomplishment and a wish to fulfill a

previous educational goal. This study found that though adult students are often thought to be motivated by a desire to secure better-paid employment, for participants in this study intrinsic benefits appeared to be a more significant motivator. Another important motivating factor was that many of the students wished to be role models for their children. Barriers included having a primary caregiver role for minor children and/or elders, combined with a lack of funds for child and elder care. Finally, the students were concerned about paying back student loans. The study failed to show a statistically significant difference in motivators and barriers by gender.

Differences in motivations and barriers noted between groups by race, though, do suggest that institutions could do more to serve adult ethnic populations: “Minority students reported significantly higher motivation than those in the majority to gain knowledge and skills in the degree program, but were significantly less confident in their own abilities than were majority students” (p. 8). Majority students noted significantly higher barriers than did minority students. The study concluded that institutions should plan for alternative class-delivery formats, times, and media in order to creatively address the barriers that adult students encounter.

In Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results, Chao et al. (2007) examined the difficulties adult students experience in trying to earn credentials that will benefit them in the labor market. The authors examined innovative practices and modification policies for adult students that foster success. The paper divided the barriers into five categories: (a) supply and demand dynamics, (b) accessibility, (c) affordability, (d) accountability, and (e) recommendations. The study recommended that future research could explore the approach of increasing the capacity of higher education and thereby its ability to serve more adult learners and the approach of improving faculty quality and preparation in programs and fields where adult students are concentrated. A further recommendation was that

researchers should consider the implications of encouraging employers to provide input into curriculum design.

In “Deterrents to Participation in Adult Education: Profiles of Potential Learners,” Darkenwald and Valentine (1990) observed that it is rarely only one barrier that keeps adults from participating. Instead, multiple barriers combine to make the decision to pursue higher education a difficult one.

Factors identified as barriers in the literature comprise the following:

Situational

- Concern about paying back student loans (Kimmel, 2006; Parsons, 2005)
- Family responsibilities, and lack of family support (Benshoff, 1992; Bowl, 2001; Darkenwald, 1990; Feldman, 2004; Fleet, 2001; Groleau, 2004; Hines, 2003; Home, 1998; Lumina, 2006; Muller, 2007; Parsons, 2005; Timarong, 2002)
- Lack of child or dependent care, including elder care (Benshoff, 1992; Bowl, 2001; Darkenwald, 1990; Fleet, 2001; Groleau, 2004; Hines, 2003; Kimmel, 2006; Lumina, 2006; Parsons, 2005; Timarong, 2002)
- Work responsibilities (Feldman, 2004; Fleet, 2001; Groleau, 2004; Hines, 2003; Home, 1998; Kimmel, 2006; Lumina, 2006; Muller, 2007; Parsons, 2005; Pinardi, 2007; Timarong, 2002)

Institutional

- Cost of education (Bowl, 2001; Del Val, 2006; Fleet, 2001; Groleau, 2004; Hines, 2003; Kimmel, 2006; Lumina, 2006; Merriam, 1991; Parsons, 2005; Timarong, 2002; Zirkle, 2001)

- Institutional focus on traditional students (Beagle, 1970; Bowl, 2001; Fleet, 2001; Hines, 2003; Lumina, 2006; Parsons, 2005; Pinardi, 2007)
- Institutional location, including availability of satellite campuses (Groleau, 2004; Home, 1998; Lumina, 2006; Parsons, 2005)
- Institutional procedural rigidity regarding degree completion (Home, 1998; Parsons, 2005)
- Institutional procedural rigidity regarding admissions processes (Beagle, 1970; Del Val, 2006; Schuetze, 2002)
- Institutional procedural rigidity regarding residency (Home, 1998; Parsons, 2005)
- Lack of financial aid (Beagle, 1970; Bowl, 2001; Del Val, 2006; Fleet, 2001; Groleau, 2004; Hines, 2003; Lumina, 2006; Parsons, 2005)
- Lack of institutional and program-oriented counseling, (Beagle, 1970; Bowl, 2001; Groleau, 2004; Hines, 2003; Parsons, 2005)
- Limited accessibility (scheduling) of courses (Fleet, 2001; Groleau, 2004; Hines, 2003; Hofmann, 1994; Home, 1998; Lumina, 2006; Parsons, 2005)
- Lack of course relevance (Darkenwald, 1990; Timarong, 2002)
- Limited instructor-to-student interactions (Fleet, 2001; Hines, 2003; Hofmann, 1994; Muller, 2007; Zirkle, 2001)
- Large class size (Fleet, 2001; Groleau, 2004; Hines, 2003; Hofmann, 1994; Lumina, 2006; Parsons, 2005)
- Program requirements (Feldman, 2004; Groleau, 2004; Hines, 2003; Hofmann, 1994; Lumina, 2006; Parsons, 2005; Zirkle, 2001)

Dispositional

- Confidence in ability to succeed (Bowl, 2001; Castles, 2004; Darkenwald, 1990; Kimmel, 2006; Muller, 2007; Parsons, 2005; Pinardi, 2007)
- Lack of academic progress (Bowl, 2001; Parsons, 2005)
- Lack of technology skills (Fleet, 2001; Hines, 2003; Muller, 2007; Zirkle, 2001)
- Perceived intensity of student academic demands (Fleet, 2001; Hines, 2003; Parsons, 2005; Timarong, 2002)
- Perceived lack of ability due to age (Bowl, 2001; Kortesoja, 2006; Pinardi, 2007)
- Perceived lack of ability due to prior level of educational attainment (Benshoff, 1992; Bowl, 2001; Kortesoja, 2006; Muller, 2007; Parsons, 2005; Pinardi, 2007)
- Perceived social costs (Benshoff, 1992; Darkenwald, 1990; Fleet, 2001)
- Time-management pressures (Benshoff, 1992; Bowl, 2001; Fleet, 2001; Groleau, 2004; Hines, 2003; Lumina, 2006; Parsons, 2005; Pinardi, 2007; Timarong, 2002)

Motivators are the factors that clarify why adult students become involved in educational activities. They can be intrinsic, that is, related to things that are a part of values, beliefs, or circumstances. They can also be extrinsic, that is, related to things outside values, beliefs, or circumstances (Feldman, 2004; Hines, 2003).

In *Improving Higher Education Environments for Adults*, Schlossberg, Lynch, and Chickering (1989) discussed adult students' experiences of higher education at entry, at matriculation, and after leaving. This book describes the benefits that alternative programs can bring students and institutions; it also explores strategies for institutional change. Concerned also with the need for lifelong learning, Schlossberg et al. also suggested a variety of alternative methods for each interaction point. The authors suggested that the following be implemented at

entry: adult-friendly recruitment, admissions, student services, developmental assessment and remediation, financial aid, orientation, and prior learning assessment. This point about prior learning assessment is corroborated by Wlodkowski (2001). At the point of matriculation, the authors suggested that institutions establish an adult support center, mentoring, academic advising, academic support services, career development, personal counseling and mental health services, residential life and health services, and family care (children and elders). After a student leaves, Schlossberg suggested providing support for the reappraisal of life changes, career-placement services, academic advising to facilitate graduation, and some kind of culminating experience, like a graduation ceremony.

Inevitably, adult students differ from each other in regard to primary motivations. Houle (1998) offered a model for categorizing students based on the kinds of factors that motivate them. In *The Inquiring Mind: A Study of the Adult Who Continues to Learn*, Houle outlined three orientations for learning: goal-oriented, activity-oriented, and learning-oriented. Each of these orientations is founded in how the individual students perceive the value of learning, how they view themselves, and how others perceive them. According to Houle's summary, the three kinds of students are these: goal-oriented students who use education as a way to accomplish the clearly defined goals they wish to achieve; activity-oriented students who take part in educational experiences for the social interaction, achievement, or recognition that comes from receiving diplomas or certificates of completion; and learning-oriented students who are continuous, habitual students. Houle pointed out that students in the latter group see learning as an end in itself.

Boshier (1977) reviewed a history of the study of motivation in adult students. His review included Houle's three-factor typology and furthers this orientation work by saying that adult

students participate either because of a deficiency in their lives or because they seek growth. He suggested that the main deterrent to adult student participation is incongruence. In addition, he considered these incongruences to be “social, psychological and sub-environmental mediating variables which influence the extent to which adult students drop out” (pg.90).

Factors recognized as motivators in the literature include:

Situational

- Employer endorsement of the program (Castles, 2004; Feldman, 2004; Groleau, 2004; Henry & Basile, 1994; Hines, 2003; Lumina, 2006)
- Life changes such as marriage or loss of a job (Aslanian & Brickell, 1980; Boshier, 1977; Henry & Basile, 1994)
- Desire for professional growth and development (Feldman, 2004; Groleau, 2004; Hines, 2003; Merriam, 1991; Timarong, 2002)
- Supportive family and social networks (Benshoff, 1992; Castles, 2004; Feldman, 2004; Groleau, 2004; Hines, 2003; Hogan, 2003; Kimmel, 2006; Yan, 2006)

Institutional

- Availability of financial aid (Hines, 2003; Lumina, 2006; Schuetze, 2002)
- Encouragement and support of teachers/faculty (Castles, 2004; Hofmann, 1994; Hogan, 2003; Muller, 2007)
- Enhanced student services (Feldman, 2004; Hines, 2003)
- Peer support/co-student (Hines, 2003; Hogan, 2003; Muller, 2007)
- Preferred institution including location and reputation (Feldman, 2004; Hines, 2003; Lumina, 2006; Pinardi, 2007; Schuetze, 2002)

- Program structure (delivery method, class schedules, instruction and curriculum)
(Feldman, 2004; Groleau, 2004; Hofmann, 1994; Lumina, 2006; Muller, 2007; Schuetze, 2002)
- Transfer credit (Groleau, 2004; Lumina, 2006; Wiggam, 2004)

Dispositional

- Faith and personal dedication/determination (Hogan, 2003)
- Finish education begun in the past (Benshoff, 1992; Groleau, 2004; Kimmel, 2006; Merriam, 1991; Yan, 2006)
- Obtain knowledge/skills (Benshoff, 1992; Castles, 2004; Hines, 2003; Kimmel, 2006; Merriam, 1991; Pinardi, 2007; Timarong, 2002)
- Personal goal (Benshoff, 1992; Castles, 2004; Feldman, 2004; Groleau, 2004; Hines, 2003; Kimmel, 2006; Muller, 2007; Timarong, 2002; Yan, 2006)
- Role model for children (Benshoff, 1992; Groleau, 2004; Kimmel, 2006; Yan, 2006)

What interventions are suggested in the literature? Many articles cited in earlier sections of this paper suggest changes to policies and support services that would impact adults in a positive way. For the purpose of this paper, institutional policies are the rules and guidelines put in place by an individual institution that enhance or hinder non-traditional adult students' pursuit of higher education. Institutional supports are the services offered by an individual institution that enhance non-traditional adult students' pursuit of higher education. Many of the papers also discuss ways to offset the identified barriers. For the purpose of this paper, a solution is a method, process, or answer that aims to address a barrier encountered by non-traditional adult students.

This section highlights additional papers proposing interventions that could be instituted by legislature and institutional leaders. “The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students” (Benshoff, 1992, p. 5).

In the 1999 paper *Serving Adult Learners in Higher Education: Findings from CAEL’s Benchmarking Study*, the CAEL recorded best practices for serving adults. And, the organization offered its rationale for undertaking the study thus:

CAEL undertook this benchmarking study with the aim of fostering quality improvement among institutions of higher education because we believe they will benefit from the discovery and dissemination of those policies and practices that assure adult learners accessible and effective education. (CAEL, 1999, p. 14)

The paper advocates that institutions with a focus on adults should articulate a mission that is adult focused, share its decision-making process with adult students and the community, use an open admissions process that works to create the best educational match for adults, assist students with making informed educational planning decisions, offer pre-enrollment and ongoing counseling, provide prior learning assessment, and work to create high-quality programs that are affordable and accessible.

CAEL further suggested that adult-focused institutions should employ faculty to act as managers and facilitators of learning rather than as just lecturers and that such institutions should value adjunct faculty for their connections to workplaces and communities. The authors suggested that the faculty offer collaborative learning experiences centered on adults’ lives and

work, and curriculum and instruction that specifically focus on helping adults meet their learning goals.

In his 2001 study, “Adult-centered Practices: Benchmarking Study in Higher Education,” Mancuso (2001) identified best practices used at adult-centered institutions. The study employed benchmarking as a research methodology and included site visits and surveys. The researcher identified 6 colleges and universities as best-practices institutions and organized the study’s findings in terms of 14 major themes. The overarching finding, though, was that adult-friendly institutions are flexible, offer individual attention, and have adult-centered classrooms that drive institutional practice.

Best practices in the findings relevant to this study ranged from clearly articulated missions that permeate the institution and inspire and direct practice to undertaking institutional decision-making as a shared responsibility that reflects collaboration inclusive of faculty, staff, and students, thereby facilitating rapid, flexible responses to student and community needs. In terms of curriculum development and assessment, best practices included curricula designed to meet the individual needs of adult students, prior learning assessment programs to honor and credit the learning that adults have previously acquired, multiple methods of instructional delivery to help adult students meet their learning goals, and a teaching–learning process that involves collaborative experiences typically centered around students’ lives and work. In regard to admissions, an institutional best practice was the use of an inclusive, non-competitive admissions process designed to determine the best educational match for the adult student, and the engagement of adult students in an ongoing dialogue designed to help them make informed educational planning decisions. Services offered were integrated and available through many venues. The role of the faculty was also given careful consideration. Specifically, full-time

faculty performed a blended role combining instruction, student services, and administration, and part-time/adjunct faculty both ensured financial viability and enhanced quality to deliver an accessible and flexible curriculum through their special expertise and connections to workplaces. In regard to technology, best practices centered on enriching one-on-one communication. And, finally, Mancuso recommended that institutions make a continuous and deliberate effort to ensure that their educational programs remain affordable for adults and that access and quality standards be maintained likewise.

In *The Adult Learning Gap: Why States Need to Change their Policies Toward Adult Learners*, Bailey and Mingle (2003) considered the changing nature and composition of the American workforce and highlighted the transition from an industrial nation to one of knowledge and information services. The article stressed the gap between what American workers need in terms of education and what educational institutions, including institutions of higher education, provide. The paper suggested that each state establish goals for adult learning and increase the level of support for providers of adult education, especially in regard to adult literacy and English as a second language services. Finally, the paper suggested that states increase the amount of financial aid and tuition assistance available to adults. The authors of this paper in concert with other researchers also pointed out that adults are very reliant on student aid (Bailey & Mingle, 2003; Cook, 2005; Kilgore, 2003; Octernaud, 1990; Stokes, 2006).

A follow-up to CAEL's 1999 study, Flint's 2005 report, *How Well Are We Serving Our Adult Learners? Investigating the Impact of Institutions on Success and Retention*, further explored the recommendations and principles set out by CAEL and looked specifically at how institutions following these principles affect adult student retention and success. The paper asked institutions that had used these tools to determine whether changes they had made led to adult

students' re-enrolling. According to the study, institutions following the recommendations and so meeting the needs of their adult student populations saw a higher level of re-enrollment and ultimate success rates versus those that did not do so.

In his article "Reform Higher Education with Capitalism?" (2005), Berg clearly stated how for-profit institutions of higher education could better meet the needs of non-traditional students. In his view, a "for profit solution to the access problem is accomplished through an organizational model that concentrates in terms of meeting the needs of ethnic minority, adult and first generation college students through a focus on customer service and by filling gaps in the higher education system" (p. 30).

Feldman (2004) corroborated this view, claiming that for-profit institutions are in direct competition with traditional higher education institutions. In his account, Berg focused on how not-for-profits provide better service and better faculty training than do their more traditional counterparts. The article considered for-profit higher education institutions as superior in regard to the following factors: (a) awareness of federal financial aid programs, (b) provision of counseling during convenient evening hours, (c) convenient campus locations, (d) learner-centered pedagogical approach, and (e) vocational and professionally oriented curricula. Berg also claimed that the faculty, though not the traditional tenured faculty, are also superior: "the typical for-profit institution has a mission that is clearly focused on educating working adults and relies on a 'practitioner' faculty model wherein work experience within a specific profession is seen as more desirable than experience in teaching or research" (Berg, 2005, p. 31). He claimed further—and this is certainly a point of some importance—that the part-time faculty at the not-for-profits are trained and evaluated in a more systematic and extensive way than are tenure-line

faculty elsewhere. This creates a situation in which teaching is made routine in order to ensure a baseline level of quality.

Cook and King (2005) in *Improving Lives Through Higher Education: Campus Programs and Policies for Low-Income Adults* provided a national description of institutional policies, programs, and practices that campuses have implemented to help low-income adults meet their higher education aspirations. In an effort to determine what colleges and universities are doing to help low-income students succeed, Cook and King surveyed 3,987 accredited colleges and universities. They asked institutions to indicate whether they have an institutional commitment, academic programs, and co-curricular programs, and supports in place for this population. Results were provided by classifying institutions as public or private and as two- or four-year.

According to Cook and King's analysis, institutions that perform well in terms of recruiting and retaining adult students acknowledged the centrality of adults in their mission statements and/or strategic plans by offering special academic programs, implementing early-warning systems to recognize struggling students, setting up full-service satellite campuses, making themselves available on public transportation routes, and finally welcoming adult students in orientation programs. The authors observed that institutions have the most room to improve in the following areas: recognizing the low-income adults within their populations, providing appropriate financial aid, identifying and educating faculty who can teach adults, and offering child care.

Returning to Learning: Adults' Success in College is Key to America's Future (Pusser et al., 2007), a dissertation published by the Lumina Foundation, highlighted the need to recognize the differences between adult students and traditional students. The dissertation identified some

of the points most necessary to adult student success as work-study, tutoring, peer networks, and financial aid that includes tuition remission. In addition, the authors suggested that the following policies be instituted: promote credit attainment for long-term credentialing and degree attainment, afford adult students easy access to information about student services, create year-round accelerated and convenient programming, and work with industry and community partners to develop programs. Pusser also made specific recommendations for legislative policy makers. He suggested that state policymakers establish financial aid programs for working adult students, increase institutional and state data collection on enrollments, and direct resources to integrating adult students into four-year institutions by recognizing the unique characteristics of the former, and coordinate effective policies for workforce development. Finally, Pusser suggested that state and national policymakers rethink short-term skills training for employment. In his view, students derive greater long-term benefit from training that provides credit toward completion of a baccalaureate degree.

Additional literature reviewed argues for possible solutions and services that institutions could implement to meet the needs of adult students. The suggestions made by both the subjects of the studies and the researchers include a variety of interventions:

- Accelerated and block/intensive programs (AASCU, 2006; Cook, 2005; Kilgore, 2003; Stokes, 2006)
- Remedial courses (AASCU, 2006; Conrad, 1993)
- Active teaching methods (Conrad, 1993)
- Adult advising center (AASCU, 2006; Benshoff, 1992; Cook, 2005; Kilgore, 2003; Wlodkowski, Mauldin, & Campbell, 2002)
- Adult student center (AASCU, 2006; Cook, 2005; Fleet, 2001; Octernaud, 1990)

- Assessment of prior learning (AASCU, 2006; Davies, 1996; Flint, 2000; Learning, 1999; Pearson, 2000; Stokes, 2006)
- Child-care referrals, on-campus availability, and facilities (AASCU, 2006; Cook, 2005)
- Contract programs with employers, unions, and other organizations (AASCU, 2006; Cook, 2005; Flint, 2000; Stokes, 2006)
- Creation of a culture of adult-centered learning (Learning, 1999; Octernaud, 1990)
- Credit for experience and nontraditional learning, i.e., workplace training (AASCU, 2006; Cook, 2005; Fleet, 2001; Stokes, 2006)
- Counseling aimed specifically at adults (Bailey & Mingle, 2003; Brennan, Mills, & Shah, 2000; Cook, 2005; Flint, 2000; Lumina, 2006; Mancuso, 2001; Pearson, 2000; Wlodkowski, Mauldin, & Campbell, 2002)
- Distance delivery (AASCU, 2006; Cook, 2005; Fleet, 2001; Hogan, 2003; Stokes, 2006)
- Evening classes on campus (Benshoff, 1992; Conrad, 1993; Fleet, 2001; Wlodkowski, Mauldin, & Campbell, 2002)
- Evening office hours and services (AASCU, 2006; Conrad, 1993; Cook, 2005; Fleet, 2001; Kilgore, 2003; Octernaud, 1990)
- Evening adult orientation (AASCU, 2006; Cook, 2005; Kilgore, 2003; Octernaud, 1990)
- Expanded course offerings (Hogan, 2003; Kilgore, 2003)
- Extended online services (Cook, 2005; Fleet, 2001; Kilgore, 2003)
- Faculty recruitment and professional development (AASCU, 2006; Benshoff, 1992; Cook, 2005; Flint, 2000; Hofmann, 1994; Hogan, 2003; Octernaud, 1990)

- Financial aid information and availability (AASCU, 2006; Benshoff, 1992; Cook, 2005; Kilgore, 2003; Octernaud, 1990; Stokes, 2006; Wlodkowski, Mauldin, & Campbell, 2002)
- Flexible course delivery, i.e., times (AASCU, 2006; Cook, 2005; Kilgore, 2003; Pearson, 2000)
- Institutional early-warning systems for academic intervention and support (AASCU, 2006; Cook, 2005)
- Interactive electronic tutoring (Fleet, 2001)
- Marketing aimed at recruiting adult students (Octernaud, 1990)
- Mentoring programs (AASCU, 2006; Conrad, 1993; Flint, 2000)
- Online applications (Aslanian & Giles, 2008, Fleet, 2001, Harmes, 2008)
- Online course descriptions (Aslanian & Giles, 2008, Fleet, 2001, Harmes, 2008)
- Public transportation (Cook, 2005)
- Peer support groups (Fleet, 2001; Flint, 2000; Kilgore, 2003; Wlodkowski, Mauldin, & Campbell, 2002)
- Satellite campuses (AASCU, 2006; Cook, 2005)
- Smaller classes (Fleet, 2001)
- Sensitivity to student needs, flexibility, and communication (Learning, 1999)
- Statewide transfer and articulation policies (AASCU, 2006; Stokes, 2006)
- Study skills workshops (AASCU, 2006)
- Workshops to help alleviate fears (Hogan, 2003)

These support measures could make a considerable difference to adult students before, during, and after matriculation. These support measures cannot be effective if undertaken on a

partial basis, though, as the sufficiency of the measures could mean the difference between persistence and dropping out (Home, 1998). In addition, institutions should focus their efforts on ensuring that support measures once implemented are marketed so that students are aware of the institution's efforts to accommodate them (Feldman, 2004).

Summary of Literature

The literature summarized the general tendency of institutions of higher education to be unaware of adult students' needs. It identified the need for institutions to be more aware of their adult student populations. In addition, the literature highlighted the point that the needs of non-traditional adults students differ from those of traditional students, but showed how services for the former could benefit the latter. The literature highlighted the most frequently identified motivators of and barriers facing adult students before, during, and after matriculation. It illustrated the research about student motivators and barriers that could be examined at each individual institution to determine if there is awareness of and if alternative services are being provided that could support adults in reaching their educational goals. The literature suggested ways to meet student needs. Overall, the literature offered the summary that institutions would be well-advised to benchmark their practices against those of adult-friendly institutions in order to assess the appropriateness of their policies and practices for this population. Groleau (2004) summed it up effectively by suggesting that higher education should provide appropriate and responsive campus services and resources for adult students. Finally, the literature also put the efforts of institutions of higher education to cater to adult students in an overarching legislative context:

Adult learner-focused organizations . . . are already hard at work innovating and striving to meet the educational requirements of adult students, but they can't succeed without

support from the broader higher education community, including institutional leaders, federal and state policy makers, employers, and the public. (Stokes, 2006, p. 2)

Conclusion

This literature review identified the characteristics of non-traditional adult students as understood at this time. It made a case using the literature for the importance of creating awareness of non-traditional adult students' needs. Further, it highlighted how non-traditional adult students' needs differ from those of traditional students, and why it is important to enroll non-traditional students in the university. The literature discussed the importance of offsetting barriers and fostering motivators at points of access and persistence, affirming that by so doing a more even playing field for this segment of students could be created. The literature specifically highlighted the factors that create motivators and barriers together with the interventions that can be undertaken by leadership and legislature to overcome them. This study uses these motivators/barriers and interventions to determine whether the extent to which four-year institutions offer services, policies, and programs to adults that are adult-friendly affects their enrollment thereby promoting their success.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Introduction

The primary goal of this dissertation was to determine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The study determined the extent to which four-year institutions that serve adult students meet motivators, remove barriers, and implement interventions suggested by the literature. The study compared institutions based on sector, institutional size, geographic region, time of student interaction, and reported level of coordinated effort provided to adult students. The study also determined whether the extent to which needs are met affects the institutional enrollment of adult students. This chapter outlines the processes through which the institutions surveyed were selected for this purpose, the instrumentation used, the data collection procedures, and the data analysis procedures.

Problem and Purposes Overview

This study considered four-year institutions that serve adult students and the extent to which they meet the needs of non-traditional adult students and thereby promote their success. It relied on data collected by the researcher from institutions about the extent to which institutional services, policies, and programs met the needs and recommendations suggested in the literature. The study then examined that data based on institutional categories. As established in Chapter 2, the literature focused on the needs of adult students. The literature discussed motivators, barriers, and possible interventions that institutions could undertake to foster the success of adult students. Yet, in considering institutions' best practices as they relate to serving adult students and in considering the extent to which institutional efforts align programs with the needs of this

group, few studies have focused on determining the trends of institutions considered adult-friendly.

Research Questions

1. To what extent do four-year institutions meet motivators, remove barriers, and implement the interventions suggested by the literature?
2. How do institutions compare based on multiple categories including sector, geographic region, institutional size, and time of student interaction with the institution?
3. How do institutions compare based on the extent of the reported overall coordinated effort provided to adult students?
4. Does the extent of provision of the coordinated effort affect the institutional enrollment of adult students?

Population

This study was designed according to a two-part plan: First, the researcher partnered with 15 professional organizations to invite members to participate in the study either via email or via information added to the annual conference packet. The following professional organizations were contacted:

- American Association for Adult and Continuing Education (AAACE)
- Adult Higher Education Alliance (AHEA)
- Association for Continuing Higher Education (ACHE)
- University Professional and Continuing Education Association (UPCEA)
- American Council on Education (ACE)
- Adult Education Research Conference (AERC)

- Student Affairs Administrators in Higher Education (NASPA)
- Association for Institutional Research (AIR)
- Association for Nontraditional Students in Higher Education (ANTSHE)
- Commission of Professors of Adult Education (CPAE)
- Council for Adult and Experiential Learning (CAEL)
- Commission for Commuter Students and Adult Learners (CCSAL)
- North American Association of Summer Sessions (NAASS)

This resulted in a convenience sample.

After these organizations had invited participation and answers seemed to be coming to an end, the researcher surveyed the remaining four-year institutions from a list purchased from the Higher Education Directory® (HED), an authoritative reference source that identifies all the institutions in the U.S. Department of Education's jurisdiction. It is the most trusted source of information on accredited colleges and universities in the US given that the U.S. Department of Education Colleges and Universities ceased publishing its own comprehensive directory in 1984. A pre-sent invitation with a request for participation or a request for the name and email of an appropriate staff, faculty, or administrative member was sent.

For the purpose of this portion of the study, the researcher used the HED to obtain the names and contact information for each institution's director of student affairs, director of institutional research, director of continuing education, or president. The researcher also consulted the HED to determine the Carnegie classification needed to group institutions. In addition to the HED, the institutional and enrollment data were collected from the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics. A system of surveys

designed to collect data from all primary providers of postsecondary education, IPEDS encompasses all the institutions and educational organizations whose primary purpose is to provide postsecondary education. IPEDS data is freely accessible via the web and is available in the public domain.

The population comprises 2,923 institutions: 693 public institutions (24%), 1,652 private non-profit institutions (56%), and 578 private for profit institutions (20%). The sample consists of all the institutions that did not participate in the pilot and those who responded to the survey resulting in a convenience sample.

Selection Method and Related Procedures

This study's primary research tool was a web-based survey, which was developed with the purpose of gathering information from the institution's selected staff, faculty, or administrative representative who was knowledgeable about the policies and procedures pertaining to adult students. Each representative answered the survey's questions, which focused on the provision of programs, services, materials, and policies that affect adult students. A model of the procedures for this survey design is presented below.

Precedent

This study focuses on understanding the extent to which four-year institutions provide for adult learners' needs in higher education. This study engaged institutions to determine their levels of coordinated effort, and as such it has very few predecessors in the literature, as established in Chapter 2. One study that does focus on institutions is Cook and King's (2005) *Improving Lives through Higher Education: Campus Programs and Policies for Low-Income Adults*, which provides a precedent inasmuch as it attempted to obtain a national measure of institutional programs, policies, and services for low-income adult students. Comprising 33

institutional questions and 6 demographic questions, Cook and King's survey asked the institutions to describe the programs and services they provided to low-income adults enrolled in undergraduate courses. The results indicated that though institutions had made considerable headway in establishing policies and implementing programs that promote the education of low-income adults, there was still much room for improvement.

The methodology described in Cook and King (2005) forms the basis for this dissertation's methodology. Cook and King surveyed 3,987 accredited degree-granting colleges and universities and received useable responses from 1,026 of those institutions. Their survey asked questions about the institutions' relationships with low-income adult students in terms of institutional commitment, academic programs, co-curricular programs, and support for this group. The survey was conducted online via a link sent to presidents of regionally accredited degree-granting institutions across the nation. The presidents were asked to forward the survey link to the employees at their institution who were best placed to answer the questions. The presidents also received two follow-up emails as reminders to participate. An overall response rate of 26% was achieved. The sample was large enough to generalize about overall national trends, and the researchers also ensured that the sample represented the actual distribution of two-year public, four-year public, four-year private not-for-profit, and private for-profit institutions. However, private for-profit institutions furnished the lowest proportion of the responses. Given the low number of responses from private for-profit institutions, the researchers omitted data about this group from the final study results.

In a similar way, the web-based survey instrument for the present study draws on the findings and methodology of previous research. An email containing a link to the web-based survey was sent to institutional representatives at four-year degree-granting institutions

nationwide, as either part of the professional organizations or as listed in the HED. This email invited the institution's representative to participate in the survey. Institutions that did not respond to the initial email received reminder emails. Despite drawing on the Cook and King study as a model, the present study is clearly distinguished by its focus on the services that four-year institutions provide to the broad range of adult students, which contrasts with Cook and King's focus on services to low-income adults.

Data Collection and Instrumentation

For this study, the author distributed a web-based survey via email to the institutions invited to participate in the study. The email took participants directly to the survey hosted by a web-based survey research tool called Qualtrics, which was hosted by the IUP. In addition, the email also informed potential participants that they could request a paper copy of the survey and complete it in that format. The survey instrument was specifically designed by the researcher for this study. It consisted of a mix of multiple-choice, yes/no, and Likert-scale questions. Data collected in the survey were reported anonymously as grouped data. The questions were based on the literature reviewed in Chapter 2, which identified 25 barriers, 16 motivators, and 34 interventions. The survey collected some of the institutional demographic information; however, much of the demographic data about each institution was taken from the HED and IPEDS.

Sample questions:

1. What percentage of the programs offered by your institution are alternative academic program types/locations? Please provide exact percentage under "other" if known.

- Accelerated degree programs 0%, 1–25%, 26–50%, 50–75%, 75–100%, other
- Night/weekend programs 0%, 1–25%, 26–50%, 50–75%, 75–100%, other
- Distance/online education 0%, 1–25%, 26–50%, 50–75%, 75–100%, other

- Contract programs for local employers, unions, and other orgs. 0%, 1–25%, 26–50%, 50–75%, 75–100%, other

- Satellite campuses 0%, 1–25%, 26–50%, 50–75%, 75–100%, other

2. To what extent does your institution offer professional development for faculty about teaching adult students? To a Great Extent, Somewhat, Very Little, Not at All

3. In what ways does your institution make available the application for admission:

- on the website? yes no
- on hard copy? yes no
- by phone? yes no
- by email? yes no
- Other? (fill in)

See Appendix A for a matrix of the research questions and how they correspond with the survey questions. See Appendix B for the survey instrument and the correspondence that accompanied it.

Reliability and Validity Procedures in the Pilot Study

The validity procedures included obtaining both content and face validity in the pilot procedures. First, the survey was shared with the administrators, faculty, and staff responsible for serving adult learners at the researcher's institution of employment. Five participants were asked to answer the questions and to rate them in terms of their understandability. As a second round of validation, the survey was sent to 20 institutions in order to further establish the clarity of the questions. To establish reliability, the researcher used Cronbach's Alpha methodology to calculate all the split-half estimates from the same sample and compute the resulting correlations. The survey was found to be both reliable and valid with a score of better than .7 in all the

Cronbach's Alpha testing. Further details about the results of the pilot can be found in Chapter 4 and Appendix E: Pilot Study Detail.

Data Analysis

Measures of central tendency were used to analyze the data in order to determine the extent to which each institution's innovations, policies, and procedures create a coordinated effort toward serving adults. A scoring matrix was created on the instrument to determine the overall level of coordinated effort assigned to an institution. See Appendix C for the scoring matrix. The scores on individual items were grouped in order to analyze institutional categories including sector, institutional size, geographic region, and time of student interaction with the institution. Enrollment data collected from IPEDS was examined to determine if the extent of a coordinated effort affected the institutional enrollment of adult students.

Data collected are reported primarily with descriptive statistics, i.e., the percentage of institutions or categories that report using a particular support measure (Lundberg, 2008). Chi Square and Cramer's V was used to compare the percentages of institutions in designated categories and to determine the significance of that comparison (Salkind, 2006). See Appendix D for a classification of the barriers, motivators, and interventions as factors in time of student interactions with the institution, i.e., access, persistence, and success.

Demographic Data

Rather than the individual respondents' data, this study used institutional demographic data provided by HED. The researcher collected descriptions of the institution's method (if any) for tracking the admissions, enrollments, retention rates, and graduation rates of adult students, evidence of the institutions' articulation of a commitment to serving adult learners in their mission statements, and institutional definitions of adult learners.

Variable Measurement

Independent Variables

The enrollment numbers were taken from the Integrated Postsecondary Education Data System (IPEDS). The researcher collected the following data pertaining to the enrollment of undergraduate students aged 25 and older for each institution:

- Grand total for 2009
- Part-time total for 2009
- Grand total for 2007
- Part-time total for 2007
- Grand total for 2005
- Part-time total for 2005
- Grand total 2003
- Part-time total 2003

Enrollments were looked at in relation to the level of coordinated effort to discover how highly adult-friendly to low adult-friendly services translate to students' selections of institutions.

Coordinated Effort refers to how institutions are planning specifically for adult students' needs instead of assuming that they are being met in the services, programs, and policies for traditional students. The levels of coordinated effort were determined by a point value assigned to each question in the study. The values were placed on a scale to determine the extent to which each institution is adult friendly. See the scoring matrix in Appendix B: Instrument and Correspondence.

Motivators are the factors that clarify why adult learners become involved in educational activities. They can be intrinsic, i.e., related to those things that are a part of our values, beliefs,

or circumstances. They can also be extrinsic, i.e., related to those things outside of our values, beliefs, or circumstances (Feldman, 2004; Hines, 2003).

Barriers are factors that prevent adult learners from becoming involved in educational activities. They can be intrinsic—related to those things that are a part of our values, beliefs, and/or circumstances. They can also be extrinsic—related to those things outside of our values, beliefs, or circumstances. The literature describes three categories of barriers: situational, intuition, and dispositional.

Interventions are changes to policies and support services that would impact adults in a positive way.

Motivator, Barrier, and Intervention factors were tested by the answers institutions provided to the 36 questions asked by the researcher with extent scale, yes/no and percentage questions. Frequencies and Crosstabs with Chi Square values were used to determine the level of service institutions provide to adult students to encourage their motivators, overcome barriers, and implement interventions.

Dependent Variables

Information about geographic region, sector, institutional size and Carnegie classification data was taken from the 2009 IPEDS data.

Institution size is based on the total number of students enrolled for credit in fall 2008, i.e., which all the students enrolled for credit, both traditional and non-traditional. Time of Student Interaction was tested by the answers institutions provided to specific questions asked by the researcher with before, during and after antecedents.

Summary

This study included a quantitative survey of four-year institutions. The population comprised 2,923 institutions: 693 public institutions (24%), 1,652 private non-profit institutions (56%) ,and 578 private for-profit institutions (20%).

The study used its own researcher-designed web-based survey as its primary research tool. This web-based survey invited the institutional representatives to respond either via their professional organization's invitation or via an email from the researcher to the director of student affairs, director of institutional research, director of continuing education, president or their designate to answer questions about programs, services, materials, and policies in place at each institution.

Measures of central tendency were used to analyze the data in order to determine the extent to which the institutions' innovations, policies, and procedures create a coordinated effort for serving adults. A scoring matrix was created on the instrument to determine the overall level of coordinated effort assigned to an institution. Scoring of individual items was grouped to do analysis on categories of institutions. Enrollment data collected from IPEDS was examined to determine if the extent of provision of a coordinated effort affected the level of institutional enrollment of adult students. Data collected is reported primarily with descriptive statistics, i.e., the percentage of institutions reporting use of a particular support measure (Lundberg, 2008). Chi Square and Cramer's V was used to compare the percentages of institutions in designated categories and to determine the significance of that comparison (Salkind, 2006).

The results of this study will assist state policymakers and institutional leaders in their efforts to improve non-traditional adult students' access, retention, and success in higher education. This dissertation provides higher education institutions and employers information

about interventions that can increase their support for this market of students, thereby ensuring that adults at every level in the educational process are able to acquire the knowledge and skills they need to be successful in today's work world.

CHAPTER 4

SUMMARY OF DATA COLLECTED FOR ALL INSTITUTIONS

Introduction

This chapter presents the data analysis and results of the research. The results are described in the context of the pilot, the instrument, the data collection methods, and the characteristics of the respondent institutions, and thereby present the data related to the research. Specifically, this chapter provides the results for the following research questions:

1. To what extent do four-year institutions meet motivators, remove barriers, and implement the interventions suggested by the literature?
- How do institutions compare based on the extent of the reported overall coordinated effort provided to adult students?
- Does the extent of provision of the coordinated effort affect the institutional enrollment of adult students?

The research is presented as descriptive data including the characteristics of the respondent institutions, which are measured using the Chi Square test of independence analysis.

Pilot Study

In order to ensure the study's reliability and validity, the pilot study comprised two stages. The first stage focused on the participation of five experts in adult education at a four-year public institution. The researcher administered the 45-item questionnaire to the pilot subjects and acquired feedback on the questions in order to obtain face and content validity. In the second stage, the researcher established reliability using Cronbach's Alpha with a coefficient of .8, thereby establishing concurrent validity. Cronbach's Alpha of .8 was established using all

the questions as well as when categorizing instrument questions by motivators, barriers, and time of student interaction.

As a result of the two stages of the pilot, the researcher reconsidered the focus of the study, changing it from random institutions in the population to collecting a convenience sample based on organizations interested in participating in or committed to serving adult students. The study looked at levels of coordinated effort offered by these organizations rather than those that do not have this commitment/interest. Missing data were accepted and used as a negative. A revised research protocol was created and the instrument was reduced. See Appendix B: Instrument and Correspondence for IRB language for each contact with organizations and participants. One of the advantages of conducting this pilot study was that by doing so the researcher was able to see where the main research project was likely to fail, where the research protocols required modification, and where the proposed instruments required revisions.

Instrument and Data Collection Methods

Instrument

The instrument comprised 36 questions, and took people between 10 and 18 minutes to complete. A total of 370 responses were obtained from the protocol, and the completion mean was 82%.

Data Collection

The researcher contacted 15 professional organizations via email and provided each organization's representative with the needed language to request participation. This language included the survey link, which could be added to the institution's website, electronic newsletter, or listserv. These organizations were contacted following the IRB protocol. The link provided by Qualtrics was too long and cumbersome to use in promoting the study; therefore, the researcher

used a URL shortener so that the study participants would only have to type a short URL when accessing the link directly. Additionally, the website that provided the URL shortener also tracked the link and the number of times it was clicked. An informal invitation to participate in the study was also sent via Qualtrics email to directors of continuing education (131), directors of institutional research (473), and directors of student affairs (1585). The list was obtained as previously noted from the HED. The researcher received a total of 634 returned inquiries about the research. These inquiries covered a range of subjects, and the researcher responded to all of them.

Table 1

Frequency of Responses from Initial Inquiry

Response	Number of Responses
Yes, I will participate	219
Yes, I will participate if provided with more information	100
I am the appropriate person but cannot answer for x reason	7
I am not the most appropriate person, send to someone else at my institution	204
We are not a four-year institution	38
We do not offer undergraduate degrees/we are a graduate institution	15
We do not offer all four years of baccalaureate degrees	10
We do not serve a significant population of adult students	12
Our campus is too stratified to have one office with data for the university as a whole	9
We only serve adults in a non-credit capacity	20

Respondents who agreed to participate by email (219) but did not click through to the link were sent a formal invitation to the survey (Table 1). Two hundred forty-nine respondents clicked the original link included in the informal request. Some of the people to whom the initial invitations were sent indicated that other people within the organization were better placed to respond to the survey. In such cases, the researcher followed up by sending informal requests to the people thus recommended. The majority of respondents took between 10 and 20 minutes to complete the survey.

Sample

A convenience sample consisting of the members of 14 professional organizations in higher education, and those who received the link through the HED were used to obtain 335 useable responses. Unusable responses were eliminated because they were (a) largely incomplete, (b) from two-year colleges, or (c) duplicates. Only responses that were at least 50% complete were accepted as usable cases. Ninety-one institutions responded anonymously; therefore, the researcher was unable to obtain IPEDS data on these institutions. Two hundred forty-four respondents reported either their institution's name or IPEDS number. This was important as the researcher used IPEDS to look up each institution's sector, Carnegie classification, geographic region, and institutional size.

The majority of the responses (a total of 144 or 43%) were from private not-for-profit institutions. Public institutions responded second most often with a total of 88 or 26.3% of the responses. Private for-profit institutions gave the fewest responses with 12 or 3.6%.

Table 2

Number of Institutions by Geographic Region

Geographic Region	Number of Institutions	Percentage
New England	13	3.9
Mid East	41	12.2
Great Lakes	38	11.3
Plains	36	10.7
Southeast	71	21.2
Southwest	18	
Rocky Mountains	6	1.8
Far West	20	6.0
Outlying Areas	1	.3

Note. n = 244.

Institutions in the Southeast and the Mid East responded the most frequently (Table 2). The Outlying Areas data were excluded from the analysis for all the questions in this study because of its limited sample size. Likewise, for some questions, the Rocky Mountain data were excluded for the same reason.

Table 3

Number of Institutions by Institutional Size

Number of Undergraduate Students Enrolled	Number of Institutions	Percentage
Under 1,000	46	13.7
1,000 – 4,999	110	32.8
5,000 – 9,999	33	9.9
10,000 – 19,999	28	8.4
20,000 and above	26	7.8
Not reported	1	

Note. n = 244.

Institutions with an enrollment of 1,000–4,999 responded the most frequently with twice as many responses as institutions of any other size (Table 3). The category designated as “not reported” is excluded in the analysis of institutional size data for all the questions in this study because of limited sample size.

Table 4

Number of Institutions by Carnegie Classification

Carnegie Classification	Count	Percentage
Associate's Public Rural Serving Medium	1	.3
Associate's Public Rural Serving Large	1	.3
Associate's Public Rural Serving Multicampus	1	.3
Associate's Public Urban Serving Multicampus	1	.3
Associate's Private Not-For-Profit	2	.6
Associate's Private For-Profit	2	.6
Associate's Four-Year Primarily Associate's	2	.6
Associate's Private For-Profit Four-Year Primarily Associate's	1	.3
Research Universities (very high research activity)	9	2.7
Research Universities (high research activity)	12	3.6
Doctoral/Research Universities	19	5.7
Master's Colleges and Universities (larger programs)	51	15.2
Master's Colleges and Universities (medium programs)	25	7.5
Master's Colleges and Universities (smaller programs)	15	4.5
Baccalaureate Colleges-Arts & Sciences	34	10.1
Baccalaureate Colleges-Diverse Fields	34	10.1
Baccalaureate/Associate's Colleges	5	1.5
Special Focus Institutions-Theological Seminaries, Bible Colleges, and other faith-related institutions	3	.9
Special Focus Institutions-Medical Schools and Medical Centers	3	.9
Special Focus Institutions-Other Health Professions Schools	8	2.4
Special Focus Institutions-Other Technology-Related Schools	2	.6
Special Focus Institutions-Schools of Business and Management	1	.3
Special Focus Institutions-Schools of Art, Music, and Design	5	1.5
Special Focus Institutions-Other Special Focus Institutions	2	.6

Note. n = 244.

Carnegie classifications were eliminated from the analysis because of the limited sample size of each Carnegie classification (Table 4).

Responding Institutions' Interactions with Adult Students

The first step in determining how institutions serve adult students was to determine how the respondents to this survey interact with this population.

Institutions were asked to define the age of an adult student at their institution. The researcher set up a range of ages and asked the institutions to indicate all that apply, which allowed the institutions to be as inclusive as possible of their specific institutional definitions.

Table 5

Institutional Definitions of Adult Student by Age: Selected Ages 22-30, 30-45, 45-65, 65-99

Age Range	22-30	30-45	45-65	65-99
Number of Institutions	288	293	279	261
Percentage	86	87.50	83.30	77.90

Note. n = 335.

Table 5 shows the full data set: the institutions chose the 22–30 and the 30–45 age ranges most frequently.

Table 6

Institutional Definitions of Adult Student by Age Limited by Sector: Selected Ages 22-30, 30-45, 45-65, 65-99

	22-30		30-45		45-65		65-99	
Public	75	85.2%	76	86.4%	70	79.5%	66	75.0%
Private Non-Profit	123	85.4%	128	88.9%	124	86.1%	114	79.2%
Private For-Profit	11	91.7%	10	83.3%	10	83.3%	9	75.0%
n = 244 p =	0.83		0.76		0.42		0.74	

Table 6 shows the institutional definitions of adult student by age limited by sector. Private for-profit institutions used the 22–30 age range to define adult students. Private non-profit and public institutions placed adult students in the 30–45 age range. The Pearson Chi Square values showed that these data are not statistically significant at the .05 level.

Table 7

Institutional Definitions of Adult Student by Institutional Size

	22-30		30-45		45-65		65-99	
Under 1,000	39	84.8%	43	93.5%	42	91.3%	38	82.5%
1,000 – 4,999	91	82.7%	95	86.4%	90	81.8%	82	74.5%
5,000 – 9,999	31	93.9%	29	87.9%	28	84.8%	28	84.8%
10,000 – 19,999	24	85.7%	23	82.1%	21	75.0%	19	67.9%
20,000 and above	23	88.5%	23	88.5%	22	84.6%	21	80.8%
Not reported	1	100.0%	1	100.0%	1	100.0%	1	100.0%
n = 244 p =	0.704		0.767		0.548		0.521	

Table 7 shows the institutional definitions of adult student by institutional size. In terms of institutional size smaller institutions tended to define adult students as being between the ages of 30 and 65, whereas larger institutions tended to define adult students as being closer to traditional-age by choosing the 22–30 range (see Table 7). Private non-profit and public institutions focused on the 30- to 45-year-old age range (see Table 7). However, the Pearson Chi Square values showed that these data are not statistically significant at the .05 level.

Table 8

Institutional Definitions of Adult Student by Geographic Region

	22-30		30-45		45-65		65-99	
New England	12	92.3%	12	92.3%	12	92.3%	12	92.3%
Mid East	34	82.9%	33	80.5%	31	75.6%	30	73.2%
Great Lakes	31	81.6%	34	89.5%	32	84.2%	28	73.7%
Plains	32	88.9%	33	91.7%	33	91.7%	30	83.3%
Southeast	58	81.7%	65	91.5%	61	85.9%	57	80.3%
Southwest	18	100.0%	15	83.3%	15	83.3%	13	72.2%
Rocky Mountains	6	100.0%	5	83.3%	5	83.3%	5	83.3%
Far West	17	85.0%	16	80.0%	14	70.0%	13	65.9%
Outlying Areas	1	100.0%	1	100.0%	1	100.0%	1	100.0%
n = 244 p =		0.576		0.702		0.481		0.66

In terms of geographic region, institutions in the Far West put the least emphasis on much older adults, i.e., those in the 65–99 age range (Table 8). However, the Pearson Chi Square values showed that these data are not statistically significant at the .05 level.

Institutions were asked whether they defined adult students using any criteria in addition to age. The respondents were presented with delayed enrollment, attends part time, financially independent, works full time, has dependents, single parent, and no high school diploma as possible additional criteria.

Table 9

Institutional Definitions of Adult Student based on Multiple Criteria Other than Age

	Delayed Enrollment	Attend Part Time	Financially Independent	Works Full Time	Has Dependents	Single Parent	No High School Diploma
Count	161	92	117	124	108	94	33
Yes	48.1%	27.5%	34.9%	37.0%	32.2%	28.1%	9.9%

Note. n = 335.

Table 9 shows the institutional definitions of adult student based on multiple criteria other than age. Over 50% of the institutions did not include any additional criteria in their definition of an adult student (see Table 9). Delayed enrollment received the most inclusion in respondent institutions' definitions at 47% (see Table 9). Financial independence and works full time were a close second at 35% and 37%, respectively (see Table 9). No high school diploma was selected by 10% of the respondents (see Table 9).

Table 10

Institutional Definitions of Adult Student based on Multiple Criteria Other than Age by Sector

	Delayed Enrollment		Attend Part Time		Financially Independent		Works Full Time		Has Dependents		Single Parent		No High School Diploma	
Public	46	52.3%	27	30.7%	28	31.8%	33	37.5%	35	39.8%	30	34.1%	10	11.4%
Private Non-Profit	69	47.9%	39	27.1%	49	34.0%	55	38.3%	46	31.9%	39	27.1%	12	8.3%
Private For-Profit	6	50.0%	3	25.0%	7	58.3%	4	33.3%	3	25.0%	3	25.0%	2	16.7%
n = 244, p =		0.81		0.81		0.19		0.94		0.37		0.49		0.54

Table 10 shows the institutional definitions of adult student based on multiple criteria other than age by sector. Respondents in all three sectors included delayed enrollment at around 50% (see Table 10). Financial independence was included by 58% of private for-profit institutions, whereas 39% of public institutions included has dependents in their criteria (see table 10). The Pearson Chi Square values showed that these data are not statistically significant at the .05 level.

Table 11

*Institutional Definitions of Adult Student based on Multiple Criteria Other than Age by**Institutional Size*

	Delayed Enrollment		Attend Part Time		Financially Independent		Works Full Time		Has Dependents		Single Parent		No High School Diploma	
Under 1,000	16	34.8%	3	6.5%	14	30.4%	12	26.1%	14	30.4%	10	21.7%	2	4.3%
1,000-4,999	56	50.9%	36	32.7%	43	39.1%	45	40.9%	38	34.5%	34	30.9%	12	10.9%
5,000-9,999	19	57.6%	9	27.3%	8	24.2%	10	30.3%	8	24.2%	7	21.2%	1	3.0%
10,000-19,999	13	46.4%	7	25.0%	5	17.9%	8	28.6%	8	28.6%	7	25.0%	3	10.7%
20,000 and Above	17	65.4%	14	53.8%	14	53.8%	17	65.4%	16	61.5%	14	53.8%	6	23.1%
Not reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
n = 244 p =		0.124		0.001*		0.048*		0.016*		0.047*		0.059		0.122

Table 11 shows the institutional definitions of adult student based on multiple criteria other than age by institutional size. In terms of institutional size, the larger the institution, the more likely it was to include additional criteria than smaller institutions. Institutions with an overall enrollment of less than 1,000 were least likely to include attends part time as part of their definition. The Pearson Chi Square values showed that the categories attends part time, financially independent, works full time and has dependents are significant at the .05 level. The measure of association is small with Cramer's V at attends part time = .29, financially independent = .21, works full time = .23 and has dependents = .21.

Table 12

*Institutional Definitions of Adult Student based on Multiple Criteria Other than Age by**Geographic Area*

	Delayed Enrollment		Attend Part Time		Financially Independent		Works Full Time		Has Dependents		Single Parent		No High School Diploma	
New England	7	53.8%	6	46.2%	3	23.1%	4	30.8%	1	7.7%	2	15.4%	0	0.0%
Mid East	24	58.5%	10	24.4%	11	26.8%	13	31.7%	12	29.3%	11	26.8%	3	7.3%
Great Lakes	20	52.6%	15	39.5%	15	39.5%	16	42.0%	15	39.5%	11	28.9%	6	15.8%
Plains	16	44.4%	9	25.0%	10	27.8%	11	30.6%	10	27.8%	9	25.0%	3	8.3%
Southeast	33	46.5%	16	22.5%	25	35.2%	28	39.4%	28	39.4%	24	33.8%	9	12.7%
Southwest	9	50.0%	4	22.2%	6	33.3%	7	38.9%	8	44.4%	7	38.9%	2	11.1%
Rock Mountains	4	66.7%	3	50.0%	5	83.3%	3	50.0%	4	66.7%	3	50.0%	0	0.0%
Far West	8	40.0%	6	30.0%	8	40.0%	9	45.0%	5	25.0%	5	25.0%	1	5.0%
Outlying Areas	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%
n = 244 p =		0.797		0.415		0.175		0.801		0.12		0.762		0.726

Table 12 shows the institutional definitions of adult student based on multiple criteria other than age by geographic region. In terms of geographic region, there was little difference in the relative percentages of institutions selecting criteria in addition to age. A few exceptions included the New England states, which included having dependents as a criterion the least at 7.7% and no high school diploma the least at 4.3%.. The Pearson Chi Square values showed that these data are not statistically significant at the .05 level.

Table 13

Percentage of Undergraduate Population Considered Adult Students

	0	1-9%	10-19%	20-29%	30-49%	50-74%	75-100%
Count	3	77	52	42	61	46	43
Percentage	9%	23%	15%	13%	18%	14%	12%

Note. n = 335.

Table 13 shows the percentage of the institutes' undergraduate populations defined as adult students.

The institutions' answers in regard to the percentage of their overall population defined as adult students ranged between 10 and 23%. A total of 77 (23%) of institutions said that their adult student population was small at only 1–9%, whereas 89 (26.5%) institutions indicated a high percentage of adult students at 50% or higher.

Table 14

Percentage of Undergraduate Population Considered Adult Students by Sector

	0	1-9%	10-19%	20-29%	30-49%	50-74%	75-100%
Public	6.8	15.9	19.3	15.9	20.5	17	4.5
Private Non-Profit	2.1	31.3	16	11.8	20.1	9	9.7
Private For-Profit	0	8.3	0	0	33.3	25	33.3

Note. n = 244, p = .003*.

Table 14 shows the percentage of undergraduate population considered adult students by sector. The public institutions' percentage of adult population ranged evenly across all the categories except in the lowest (0%) and highest (75–100%). Private non-profit institutions tended to have the lowest percentage of adult students, whereas private for-profit institutions had the largest percentages of adult students. The Pearson Chi Square values showed that these data are statistically significant at the .05 level. The measure of association is small with Cramer's $V = .24$.

Table 15

Percentage of Undergraduate Population Considered Adult Students by Institutional Size

	0		1-9%		10-19%		20-29%		30-49%		50-74%		75-100%	
Under 1,000	0	0.0%	1	2.2%	11	23.9%	6	13.0%	5	10.9%	13	28.3%	4	8.7%
1,000-4,999	2	1.8%	0	0.0%	33	30.0%	14	12.6%	13	11.8%	27	24.5%	11	10.0%
5,000-9,999	1	3.0%	0	0.0%	8	24.2%	8	24.2%	2	6.1%	6	18.2%	6	18.2%
10,000-19,999	3	10.7%	1	3.6%	4	14.3%	7	25.0%	3	10.7%	3	10.7%	6	21.4%
20,000 and above	1	3.8%	0	0.0%	4	15.4%	5	19.2%	8	30.8%	2	7.7%	4	15.4%
Not reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Note. $n = 224$, $p = 0.05^*$.

Table 15 shows the percentage of the undergraduate population considered to be adult students by institutional size as measured by number of students enrolled. In regard to institutional size, institutions with a total enrollment of 10,000–19,999 had the most institutions (53.6%) with a smaller population of adult students. Institutions with total of enrollment of under 1,000 had the most institutions (37%) with a larger population of adult students. The

Pearson Chi Square values showed that these data were statistically significant at the .05 level.

The measure of association is small with Cramer's $V = .19$.

Table 16

Percentage of Undergraduate Population Considered Adult Students by Geographic Region

	0		1-9%		10-19%		20-29%		30-49%		50-74%		75-100%	
New England	0	0.0%	0	0.0%	5	38.5%	2	15.4%	1	7.7%	3	23.1%	1	7.7%
Mid East	2	4.9%	1	2.4%	8	19.5%	8	19.5%	5	12.2%	7	17.1%	6	14.6%
Great Lakes	2	5.3%	1	2.6%	8	21.1%	9	23.7%	4	10.5%	8	21.1%	3	7.9%
Plains	0	0.0%	0	0.0%	8	22.2%	6	16.7%	6	16.7%	10	27.8%	3	8.3%
Southeast	0	0.0%	0	0.0%	20	28.2%	11	15.5%	10	14.1%	12	16.9%	9	12.7%
Southwest	1	5.6%	0	0.0%	4	22.2%	0	0.0%	2	11.1%	6	33.3%	3	16.7%
Rocky Mountains	1	16.7%	0	0.0%	2	33.3%	1	16.7%	1	16.7%	0	0.0%	1	16.7%
Far West	1	5.0%	0	0.0%	5	25.0%	3	15.0%	2	10.0%	5	25.0%	4	20.0%
Outlying Areas	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%

Note. $n = 244$, $p = .995$.

Table 16 shows the percentage of the undergraduate population considered to be adult students by geographic region. The New England (53.9) and Great Lakes (52.7) regions had the lowest adult student populations. The Southwest had the highest adult student population at 50%. The Pearson Chi Square values showed that these data were not statistically significant at the .05 level.

Results of Data by Research Question

Research Question 1: To what extent do four-year institutions meet motivators, remove barriers, and implement interventions. The literature reviewed identified 72

motivators, barriers, and interventions. For the purposes of this study, the items included in the survey were limited to 33. The following sections on motivators, barriers, and interventions highlight the results regarding the extent to which the institutions provide for, overcome, and/or meet each of these items.

Motivators

Motivators are the factors that clarify why adult learners become involved in educational activities. They can be intrinsic, i.e., related to those things that are a part of our values, beliefs, or circumstances. They can also be extrinsic, i.e., related to those things outside of our values, beliefs, or circumstances.

Counseling, Academic Advising, and Student Services

Table 17 shows the extent to which the institutions provide counseling, academic advising, and student services: 63% the institutions provided counseling not at all or very little to adult students; 88.5% provided put no or very little effort into academic advising for adult students; and 77.3% provided no or very little in the way of student services to adult students. For those institutions providing counseling outside of Monday through Friday from 8 a.m. to 5 p.m., 55.2% offered it somewhat or to a great extent. For those institutions providing academic advising outside of Monday through Friday from 8 a.m. to 5 p.m., 58.9% offered it not at all, or very little. For those institutions providing student services outside of Monday through Friday from 8 a.m. to 5 p.m., 57.3% offered it not at all, or very little.

Table 17

Extent to Which Institutions Provide Counseling, Academic Advising, and Student Services

	Not at All		Very Little		Somewhat		To a Great Extent	
Counseling	103	30.7%	108	32.2%	74	22.1%	45	13.4%
Academic Advising	195	58.2%	78	23.3%	32	9.6%	24	7.2%
Student Services	140	41.8%	119	35.5%	50	14.9%	20	6.0%
Counseling Outside Traditional Hours	50.9	15.2%	93	27.8%	104	31.0%	81	24.2%
Academic Advising Outside Traditional Hours	100.1	29.9%	97	29.0%	86	25.7%	46	13.7%
Student Services Outside Traditional Hours	77.05	23.0%	115	34.3%	106	31.6%	30	9.0%

Note. n = 335.

Financial Aid and Financial Aid for Part-Time Students

Table 18 shows the extent to which institutions provide adult financial aid. Of the 335 institutions responding to the survey, 200 make efforts to earmark financial aid specifically for adult students. In total, 66% make these efforts somewhat or to a great extent, whereas 38%

make these efforts not at all or very little. Of the institutions responding to the survey 191 (57.1%) considered part-time adults to be eligible for financial aid, whereas 51 (15.2%) did not.

Table 18

Extent to Which Institutions Provide Adult Financial Aid

For Full-Time Students	Not at All	Very Little	Somewhat	To a Great Extent	For Part-Time Student	Not at All	Very Little	Somewhat	To a Great Extent
Count	32	94	123	77	Count	96	95	42	9
Percentage	9.60	28	36.70	23.00	Percentage	28.70	28	12.50	2.70

Note. n = 335.

Public Transportation

Table 19 shows the extent to which the institutions were accessible via public transportation. Of the institutions responding to the survey, 226 (67.5%) were not accessible via public transportation. In addition, 102 (30.4%) were accessible via public transportation.

Table 19

Extent of Institutions Accessible via Public Transportation Total

Total	Not at All	Very Little	Somewhat	To a Great Extent
Count	126	100	55	47
Percentage	37.60	30	16.40	14.00

Note. n = 335.

Childcare

Table 20 shows the percentage of institutions offering child care on campus that is accessible to adult students. It is shown that 77% of the institutions offered child care on campus that was accessible to adult students, whereas 10.4% did not. In addition, 12.5% of institutions said that child care was not relevant at their institution.

Table 20

Percent of Institutions Offering Child Care on Campus that is Accessible to Adult Students Total

Total	Yes	No	NA
Count	35	258	42
Percentage	10.4	77	12.5

Note. n = 335.

Student and Academic Services or Counseling to Address Motivators

Table 21 shows the extent to which the institutions made a coordinated effort to provide services for adult students. As Table 21 shows, more than 50% of the institutions offered mentoring programs with community members and faculty, and with employer endorsement of the program. In addition, the institutions had gaps to address given that more than 50% of the responses were in the not at all and the very little categories in regard to the following: offering flexibility in course delivery, institutional early-warning systems for academic intervention, interactive electronic tutoring, professional/career growth and development, study skills workshops, and orientation to the program and institution..

Table 21

Extent of Institutions Offering Coordinated Effort to Provide Student/Academic Services or Counseling for Adult Students to Help Them Address Motivators

	Not at All	Very Little	Somewhat	To a Great Extent
Extended online student services, i.e., counseling, advising	56 16.7%	79 23.6%	82 24.5%	59 17.6%
Expanded course offerings	43 12.8%	109 32.5%	70 20.9%	52 15.5%
Flexibility in course delivery, i.e., time	88 26.3%	95 28.4%	57 17.0%	36 10.7%
Institutional early-warning systems for academic intervention and support	105 31.3%	105 31.3%	44 13.1%	19 5.7%
Smaller classes	135 40.3%	66 19.7%	34 10.1%	38 11.3%
Interactive electronic tutoring	27 8.1%	75 22.4%	87 26.0%	86 25.7%
Workshops to help alleviate fears about obtaining employment	36 10.7%	93 27.8%	85 25.4%	61 18.2%
Mentoring programs with community members and faculty	20 6.0%	80 23.9%	89 26.6%	85 25.4%
Employer endorsement of the program	25 7.5%	67 20.0%	76 22.7%	104 31.0%
Professional/career growth and development	65 19.4%	108 32.2%	69 20.6%	32 9.6%
Peer/co-student support Programs	39 11.6%	91 27.2%	80 23.9%	62 18.5%
Financial aid	146 43.6%	71 21.2%	40 11.9%	19 5.7%

Table 21 (continued)

Extent of Institutions Offering Coordinated Effort to Provide Student/Academic Services or Counseling for Adult Students to Help Them Address Motivators

	Not at All	Very Little	Somewhat	To a Great Extent
Study skills workshop	59 17.6%	109 32.5%	78 23.3%	28 8.4%
Remedial courses	56 16.7%	65 19.4%	61 18.2%	91 27.2%
Balancing school with work responsibilities	50 14.9%	81 24.2%	93 27.8%	51 15.2%
Deal with time-management pressures	51 15.2%	95 28.4%	91 27.2%	37 11.0%
Orientation to the program and institution	134 40.0%	87 26.0%	40 11.9%	12 3.6%

Note. n = 321.

Student and Academic Services and Counseling to Enhance Personal Motivators

Institutions had gaps to address with less than 50% of the responses in the not at all and the very little categories offering help with finishing an education started in the past, encouraging the desire to obtain knowledge/skills, or fulfilling a personal goal (Table 22).

Table 22

Extent of Institutions Offering Coordinated Effort to Provide Student/Academic Services or Counseling for Adult Students to Help Them Address Motivators

	Not at All	Very Little	Somewhat	To a Great Extent
Use of their faith and personal dedication or determination	80 23.9%	65 19.4%	54 16.1%	71 21.2%
Draw on supportive family and social networks	65 19.4%	89 26.6%	70 20.9%	0 0.1%
Finish an education started in the past	134 40.0%	82 24.5%	40 11.9%	15 4.5%
Obtain knowledge/skills	159 47.5%	72 21.5%	23 6.9%	16 4.8%
Fulfill a personal goal	145 43.3%	22.1%	29 8.7%	18 5.4%
Attend a preferred institution including location and reputation	86 25.7%	82 24.5%	52 15.5%	48 14.3%
Be a role model for children	58 17.3%	72 21.5%	65 19.4%	69 20.6%

Note. n = 321.

Support for Adult Students from the Faculty

Table 23 shows the extent to which the institutions offered professional development focused on teaching adults to faculty. Institutions offering professional development for faculty focused on teaching adults showed that 39% of the institutions were in the somewhat or to a great extent categories. It should also be noted that 44% were in the not at all, or very little categories.

Total 23

Extent of Institutions Offering Professional Development for Faculty about Teaching Adults

Total

Total	Not at All	Very Little	Somewhat	To a Great Extent
Count	54	98	83	48
Percentage	16.10	29	24.80	14.30

Note. n = 321.

At 169 (50%) of the institutions, at least some of the faculty offered evening or open office hours for adult students, with the institutions giving their responses in the somewhat or to a great extent categories. A total of 115 (34%) institutions were in the not at all or very little categories (Table 24).

Total 24

Extent of Institutions where Experience Working with Adult Students is a Factor when Recruiting Faculty

Total	Not at All	Very Little	Somewhat	To a Great Extent
Count	50	72	99	61
Percentage	14.90	22	29.50	18.20

Note. n = 321.

Table 25 shows the extent to which the institutions' faculty offer evening or open office hours. Institutions with faculty offering evening or open office hours had 50% offering it not at all or very little, and 34% offering it somewhat or to a great extent.

Table 25

Extent of Faculty Offering Evening or Open Office Hours

Total	Not at All	Very Little	Somewhat	To a Great Extent
Count	56	113	100	15
Percentage	16.70	34	29.90	4.50

Note. n = 321.

Barriers

Barriers are factors that prevent adult learners from becoming involved in educational activities. They can be intrinsic—related to those things that are a part of our values, beliefs, and/or circumstances. They can also be extrinsic—related to those things outside of our values, beliefs, or circumstances.

Course Descriptions Available on the Institution's Website

Table 26 the percentage of institutions offering course descriptions on their websites. Although this may not have been targeted at adult students, 87% of the institutions offered more than 50% of their course descriptions on their websites.

Table 26

Percentage of Institutions Offering Course Descriptions on Their Websites

Total	0%	1%-25%	26%-50%	50%-75%	75%-100%
Count	6	6	10	19	274
Percentage	1.8	1.8	3	5.7	81.8

Note. n = 329.

Ways Applications for Admission are Available

Table 27 shows the percentage of institutions offering applications for admission in regard to specific methods of delivery. The most popular method for offering applications is on institutional websites, with 92% of the institutions using this method. Hard copies are distributed 78%, by email at 50%, and by phone at 20%. The other methods were advisor assisted, common application, in-person, fax, and open house.

Table 27

Percent to which Admission Application is Available via Method Total

Percent of Total	No		Yes	
Website	21	6.3%	308	91.9%
Hard copy	67	20.0%	262	78.2%
Phone	265	79.1%	64	19.1%
Email	162	48.4%	167	49.9%
Other	314	93.7%	15	4.5%

Note. n = 335.

Percentage of Cases Where Flexibility is Offered on Institutional Processes and Requirements

Table 28 shows the extent to which institutions are flexible in regard to adult students' needs in regard to a number of factors. Institutions offered the least flexibility to adult students in regard to academic program requirements, with 79.5% in the 50% or less categories. In addition, institutions offered the most flexibility to adult students in regard to residency requirements, with 29.3% in the 50% or above categories.

Table 28

Percent of Extent to which Institutions Offer Flexibility for Adult Student

	0%-4%		5%-9%		10%-14%		15%-19%		20%-29%		30%-49%		50%-74%		75%-100%	
Admission Processes	152	45.4%	26	7.8%	19	5.7%	8	2.4%	8	2.4%	19	5.7%	29	8.7%	40	11.9%
Admission Requirements	154	46.0%	30	9.0%	17	5.1%	14	4.2%	9	2.7%	18	5.4%	21	6.3%	39	11.6%
Residency Requirements	162	48.4%	11	3.3%	8	2.4%	8	2.4%	4	1.2%	9	2.7%	23	6.9%	75	22.4%
Academic Program Requirements	195	58.2%	30	9.0%	15	4.5%	8	2.4%	5	1.5%	13	3.9%	16	4.8%	21	6.3%

Note. n = 329.

Credit by Alternative Means

Table 29 shows the percentage of institutions offering credit by alternative means. Institutions offering credit by alternative means do so mostly by allowing students to transfer credits (57.3%) in the 50% or above categories. The category for which institutions offer alternative credit least is prior learning, with 73% in the 50% or less category. For articulation

agreement, there was an almost even split: 48.5% in the 50% or less categories, and 42% in the 50% or more categories (Table 29).

Table 29

Percent of Institutions Offering Credit by Alternative Means

	0%-4%		5%-9%		10%-14%		15%-19%		20%-29%		30%-49%		50%-74%		75%-100%	
Transfer	21	6.3%	17	5.1%	19	5.7%	7	2.1%	18	5.4%	31	9.3%	49	14.6%	143	42.7%
Articulation Agreement	56	16.7%	30	9.0%	16	4.8%	14	4.2%	16	4.8%	30	9.0%	36	10.7%	105	31.3%
Experience for Prior Learning	149	44.5%	36	10.7%	23	6.9%	10	3.0%	8	2.4%	19	5.7%	17	5.1%	45	13.4%

Note. n = 329.

Alternative Academic Program Types/Location

Institutions do not offer a high level of alternative program types or locations (Appendix F: Table F-1). The category offered least was contract programs, with 86% of institutions putting it in the 50% or less categories (Appendix F: Table F-3). Night and weekend programs were offered the most, with 33.1% of institutions responding in the 50% or above categories (Appendix F: Table F-1). Distance/online education programs were only offered in the 50% or above categories by 24.7% of respondent institutions, which was less than for accelerated programs (27.8%) (Appendix F: Table F-1).

Services or Counseling for Adult Students to Overcome Doubts and Issues

Table 30 shows the extent to which institutions offered services or counseling to help adults overcome doubts and issues. Institutions did well in regard to offering counseling to deal with large class sizes, with more than 50% of the institutions in the somewhat or to a great extent

categories. Overall, the institutions had gaps to address in regard to offering services on ability due to prior educational attainment, understanding course relevance, confidence in ability to succeed after graduation, academic progress, affording the cost of education, and the perceived intensity of student academic demands. On these items, less than 50% of the responses were reported in the not at all or very little categories.

Table 30

Extent of Institutions Offering Services or Counseling to Help Adults Overcome Doubts and Issues

	Not at All		Very Little		Somewhat		To a Great Extent	
Ability due to prior educational attainment	72	21.5%	119	35.5%	60	17.9%	26	7.8%
Course relevance	89	26.6%	111	33.1%	41	12.2%	31	9.3%
Confidence in ability to succeed after graduation	88	26.3%	129	38.5%	46	13.7%	12	3.6%
Ability due to age	62	18.5%	97	29.0%	52	15.5%	59	17.6%
Academic progress	141	42.1%	101	30.1%	19	5.7%	12	3.6%
Technology skills	64	19.1%	133	39.7%	58	17.3%	18	5.4%
Cost of education	121	36.1%	95	28.4%	36	10.7%	15	4.5%
Social costs of attendance	26	7.8%	82	24.5%	80	23.9%	72	21.5%
Institutional focus on traditional students	63	18.8%	83	24.8%	67	20.0%	53	15.8%
Large class size	12	3.6%	42	12.5%	72	21.5%	134	40.0%

Table 30 (continued)

Extent of Institutions Offering Services or Counseling to Help Adults Overcome Doubts and Issues

	Not at All		Very Little		Somewhat		To a Great Extent	
Perceived Intensity of Student academic demands	66	19.7%	119	35.5%	50	14.9%	28	8.4%
Procedural rigidity regarding degree completion	66	19.7%	96	28.7%	65	19.4%	35	10.4%
Concern about ability to pay back student loans	56	16.7%	104	31.0%	65	19.4%	37	11.0%
Limited accessibility (scheduling) of courses	45	13.4%	114	34.0%	58	17.3%	44	13.1%
Instructor to student interactions	39	11.6%	77	23.0%	68	20.3%	74	22.1%

Note. n-322.

Interventions

Interventions are changes to policies and support services that are designed to or may impact adults in a positive way.

Marketing Specifically Aimed at the Recruitment of Adult Students

To obtain adult enrollments institutions with a focus on the adult student might market their programs, or services to this population. Table 31 shows the percentage of the institutions' marketing aimed specifically at adult students. The respondent institutions did very little marketing specifically aimed at adult students. Of 355 institutions, 196 (58.5%) institutions aimed less than 25% of their marketing at the adult student population (Table 31). Only 59 institutions (17.7%) aimed 50–100% of their marketing at adult students (Table 31).

Table 31

Percentage of Institutions' Marketing Aimed Specifically at Adult Students

Total	0%	1%-25%	26%-50%	50%-75%	75%-100%
Count	36	160	65	28	31
Percentage	10.7	47.8	19.4	8.4	9.3

Note. n = 335.

Tracking Information for Adult Learners Admissions, Retention, and Completion of Degree

Table 32 shows the extent to which the institutions tracked admission, retention, and degree completion. The institutions responding to the survey did very little tracking designed to specifically track their adult student population: 78% of respondent institutions tracked admissions not at all or very little, 69% tracked retention of adult students. Of these, 69% tracked retention not at all or very little, whereas 73% tracked completion of the degree not at all or very little.

Table 32

Extent of Institution Tracking Admissions, Retention, and Completion of Degree Data

	Not at All		Very Little		Somewhat		To a Great Extent	
Admission	163	48.7%	97	29.0%	46	13.7%	24	7.2%
Retention	124	37.0%	108	32.2%	68	20.3%	29	8.7%
Completion of Degree	133	39.7%	110	32.8%	59	17.6%	27	8.1%

Note. n = 335.

Collecting Data on Adult Students, Demographic, and Reported Needs

Table 33 shows the extent to which institutions collected demographic and reported needs data. Specifically, 80% collected demographic data on their adult students not at all or very little, and 61% did so not at all or very little (Table 33).

Table 33

Extent of Institution Collecting Demographic and Reported Needs Data

	Not at All		Very Little		Somewhat		To a Great Extent	
Demographics, i.e., gender, ethnicity, age range, etc.	158	47.2%	111	33.1%	46	13.7%	15	4.5%
Reported needs	74	22.1%	133	39.7%	84	25.1%	35	10.4%

Note. n = 335.

Changes to Academic Programs, Policies, and Services Based on Adult Students' Reported Needs

Table 34 shows the extent to which institutions make changes to academic programs, policies, and services based on student's reported needs. The institutions survey made very few changes to programs, policies, and services for their adult student population: 61% said they make no or very little changes to academic programs, 62% make changes to policies not at all or very little. When institutions did make changes, they made them more to academic programs more often than to policies and services.

Table 34

Extent to Which Institutions Make Changes to Academic Programs, Policies, and Services Based on Student's Reported Needs

	Not at All		Very Little		Somewhat		To a Great Extent	
Academic programs	82	24.5%	122	36.4%	82	24.5%	43	12.8%
Policies	64	19.1%	142	42.4%	86	25.7%	37	11.0%
Services	108	32.2%	136	40.6%	61	18.2%	23	6.9%

Note. n = 335.

Dedicated Adult Student Center

Out of 320 institutions, 100 (30%) offered a dedicated adult student center (Table 35).

Table 35

Extent of Institution Offering a Dedicated Adult Student Center

	Yes	No
Count	100	39
Percentage	29.9	11.6

Note. n = 320

Mission, Adult Specific Orientation, and Innovative Programs, Services, Materials, or Policies to Improve Access, Persistence, and Success

Table 36 shows the extent to which the institutions offered a dedicated mission, orientation and innovation. In the opinions of 215 (64%) respondents their institution's missions did not articulate a commitment to serving adult students, with answers in the not at all or very little categories. However, 115 (34%) responded that their institution's missions did articulate a commitment to serving adult students, with answers in the somewhat or to a great extent categories. Institutions' responses were more evenly distributed on this question: 120 (36%) were in the not at all, or very little categories, whereas 160 (48%) were in the somewhat or to a great extent categories. Out of 320 institutions, 175 (53%) offered adult-specific orientation. Respondents felt that their institutions offered little in terms of innovative programs, services, materials, or policies to improve access, persistence, and success: 171 (51%) of institutions were in the not at all or very little categories. A small group of respondents felt that their institutions did offer innovative programs, services, materials, or policies to improve access, persistence, and success at 9% in the to a great extent category.

Table 36

Extent of Institution Offering a Dedicated Mission, Orientation, and Innovation

	Not at All		Very Little		Somewhat		To a Great Extent	
Has a mission that articulates a commitment to serving adult students	91	27.2%	124	37%	64	19.1%	51	15.2%
Offers adult-specific orientation	103	30.7%	72	22%	58	17.3%	48	14.3%
Offers innovative programs, services, materials, or policies	74	22.1%	97	29%	81	24.2%	29	8.7%

To further consider the topic of innovative programs, services, materials, or policies, institutions were asked to indicate the ways in which their institutions offered innovative programs, services, materials, or policies to improve access, persistence, and success for non-traditional adult students.

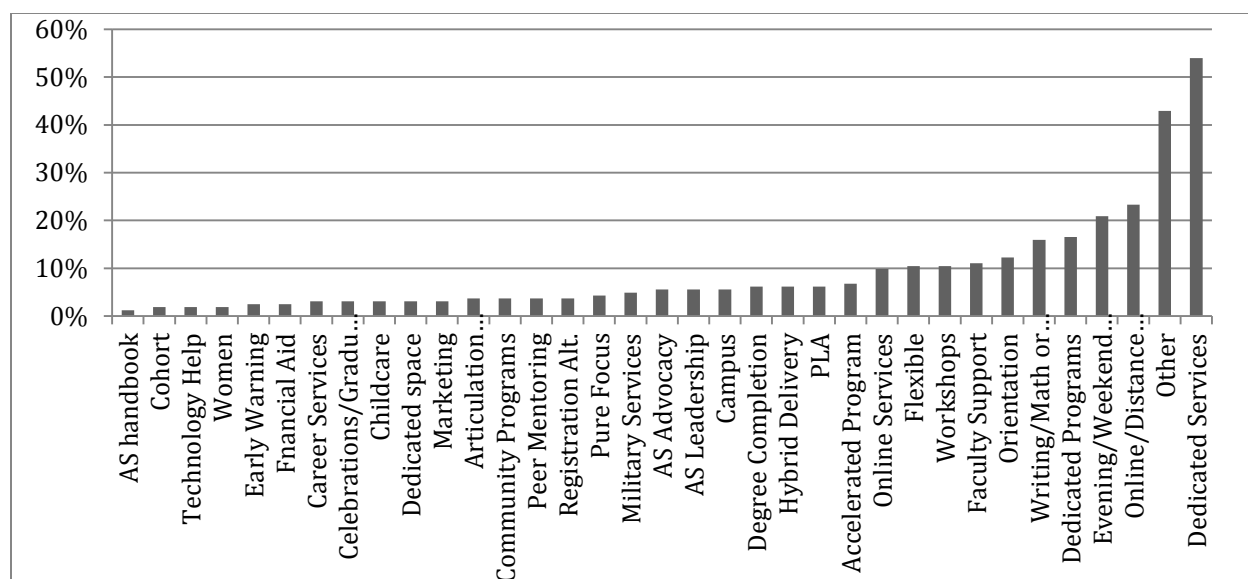


Figure 5. Percent of institutions offering another category of innovative programs, policies, services or materials total.

A total of 163 institutions provided answers to this open-ended question. Of these, 11 to 25% offered faculty support, orientation, writing/math tutoring, dedicated programs, evening/weekend classes or services, and online/distance programs, 55% offered dedicated service. 40% suggested they offer other innovations (Figure 5).

When institutions were asked what services they would recommend be offered to adult students, most answers mirrored those asked on this survey. However, the institutions suggested services that were not discussed here as well including peer mentoring and becoming adult-focused or -friendly. The additional ideas included developing online orientation materials, concentrating classes for adult students in one area of campus, providing market-sensitive tuition, offering work-study jobs for adult students, and offering financial literacy programs.

The researcher asked whether the practitioners in the field answering this study's survey had recommendations about what should be provided to adult students. Respondents were asked to say the services they would recommend be offered to adult students and/or to identify existing

gaps in the services provided to adult students at their institutions.

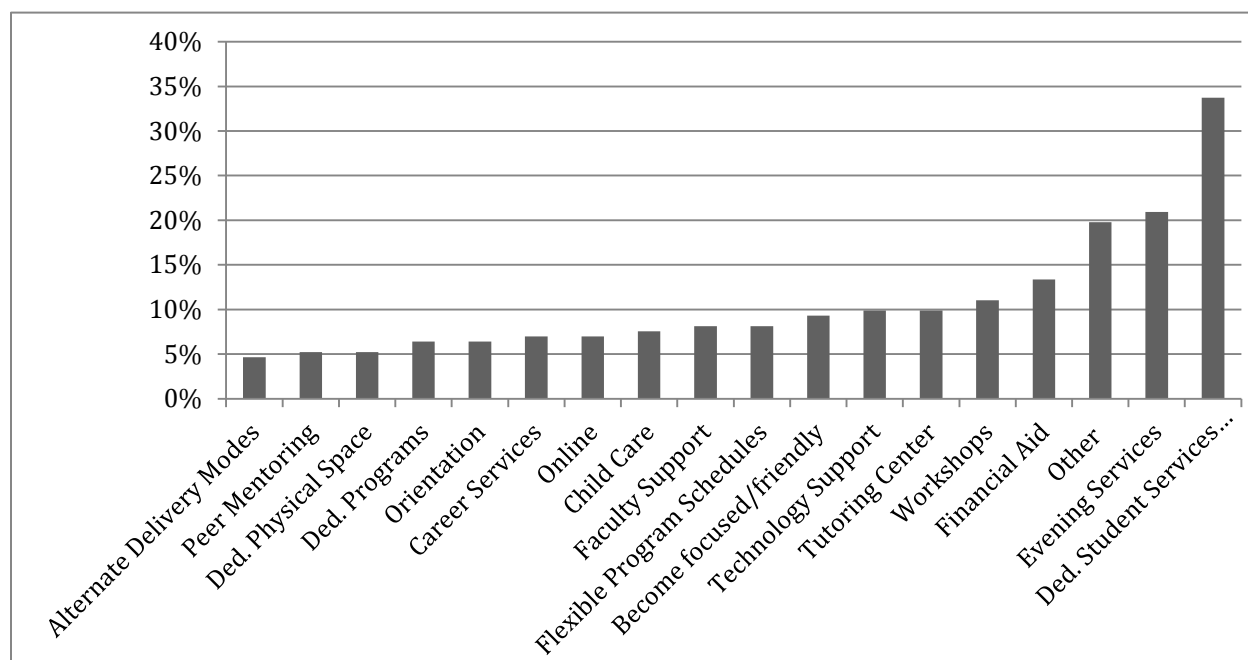


Figure 6. Percent of institutions offering another category of recommendations total.

A total of 171 institutions provided answers to this open-ended question. Of these, 11 to 35% recommended offering a tutoring center, workshops, financial aid, other evening services and a dedicated student services center (Figure 6).

When institutions were asked what services they recommend be offered to adult students, most answers mirrored those asked on this survey. However, the institutions suggested services that were not included in the survey as well. The additional ideas included providing non-traditional adult students with an opportunity to purge their record and start over if they had stopped out, institutions considering every adult student “at risk,” offering adult student freshman seminars, and offering one on one attention from faculty to allow students to “shadow” before enrollment. The suggestion was also made to offer intrusive advising, which involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence.

Research Question 3: How do institutions compare based on the amount of reported overall coordinated effort provided to adult students? Each question answered by respondents resulted in a score that accumulated into an overall score of coordinated effort provided to adult students at each institution. The score was based on the data analysis of questions 7 through 33. A scoring matrix that describes the value of each question is available in Appendix C: Scoring Matrix for the Instrument. The total points possible for an institution were 355. An institution that scored between 0 and 88 was considered to be providing a low coordinated effort. An institution that scored between 89 and 176 was considered to be providing a little coordinated effort. An institution that scored between 177 and 264 was considered to be providing some effort. An institution that scored between 265–355 was considered to be providing a high coordinated effort. The rationale behind this choice was to force a conversion about coordinated effort scores using a format similar to the Likert scales used in the questions in the instrument so that a similar interpretation of the data could be made. Figure # 7 shows the number of institutions and how they score on their coordinated effort.

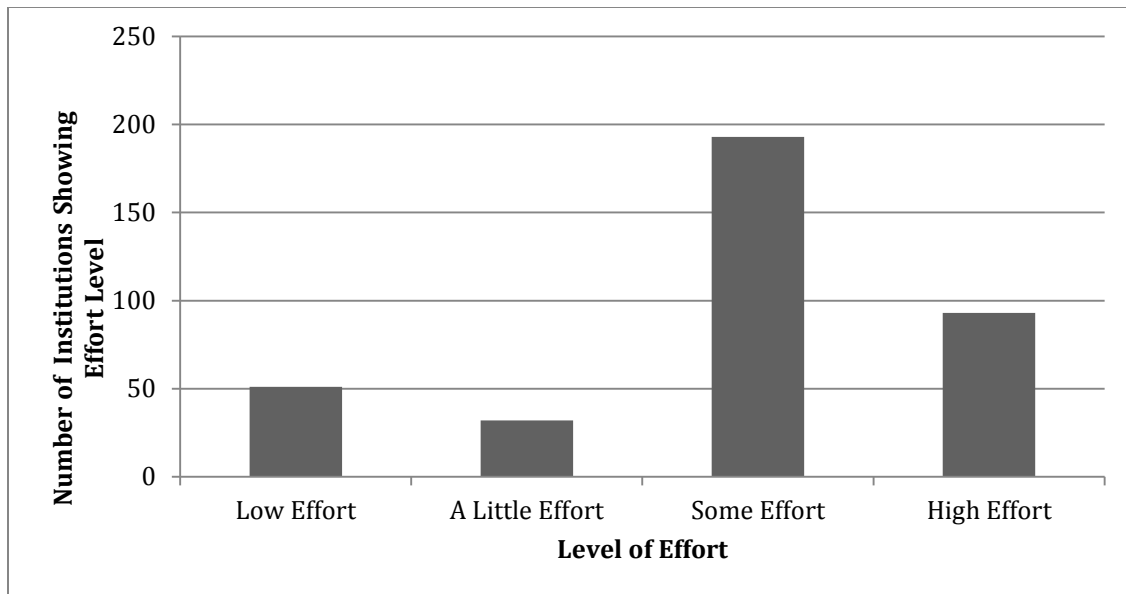


Figure 7. Institutional scores on coordinated effort.

In Figure 7, we can see that the respondents coordinated effort score showed the institutions clustered around scores of 200–250. This shows that respondents offered some to a high level of coordinated effort for adult students.

Research Question 4: Does the extent of provision of a coordinated effort affect the level of institutional enrollment of adult students? To determine whether the institutions' scores for coordinated effort had an effect on enrollment of adult students, the researcher collected the enrollment data for three years for each institution that provided its IPEDS number. This enrollment data were for the years 2003, 2005, and 2009. The total enrollment of adult students over the three years was averaged. The data were compared to the coordinated effort score. In Figure 8, we can see that points were plotted for score of coordinated effort and average total enrollment. No trend was found in the data.

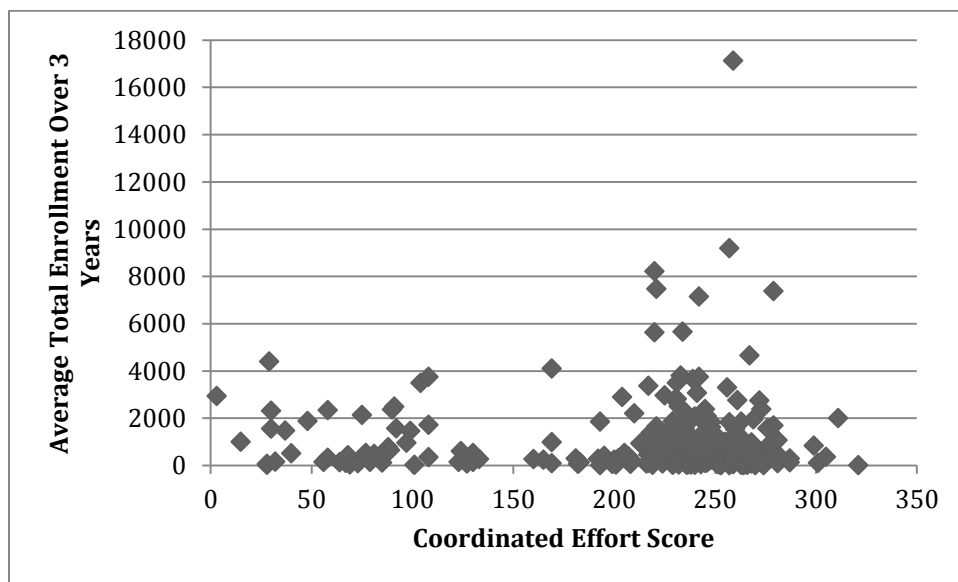


Figure 8. Plot of scores by coordinated effort and average total enrollment.

Figure 8 finds no relationship between coordinated effort and total enrollment. The part-time enrollment of adult students over the three years was also averaged. These data were compared to the coordinated effort score. In Figure 9, we can see that the points were plotted for score of coordinated effort and average part-time enrollment. No trend was found in the data.

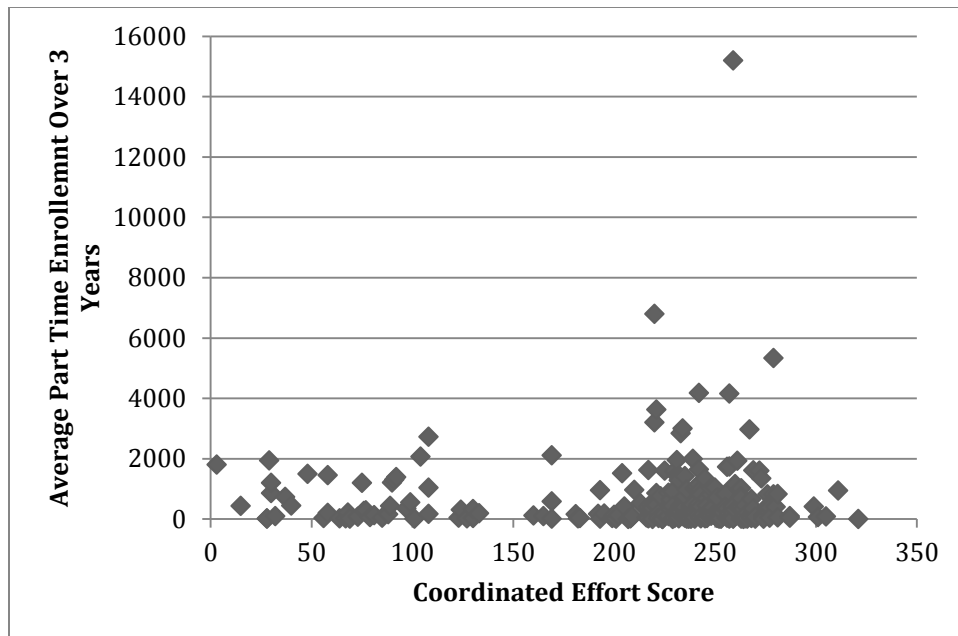


Figure 9. Plot of scores by coordinated effort and average part-time enrollment.

Validity and Reliability of Full Study

The researcher created the instrument for this study; therefore, testing was necessary to establish the instrument as reliable and valid. Validity and reliability were established initially during the pilot phase using Cronbach's alpha coefficients with a level of .8 or higher. The same questions were used in the full study with a number of the original questions being eliminated to reduce the time to complete the survey. Cronbach's alpha reliability coefficient normally ranges between zero and one. The closer the Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. A scale with greater than .8 reliability is considered good, greater than .7 is considered acceptable.

The researcher used a Cronbach's alpha coefficient of .800 or higher to run reliability scales on the full study. The Cronbach's alpha of .95 was established when using all the questions in the survey ($n = 212$). The high value for the Cronbach's alpha indicates excellent internal consistency of the instrument.

When performing analysis on the instrument subscales of questions by motivators, the researcher included the barriers, interventions, and time of student interaction subscales scores.

Table 37

Subscales by Motivators

Subscale	Number of Item	Alpha Coefficient
Motivators	36	.95
Barriers	33	.86
Interventions	22	.70
Time of Student Interaction	117	.97

The high value for Cronbach's alpha on all subscales indicates good internal consistency with the exception of interventions, which showed acceptable consistency.

When performing analysis on the instrument subscales by question type, the researcher included the subscales scores.

Table 38

Subscales by Question Type

Subscale	Number of Item	Alpha Coefficient
Yes/No	129	.97
Likert Scales for Extent	62	.97
Percentage	21	.83

The high value for Cronbach's alpha on all subscales indicates good internal consistency with the exception of interventions, which showed acceptable consistency.

Summary and Conclusion

Data in this chapter were analyzed by looking at the institutions' overall response by motivators, barriers, and interventions. The institutions were compared based on their overall coordinated effort score and their enrollment information. Chapter 5 summarizes the data by sector, institutional size, and geographic region.

CHAPTER 5

SUMMARY OF DATA COLLECTED BY CATEGORY OF INSTITUTIONS

Introduction

This chapter presents the data analysis and results of the data for research question 2. These results present the data as related to the research question by classifying the data by sector, institutional size and geographic region. The research is presented as descriptive data and then with Chi Square test of independence analysis.

Research Question 2: How do institutions compare based on multiple categories including; sector, institutional size, geographic region, types of services offered, and time of student interaction with the institution?

In this section the study data will be further broken down by categories of institutions first by sector. Then the question will be broken down by institutional size, and geographic location. As mentioned earlier, Carnegie Classification was eliminated due to sample size. Lastly, specific questions will be examined for how institutions offered services at time of student interaction (before admissions, during matriculation and after completion) with the institution.

Motivators

Motivators are the factors that clarify why adult learners become involved in educational activities. They can be intrinsic, i.e., related to those things that are a part of our values, beliefs, or circumstances. They can also be extrinsic, i.e., related to those things outside of our values, beliefs, or circumstances.

Counseling, Academic Advising, and Student Services for Adult Students

When institutions are compared based on sector, private non-profit institutions offered the most counseling with 41.7% falling in the somewhat or to a great extent categories (see Table 39). While Public institutions offered the least with 68.3% answering in the not at all, or very little categories (see Table 39). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. When institutions are compared based on sector, private non-profit institutions offered the most academic advising with 18.7% falling in the somewhat or to a great extent categories (see Table 39). While private for-profit institutions offered the least with 84.3% answering in the not at all, or very little categories (see Table 39). Pearson Chi Square values showed these data to be statistically significant at the .05 level. When institutions are compared based on sector, private non-profit institutions offered the most student services with 28.7% falling in the somewhat or to a great extent categories (see Table 39). While Public institutions offered the least with 83.7% answering in the not at all, or very little categories (see Table 39). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 39

Extent to Which Institutions Provide Counseling, Academic Advising, and Student Services by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Counseling	31	35.3%	29	33.0%	19	21.6%	9	10.2%
	Academic Advising	42	47.7%	30	34.1%	10	11.4%	6	6.8%
	Student Services	38	43.0%	36	40.7%	11	12.8%	3	3.5%
Private	Counseling	38	26.4%	46	31.9%	36	25.0%	24	16.7%
Non-Profit	Academic Advising	91	63.2%	26	18.1%	15	10.4%	12	8.3%
	Student Services	49	34.3%	53	37.1%	30	21.0%	11	7.7%
Private For-Profit	Counseling	6	50.0%	3	25.0%	2	16.7%	1	8.3%
	Academic Advising	9	76.0%	1	8.3%	1	8.3%	1	8.3%
	Student Services	8	63.6%	2	18.2%	1	9.1%	1	9.1%
n = 244	Counseling	0.37							
p =	Academic Advising	0.52							
	Student Services	0.21							

Institutions with enrollment of 5,000-9,999 offered the most counseling with 45.5% of respondents falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-2). Institutions with enrollment of 20,000 and above offered the least counseling with 80.8% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-2). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offered the most Academic Advising with 28.6% falling in the somewhat or to a great extent categories, and institutions with enrollment of 20,000 and above offered the least with 92.3% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-2). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offered the most Student Services with 33.3% falling in the somewhat or to a great extent categories, and institutions with enrollment of 20,000 and above offered the least with 96.2% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-2). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

New England offered the most Counseling with 61.5% of respondents falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-3). Southeast states offered the least counseling with 88.9% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-3). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. Rocky Mountain states offered the most academic advising with 33.3% falling in the somewhat or to a great extent categories, and Southwest states offered the least with 89% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-3). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Plains states offered the most Student Services with 28.6% falling in the somewhat or to a great extent categories, and New England offered the least with 84.6% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-3). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Counseling, Academic Advising, and Student Services Outside of Monday through Friday from 8 am to 5 pm

When institutions are compared based on sector, public institutions offered the most counseling outside business hours with 59.1% falling in the “Somewhat” or “To a Great Extent” categories (see Table 40). While private for-profit offered the least with 74.9% answering in the

not at all, or very little categories (see Table 40). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. When institutions are compared based on sector, public institutions offered the most academic advising outside business hours with 47.8% falling in the somewhat or to a great extent categories (see Table 40). While private for-profit institutions offered the least with 91.6% answering in the not at all, or very little categories (see Table 40). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. When institutions are compared based on sector, private non-profit institutions offered the most student services outside business hours with 43% falling in the somewhat or to a great extent categories (see Table 40). While private for-profit offered the least with 83.3% answering in the not at all, or very little categories. Pearson Chi Square values showed these data to be statistically significant at the .05 level at .005*. The measure of association is small with Cramer's $V=.21$.

Table 40

*Extent to Which Institutions Provide Counseling, Academic Advising, and Student Services**Outside of Monday through Friday from 8 am to 5 pm by Sector*

		Not at All	Very Little	Somewhat	To a Great Extent
Public	Counseling Outside 8-5	10 11.4%	26 29.5%	32 36.4%	20 22.7%
	Academic Advising Outside 8-5	20 22.8%	26 29.5%	32 36.4%	10 11.4%
	Student Services Outside 8-5	13 14.7%	40 45.5%	32 36.4%	4 4.5%
Private Non-Profit	Counseling Outside 8-5	22 15.4%	37 25.7%	49 34.0%	36 25.0%
	Academic Advising Outside 8-5	48 33.3%	41 28.5%	33 22.9%	22 15.3%
	Student Services Outside 8-5	32 22.2%	50 34.7%	48 33.3%	14 9.7%
Private For Profit	Counseling Outside 8-5	5 41.6%	4 33.3%	0 0.0%	3 25.0%
	Academic Advising Outside 8-5	7 58.3%	4 33.3%	1 8.3%	0 0.0%
	Student Services Outside 8-5	8 66.6%	2 16.7%	1 8.3%	1 8.3%
n = 244	Counseling Outside 8-5	0.081			
p =	Academic Advising Outside 8-5	0.063			
	Student Services Outside 8-5	0.005*			

Institutions with enrollment of 1,000-4,999 offered the most counseling outside of business hours with 61% of respondents falling in the somewhat or to a great extent categories. Institutions with enrollment of 20,000 and above offered the least counseling outside of business hours with 53.9% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-4). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. Institutions with enrollment of 10,000-19,999 offered the most academic advising outside of business hours with 50% falling in the somewhat or to a great extent categories, and

institutions with enrollment of 20,000 and above offered the least with 69.2 % falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-4). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. Institutions with enrollment of 5,000-9,999 offered the most Student Services outside of business hours with 48.5% falling in the somewhat or to a great extent categories, and institutions with enrollment of 20,000 and above offered the least with 73.1% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-4). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Great Lakes states offered the most counseling outside business hours with 66.7% of respondents falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-5). Southeast states offered the least counseling outside business hours with 73.7% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-5). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. Southeast states offered the most academic advising outside business hours with 52.1% falling in the somewhat or to a great extent categories, and Mid East states offered the least with 70.7% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-5). Pearson Chi Square values showed these data not to be statistically significant at the .05 level. Southeast states offered the most Student Services outside business hours with 46.5% falling in the somewhat or to a great extent categories, and Mid East offered the least with 78.1% falling in the not at all, or very little categories (see Appendix F: Large Tables: Table F-5). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Financial Aid

When institutions are broken down by sector, 68% of public institutions earmarked financial aid specifically for adult students (see Table 41). Private non-profit institutions 57% earmarked financial aid specifically for adult students (see Table 41). Private for-profit had 58% earmarked financial aid specifically for adult students (see Table 41). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 41

Extent of Institutions Earmarking Financial Aid for Adults by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	7	8.0%	21	23.9%	38	43.2%	22	25.0%
Private Non-Profit	15	10.4%	47	32.6%	52	36.1%	30	20.8%
Private For-Profit	2	16.6%	3	25.0%	5	41.7%	2	16.7%

Note. n = 244, p = .74.

Institutions with enrollment sized at under 1000 earmarked financial aid specifically for adult students at 52% in the not at all or very little categories which was well above the other sizes in the 30-40% range (see Table 42). Institutions with 20,000 were the most likely to be earmarking financial aid specifically for adult students at 69% in the Somewhat and to a Great Extent categories (see Table 42). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 42

Extent of Institutions Earmarking Financial Aid for Adults by Institutional Size

	Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	7	15.2%	17	37.0%	12	26.1%	10	21.7%
1,000-4,999	9	8.2%	34	30.9%	45	40.9%	22	20.0%
5,000-9,999	2	6.0%	9	27.3%	11	33.3%	11	33.3%
10,000-19,999	4	14.3%	5	17.9%	14	50.0%	5	17.9%
20,000 and above	2	7.7%	6	23.1%	12	46.2%	6	23.1%

Note. n = 244, p = 0.684.

Institutions in the Great Lakes states in the not at all, or very little categories were offering the least (50%) earmarked financial aid specifically for adult students, while Rocky Mountain states were offering it the most, with 83% in the somewhat or to a great extent categories (see Table 43). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 43

Extent of Institutions Earmarking Financial Aid for Adults by Geographic Region

	Not at All		Very Little		Somewhat		To a Great Extent	
New England	1	7.7%	3	23.1%	6	46.2%	3	23.1%
Mid East	4	9.8%	13	31.7%	16	39.0%	8	19.5%
Great Lakes	8	21.0%	11	28.9%	13	34.2%	6	15.8%
Plains	5	13.9%	9	25.0%	13	36.1%	9	25.0%
Southeast	5	7.0%	18	25.4%	26	36.6%	22	31.0%
Southwest	1	5.6%	7	38.9%	8	44.4%	2	11.1%
Rocky								
Mountains	0	0.0%	1	16.7%	5	83.3%	0	0.0%
Far West	0	0.0%	8	40.0%	8	40.0%	4	20.0%

Note. n = 244, p = .506.

Part-Time Adults Eligible for Financial Aid

Very few institutions offer financial aid to part-time adult students. Public institutions offered the most eligibility for financial aid for part-time adult students at 18.2% in the somewhat or to a great extent categories (see Table 44). Private for-profits offered the least with 100% of responding institutions offering it in the not at all, or very little categories (see Table 44). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 44

Extent of Institutions where Part-Time Adults are Eligible for Financial Aid by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	49	55.7%	23	26.1%	13	14.8%	3	3.4%
Private Non-Profit	78	54.2%	41	28.5%	20	13.9%	5	3.5%
Private For-Profit	10	83.3%	2	16.7%	0	0.0%	0	0.0%

Note. n = 244, p = .404.

Institutions with enrollment under 1,000 offered the least eligibility for financial aid for part-time adult students with 91.3% falling in the not at all, or very little categories (see Table 45). Institutions with enrollment between 10,000 and 19,999 offered the most eligibility for financial aid for part-time adult students with 32.1% of institutions calling in the somewhat or to a great extent categories (see Table 45). Pearson Chi Square values showed these data not to be statistically significant at the .05 level .

Table 45

Extent of Institutions where Part-Time Adults are Eligible for Financial Aid by Institutional Size

	Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	32	69.6%	10	21.7%	3	6.5%	1	2.2%
1,000-4,999	57	51.8%	35	31.8%	15	13.6%	3	2.7%
5,000-9,999	20	60.6%	9	27.3%	4	12.1%	0	0.0%
10,000-19,999	16	56.4%	6	21.4%	6	21.4%	3	10.7%
20,000 and above	14	53.9%	6	23.1%	5	19.2%	1	3.8%

Note. n = 244, p = 0.342.

Plains states institutions offered the least eligibility for financial aid for part-time adult students with 94.4 % falling in the not at all, or very little categories (see Table 46). Mid East institutions offered the most eligibility for financial aid for part-time adult students with 29.3% of institutions falling in the somewhat or to a great extent categories (see Table 46). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 46

*Extent of Institutions where Part-Time Adults are Eligible for Financial Aid by Geographic**Region*

	Not at All		Very Little		Somewhat		To a Great Extent	
New England	6	46.2%	4	30.8%	2	15.4%	1	7.7%
Mid East	17	41.5%	12	29.3%	9	22.0%	3	7.3%
Great Lakes	23	60.5%	11	28.9%	3	7.9%	1	2.6%
Plains	20	55.5%	14	38.9%	2	5.6%	0	0.0%
Southeast	47	66.2%	13	18.3%	10	14.1%	1	1.4%
Southwest	9	50.0%	5	27.8%	3	16.7%	1	5.6%
Rocky Mountains	3	50.0%	0	0.0%	2	33.3%	1	16.7%
Far West	11	55.0%	7	35.0%	2	10.0%	0	0.0%

Note. n = 244, p = .233.

Public Transportation

Private for-profit institutions were the least accessible via public transportation with 75% in the not at all, or very little categories (see Table 47). Private non-profit institutions were most accessible via public transportation with 32% in the somewhat or to a great extent categories (see Table 47). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 47

Extent of Institutions Accessible via Public Transportation by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	38	43.2%	27	30.7%	15	17.0%	8	9.1%
Private Non-Profit	56	38.9%	42	29.2%	24	16.7%	22	15.3%
Private For-Profit	6	50.0%	3	25.0%	3	26.7%	1	8.3%

Note. n = 244, p = .779.

Institutions with enrollment under 1,000 were the most accessible via public transportation with 34.8 % in the somewhat or to a great extent categories (see Table 48). Institutions with 20,000 or above were least to be accessible via public transportation with 88.5% in the not at all, or very little categories (see Table 48). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 48

Extent of Institutions Accessible via Public Transportation by Institutional Size

	Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	19	41.3%	11	23.9%	7	15.2%	9	19.6%
1,000-4,999	41	37.3%	32	29.1%	21	19.1%	16	14.5%
5,000-9,999	12	36.3%	12	36.3%	7	21.2%	2	6.1%
10,000-19,999	11	39.3%	11	39.3%	4	14.3%	2	7.1%
20,000 and above	17	65.4%	6	23.1%	2	7.7%	1	3.8%

Note. n = 244, p = .205.

New England states offered the most accessibility via public transportation with 53.9 % in the somewhat or to a great extent categories (see Table 49). Mid East state had the least accessibility via public transportation with 85.3% in the not at all, or very little categories (see Table 49). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 49

Extent of Institutions Accessible via Public Transportation by Geographic Region

	Not at All		Very Little		Somewhat		To a Great Extent	
New England	3	23.1%	3	23.1%	6	46.2%	1	7.7%
Mid East	24	58.5%	11	26.8%	4	9.8%	2	4.9%
Great Lakes	18	47.3%	10	26.3%	5	13.2%	5	13.2%
Plains	10	27.8%	12	33.3%	6	16.7%	8	22.2%
Southeast	24	33.8%	24	33.8%	11	15.5%	12	16.9%
Southwest	5	27.8%	7	38.9%	4	22.2%	2	11.1%
Rocky Mountains	5	83.3%	0	0.0%	1	16.7%	0	0.0%
Far West	10	50.0%	5	25.0%	4	20.0%	1	5.0%

Note. n = 244, p = .160.

Child Care Accessible on Nights and Weekends

Private for-profit institutions were offering the least child care on campus that is accessible to adult students with 83.3% of respondents saying no (see Table 50). Sixteen point seven percent of private for-profits felt this was not relevant to their situation (see Table 50). Public institutions were offering child care on campus that is accessible to adults the most, with 25.5% saying yes (see Table 50). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 50

Extent of Institutions Offering Child Care on Campus that is Accessible to Adult Students by Sector

	Yes		No		NA	
Public	22	25.5%	58	65.9%	8	9.1%
Private Non-Profit	6	4.2%	125	86.8%	13	9.0%
Private For-Profit	0	0.0%	10	83.3%	2	16.7%

Note. n = 244, p = .0.

Institutions with enrollment of 20,000 and above offered the most child care on campus with 30.8% of institutions responding yes (see Table 51). Institutions with enrollment of under 1,000 offered the least child care on campus with 80.4% responding no (see Table 51). Pearson Chi Square values showed these data to be statistically significant at the .05 level. The measure of association is small with Cramer's V=.2

Table 51

Percent of Institutions Offering Child Care on Campus that is Accessible to Adult Students by Institutional Size

	Yes		No		NA	
Under 1,000	4	8.7%	37	80.4%	5	10.9%
1,000-4,999	6	5.5%	93	84.5%	11	10.0%
5,000 -9,999	4	12.1%	27	81.8%	2	6.1%
10,000-19,999	6	21.4%	21	75.0%	1	3.6%
20,000 and above	8	30.8%	14	53.8%	4	15.4%

Note. n = 244, p = .029*.

Institutions in the Rocky Mountains offered the most child care on campus with 50% of institutions responding affirmatively (see Table 52). Southeast states offered the least child care on campus with 87.3% of institutions responding negatively (see Table 52). Pearson Chi Square values showed these data to be statistically significant at the .05 level.

Table 52

Percent of Institutions Offering Child Care on Campus that is Accessible to Adult Students by Geographical Region

	Yes	No	NA
New England	2 15.4%	10 76.9%	1 7.7%
Mid East	4 9.8%	32 78.0%	5 12.2%
Great Lakes	5 13.2%	28 73.7%	5 13.2%
Plains	4 11.1%	29 80.6%	3 8.3%
Southeast	3 4.2%	62 87.3%	6 8.5%
Southwest	3 16.7%	14 77.8%	1 5.6%
Rocky 50.0			
Mountains	3 50.0%	3 50.0%	0 0.0%
Far West	4 20.0%	14 70.0%	2 10.0%

Note. n = 244, p = .569.

Student and Academic Services or Counseling to Address Motivators

Private for-profit and non-profit institutions tied on offering the most coordinated effort to provide extended on-line student services, at 50% in the somewhat or to a great extent categories and public institutions offered the least at 61.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Private non-profits offered the most coordinated effort to provide expanded course offerings with 40.2% in the somewhat or to a great extent categories and Public institutions offered the least at 68.2% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Private non-profits offered the most coordinated effort to provide flexibility in course delivery with 34.8% in the somewhat or to a great extent categories and 34.8% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6).

Public institutions offered the most coordinated effort to provide institutional early-warning systems for academic intervention and support with 23.9% in the somewhat or to a great extent categories and private for-profits offered the least at 91.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institutions offered the most coordinated effort to provide smaller classes with 30.6% in the somewhat or to a great extent categories and private for-profits offered the least with 100% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Private non-profits offered the most coordinated effort to provide interactive electronic tutoring at 61.8% in the somewhat or to a great extent categories and Private for-profits offered the least with 58.3% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6).

Private non-profits offered the most coordinated effort to provide workshops to help alleviate fears about obtaining employment with 44.5% in the somewhat or to a great extent categories and private for-profits offered the least with 58.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Private non-profit offered the most coordinated effort to provide mentoring programs, with community members and faculty with 55.6% in the somewhat or to a great extent categories and private for-profits offered the least with 58.5% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institutions offered the most coordinated effort to provide employer endorsement of the program with 56.9% in the somewhat or to a great extent categories and private non-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6).

Public institutions offered the most coordinated effort to provide professional/career growth and development with 34.1% in the somewhat or to a great extent categories and private

for-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institutions offered the most coordinated effort to provide peer /co-student support programs with 42.1% in the somewhat or to a great extent categories and private for-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-2). Public institutions offered the most coordinated effort to provide financial aid with 21.6% in the somewhat or to a great extent categories and private for-profits offered the least with 100% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Private non-profits offered the most coordinated effort to provide study skills workshops with 34.7% in the somewhat or to a great extent categories and private for-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-2).

Public institution offered the most coordinated effort to provide remedial courses with 35.2% in the somewhat or to a great extent categories and private for-profits offered the least with 66.7 % in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institutions offered the most coordinated effort to provide help balancing school with work responsibilities with 43.1% in the somewhat or to a great extent categories and private for-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institution offered the most coordinated effort to provide help with dealing with time-management pressures with 43.2% in the somewhat or to a great extent categories and private for-profits offered the least with 75% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6). Public institution offered the most coordinated effort to provide help with dealing with orientation to the program and institution with 20.4% in the somewhat or to a great extent categories and private for-profits offered the

least with 83.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-6).

Institutions with enrollment of under 1,000 offered the most coordinated effort to provide extended on-line student services, at 56.5% in the somewhat or to a great extent categories and Institutions with enrollment of 20,000 and above offered the least at 80.8% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of under 1,000 offered the most coordinated effort to provide expanded course offerings with 41.3% in the somewhat or to a great extent categories and Institutions with enrollment of 20,000 and above offered the least at 73.1% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of under 1,000 offered the most coordinated effort to provide flexibility in course delivery with 39.2% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above 84.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7).

Institutions with enrollment of 10,000-19,999 offered the most coordinated effort to provide institutional early-warning systems for academic intervention and support with 32.1% in the somewhat or to a great extent categories and institutions with enrollment of under 1,000 offered the least at 84.8% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 10,000-19,999 offered the most coordinated effort to provide smaller classes with 32.1% in the somewhat or to a great extent categories and institutions with enrollment of under 1,000 and above offered the least with 87% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of under 1,000 offered the most coordinated effort to provide interactive electronic tutoring at 71.7% in the somewhat or to a great extent categories and institutions with enrollment of 5,000-

9,999 offered the least with 54.5% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7).

Institutions with enrollment of under 1,000 offered the most coordinated effort to provide workshops to help alleviate fears about obtaining employment with 50.3% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 61.5% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide mentoring programs, with community members and faculty with 66.7% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 65.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide employer endorsement of the program with 54.6% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 57.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7).

Institutions with enrollment of 1,000-4,999 offered the most coordinated effort to provide professional/career growth and development with 36.4% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 80.8% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide peer /co-student support programs with 45.4% in the somewhat or to a great extent categories and institutions with enrollment of 1,000-4,999 offered the least with 58.2% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 10,000-19,999 offered the most coordinated effort to provide financial aid with 39.3% in the somewhat

or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 92.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide study skills workshops with 39.4% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 80.8% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7).

Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide remedial courses with 51.5% in the somewhat or to a great extent categories and institutions with enrollment of 10,000-19,999 offered the least with 71.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 5,000-9,999 offered the most coordinated effort to provide help balancing school with work responsibilities with 48.5% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 61.6% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 1,000-4,999 offered the most coordinated effort to provide help with dealing with time-management pressures with 40% in the somewhat or to a great extent categories and institutions with enrollment of 20,000 and above offered the least with 65.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-7). Institutions with enrollment of 10,000-19,999 offered the most coordinated effort to provide help with dealing with orientation to the program and institution with 28.6% in the somewhat or to a great extent categories and institutions with enrollment of under 1,000 offered the least with 89.2% in the not at all, or very little categories.

Rocky Mountain states offered the most coordinated effort to provide extended on-line student services, at 66.7% in the somewhat or to a great extent categories and the Plains and Southwest states tied on offering the least at 66.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). Far West states offered the most coordinated effort to provide expanded course offerings with 40 % in the somewhat or to a great extent categories and Southwest states offered the least at 88.3% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). Rocky Mountain states offered the most coordinated effort to provide flexibility in course delivery with 66.7% in the somewhat or to a great extent categories and South west states offered the least with 77.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8).

Far West states offered the most coordinated effort to provide institutional early-warning systems for academic intervention and support with 25% in the somewhat or to a great extent categories and Southeast states offered the least at 87.3% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). Rocky Mountain states offered the most coordinated effort to provide smaller classes with 33.4% in the somewhat or to a great extent categories and Plain states offered the least with 86.2% in the not at all, or very little categories. Rocky Mountain States offered the most coordinated effort to provide interactive electronic tutoring at 66.6% in the somewhat or to a great extent categories and Far West offered the least with 55% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8).

New England states offered the most coordinated effort to provide workshops to help alleviate fears about obtaining employment with 69.3% in the somewhat or to a great extent categories and Southwest states offered the least with 77.7% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England states offered the most

coordinated effort to provide mentoring programs, with community members and faculty with 69.3% in the somewhat or to a great extent categories and Southwest states offered the least with 61.1% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England states offered the most coordinated effort to provide employer endorsement of the program with 69.3% in the somewhat or to a great extent categories and Southwest states offered the least with 55.6% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8).

Rocky Mountain offered the most coordinated effort to provide professional/career growth and development with 50% in the somewhat or to a great extent categories and Southwest offered the least with 94.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England states offered the most coordinated effort to provide peer/co-student support programs with 61.6% in the somewhat or to a great extent categories and Plains states offered the least with 75.1% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England offered the most coordinated effort to provide financial aid with 38.5% in the somewhat or to a great extent categories and Plains offered the least with 88.9% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England offered the most coordinated effort to provide study skills workshops with 53.9% in the somewhat or to a great extent categories and Rocky Mountain offered the least with 83.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8).

Rocky Mountain states offered the most coordinated effort to provide remedial courses with 66.6% in the somewhat or to a great extent categories and Southwest states offered the least with 66.6% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England states offered the most coordinated effort to provide help balancing school with

work responsibilities with 53.9% in the somewhat or to a great extent categories and Great Lakes states offered the least with 57.9% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). New England offered the most coordinated effort to provide help with dealing with time-management pressures with 61.6% in the somewhat or to a great extent categories and Southwest offered the least with 72.2% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8). Great Lakes offered the most coordinated effort to provide help with dealing with orientation to the program and institution with 26.3% in the somewhat or to a great extent categories and New England offered the least with 92.4% in the not at all, or very little categories (see Appendix F: Large Tables: Table F-8).

Student and Academic Services or Counseling for Personal Motivators

Public institutions offered the most encouragement with use of faith and personal dedication or determination with 55.6% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profit offered the least encouragement with use of faith and personal dedication or determination with 58.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9). Private for-profits offered the most encouragement to draw on supportive family and social networks with 33.4% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private non-profits offered the least encouragement to draw on supportive family and social networks with 71.1% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9).

Private non-profits offered the most help with finishing an education that was started in the past with 18.1% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profit offered the least help with finishing an education that was started in the past with 91.6% falling in the very little or not at all categories (see Appendix

F: Large Tables: Table F-9). Public institutions offered the most help with the desire to obtain a knowledge or skill with 14.8% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profit offered the least help with the desire to obtain a knowledge or skill with 94.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9).

Public institutions offered the most help with the desire to fulfill a personal goal with 22.8% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profit offered the least help with the desire to fulfill a personal goal with 91.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9). Public institutions offered the most help with the desire to attend a preferred institution including location and reputation with 39.8% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profit offered the least help with the desire to attend a preferred institution including location and reputation with 83.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9).

Public institutions offered the most help with the desire to be a role model for children with 54.5% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-9). Private for-profits and private non-profits offered the least help with the desire to be a role model for children with 66.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-9).

Institutions with enrollment of 20,000 and above offered the most encouragement with use of faith and personal dedication or determination with 53.8% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least encouragement with use of faith and personal dedication or determination with 70% falling in the

very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of 5,000-9,999 offered the most encouragement to draw on supportive family and social networks with 48.5% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least encouragement to draw on supportive family and social networks with 69.1% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of under 1,000 offered the most help with finishing an education that was started in the past with 26.1% falling in the somewhat or to a great extent categories. Institutions with enrollment of offered the least help with finishing an education that was started in the past with 85.5% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10).

Institutions with enrollment of 10,000-19,999 offered the most help with the desire to obtain a knowledge or skill with 15.1% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least help with the desire to obtain a knowledge or skill with 87.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of 10,000-19,999 offered the most help with the desire to fulfill a personal goal with 17.8% falling in the somewhat or to a great extent categories. Institutions with enrollment of 5,000-9,999 and under 1,000 offered the least help with the desire to fulfill a personal goal with 84.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10).

Institutions with enrollment of 10,000-19,999 offered the most help with the desire to attend a preferred institution including location and reputation with 39.3% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least help with the desire to attend a preferred institution including location and reputation with

71.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of 5,000-9,999 offered the most help with the desire to be a role model for children with 51.5% falling in the somewhat or to a great extent categories.

Institutions with enrollment of 1,000-4,999 offered the least help with the desire to be a role model for children with 67.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of 10,000-19,999 offered the most help with the desire to obtain a knowledge or skill with 15.1% falling in the somewhat, or To a Great Extent categories. Institutions with enrollment of 1,000-4,999 offered the least help with the desire to obtain a knowledge or skill with 87.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10). Institutions with enrollment of 10,000-19,999 offered the most help with the desire to fulfill a personal goal with 17.8% falling in the somewhat, or to a great extent categories. Institutions with enrollment of 5,000-9,999 and under 1,000 offered the least help with the desire to fulfill a personal goal with 84.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-10).

New England states offered the most encouragement with use of faith and personal dedication or determination with 53.9% falling in the somewhat or to a great extent categories. Southwest states offered the least encouragement with use of faith and personal dedication or determination with 72.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-11). New England states offered the most encouragement to draw on supportive family and social networks with 53.9% falling in the somewhat or to a great extent categories. Plains states offered the least encouragement to draw on supportive family and social networks with 77.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-11). Far West states offered the most help with finishing an education that was started in the

past with 25% falling in the somewhat or to a great extent categories. Southwest states offered the least help with finishing an education that was started in the past with 88.9% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-11).

Mid East states offered the most help with the desire to attend a preferred institution including location and reputation with 36.6% falling in the somewhat or to a great extent categories. Rocky Mountain offered the least help with the desire to attend a preferred institution including location and reputation with 83.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-11). Rocky Mountain states offered the most help with the desire to be a role model for children with 66.7% falling in the somewhat or to a great extent categories. Great Lakes states offered the least help with the desire to be a role model for children with 68.5% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-11).

Professional Development for Faculty about Teaching Adult Students

Public institutions were offering the most professional development for faculty about teaching adults at 44.3% of in the somewhat and to a great extent categories (see Table 53). Private for-profit institutions were offering the least development for faculty about teaching adults with 83.4% of institutions in the not at all or very little categories (see Table 53). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 53

Extent of Institutions Offering Professional Development for Faculty about Teaching Adults by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	21	23.9%	28	31.8%	27	30.7%	12	13.6%
Private Non-Profit	45	31.3%	43	29.9%	31	21.5%	25	17.4%
Private For-Profit	8	66.7%	2	16.7%	2	16.7%	0	0.0%

Note. n = 244, p = .08.

Institutions with enrollment of 2,000 and above were offering the most professional development for faculty about teaching adults at 76.9% of in the somewhat and to a great extent categories (see Table 54). Institutions with enrollment of 10,000-19,999 were offering the least development for faculty about teaching adults with 50% of institutions in the not at all or very little categories (see Table 54). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 54

Extent of Institutions Offering Professional Development for Faculty about Teaching Adults by Institutional Size

	To a Great Extent	Somewhat	Very Little	Not at All
Under 1,000	11 23.9%	10 21.7%	10 21.7%	15 32.6%
1,000-4,999	16 24.5%	25 22.7%	37 33.6%	32 29.0%
5,000-9,999	6 18.2%	9 27.3%	9 27.3%	9 27.3%
10,000-19,999	4 14.3%	10 35.7%	7 25.0%	7 25.0%
20,000 and above	0 0.0%	6 23.1%	10 38.5%	10 38.4%

Note. n = 244, p = .394.

Rocky Mountain states were offering the most professional development for faculty about teaching adults at 66.7% of in the somewhat and to a great extent categories (see Table 55). Southwest states were offering the least development for faculty about teaching adults with 88.9% of institutions in the not at all or very little categories (see Table 55). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 55

Extent of Institutions Offering Professional Development for Faculty about Teaching Adults by Institutional Size

	To a Great Extent	Somewhat	Very Little	Not at All
New England	2 15.4%	3 23.1%	5 38.5%	3 23.1%
Mid East	9 22.0%	14 34.1%	8 19.5%	10 24.4%
Great Lakes	8 21.1%	16 42.1%	10 26.3%	4 10.5%
Plains	15 41.7%	8 22.2%	7 19.4%	6 16.7%
Southeast	26 36.6%	18 25.4%	18 25.4%	9 12.7%
Southwest	9 50.0%	7 38.9%	2 11.1%	0 0.0%
Rocky Mountains	1 16.7%	1 16.7%	3 50.0%	1 16.7%
Far West	4 20.0%	6 30.0%	7 35.0%	3 15.0%

Note. n = 244, p = .241.

Faculty Offering Evening or Open Office Hours

Public institutions were offering the most faculty who have open office hours at 46.6% of in the somewhat and to a great extent categories (see Table 56). Private for-profit institutions were offering the least faculty who are offering open office hours with 75% of institutions in the not at all or very little categories (see Table 56). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 56

Extent of Faculty Offering Evening or Open Office Hours by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	23	26.1%	24	27.3%	39	44.3%	2	2.3%
Private Non-Profit	49	34.1%	48	33.3%	41	28.5%	6	4.2%
Private For-Profit	5	41.7%	4	33.3%	3	25.0%	0	0.0%

Note. n = 244, p = .413.

Institutions with enrollment of under 1,000 were offering the most faculty who are offering open office hours at 65.2% in the somewhat and to a great extent categories (see Table 57). Institutions with enrollment of 10,000-19,999 were offering the least faculty who are offering open office hours with 46.5% of institutions in the not at all or very little categories (see Table 57). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 57

Extent of Faculty Offering Evening or Open Office Hours by Institutional Size

	To a Great Extent		Somewhat		Very Little		Not at All	
Under 1,000	2	4.3%	14	30.4%	11	23.9%	19	41.3%
1,000-4,999	5	4.5%	35	31.8%	39	35.5%	31	28.2%
5,000-9,999	0	0.0%	12	36.4%	11	33.3%	10	30.3%
10,000-19,999	1	3.6%	12	42.9%	8	28.6%	7	25.0%
20,000 and above	0	0.0%	10	38.5%	7	26.9%	9	34.6%
Not reported	0	0.0%	0	0.0%	0	0.0%	1	100.0%

Note. n = 244, p = .442.

Rocky Mountain states were offering the most faculty who are offering open office hours at 83.3% of in the somewhat and to a great extent categories (see Table 58). Great Lakes states institutions were offering the least faculty who are offering open office hours with 73.3% of institutions in the not at all or very little categories (see Table 58). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 58

Extent of Faculty Offering Evening or Open Office Hours by Geographic Region

	To a Great Extent	Somewhat	Very Little	Not at All
New England	4 30.8%	3 23.1%	6 46.2%	0 0.0%
Mid East	9 21.9%	16 39.0%	13 31.7%	3 7.3%
Great Lakes	8 21.1%	20 52.6%	9 23.7%	1 2.6%
Plains	14 38.9%	10 27.8%	10 27.8%	2 5.6%
Southeast	23 32.4%	18 25.4%	28 39.4%	2 2.8%
Southwest	10 55.6%	2 11.1%	6 33.3%	0 0.0%
Rocky Mountains	1 16.7%	0 0.0%	5 83.3%	0 0.0%
Far West	8 40.0%	6 30.0%	6 30.0%	0 0.0%

Note. n = 244, p = .143.

Barriers

Barriers are factors that prevent adult learners from becoming involved in educational activities. They can be intrinsic—related to those things that are a part of our values, beliefs, and/or circumstances. They can also be extrinsic—related to those things outside of our values, beliefs, or circumstances.

Course Descriptions are Available on the Institutions Website

Private for-profit institutions were offering more than 50% of their course descriptions on their website with 91.6% (see Table 59). Private Non-profit institutions were offering the least of their course descriptions online with 11.9% of institutions offering 50 or less (see Table 59). Public institutions were a close second at 11.3% (see Table 59). Pearson Chi Square values show this data to be significant at the .05 level at .48.

Table 59

Percentage of Institutions Offering Course Descriptions on their Website by Sector

	0	1-25%	26-50%	51-75%	76-100%
Public	6 6.8%	0 0.0%	4 4.5%	6 6.8%	72 81.8%
Private Non-Profit	0 6.3%	5 3.5%	3 2.1%	8 5.6%	119 82.6%
Private For-Profit	1 8.3%	0 0.0%	0 0.0%	1 8.3%	10 83.3%

Note. n = 244, p = .48.

Institutions with enrollment of 5,000 – 9,999 offered the most institutions with 97% offering 51% or more of their course descriptions online (see Table 60). Institutions with enrollment of 20,000 and above offered the least institutions with 19.2% offering 50% or less of their course descriptions on their website (see Table 60). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 60

Percentage of Institutions Offering Course Descriptions on their Website by Institutional Size

	0	1-25%	26-50%	51-75%	76-100%
Under 1,000	5 10.8%	2 4.3%	0 0.0%	5 10.9%	34 73.9%
1,000-4,999	6 5.4%	3 2.7%	4 3.6%	5 4.5%	92 83.6%
5,000-9,999	1 3.0%	0 0.0%	0 0.0%	2 6.1%	30 90.9%
10,000-19,999	1 3.6%	0 0.0%	1 3.6%	3 10.7%	23 82.1%
20,000 and above	3 11.5%	0 0.0%	2 7.7%	0 0.0%	21 80.8%

Note. n = 244, p = .734.

Mid East states were offering more than 50% of their course descriptions on their website at 92.6% (see Table 61). Far West states were offering less than 50% of their course descriptions on their websites at 20% (see Table 61). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 61

Percentage of Institutions Offering Course Descriptions on their Website by Geographic Region

	0		1-25%		26-50%		51-75%		76-100%	
New England	2	15.4%	0	0.0%	0	0.0%	1	7.7%	10	76.9%
Mid East	1	2.4%	1	2.4%	1	2.4%	1	2.4%	37	90.2%
Great Lakes	2	5.2%	1	2.6%	1	2.6%	2	5.3%	32	84.2%
Plains	3	8.4%	0	0.0%	1	2.8%	2	5.6%	30	83.3%
Southeast	5	7.0%	1	1.4%	2	2.8%	4	5.6%	59	83.1%
Southwest	2	11.1%	0	0.0%	0	0.0%	0	0.0%	16	88.9%
Rocky Mountains	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%
Far West	1	5.0%	1	5.0%	2	10.0%	5	25.0%	11	55.0%

Note. n = 244, p = .0.

Ways Institutions Make the Application for Admission Available

Public institutions offered their admissions application via website the most at 94.3%. Generally the sectors followed the trend for institutions as a whole (see Table 62). However, for Hard Copy (83.3%) and Email 56.3% methods private non-profits used these methods the most after Website distribution (see Table 62). Phone method was used most by Private for Profits 33.3% after the other methods (see Table 62). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 62

Percent to Which Admission Application is Available via Method by Sector

		No		Yes	
Public	Website	5	5.7%	83	94.3%
	Hard				
	Copy	25	28.4%	63	71.6%
	Phone	79	89.8%	9	10.2%
	Email	55	62.5%	24	27.5%
	Other	87	98.9%	1	1.1%
Private Non-Profit	Website	11	7.6%	133	92.4%
	Hard				
	Copy	24	16.7%	120	83.3%
	Phone	115	79.9%	29	20.1%
	Email	63	43.8%	81	56.3%
	Other	135	93.8%	5	3.7%
Private For-Profit	Website	1	8.3%	11	91.7%
	Hard				
	Copy	3	25.0%	9	75.0%
	Phone	8	66.7%	4	33.3%
	Email	6	50.0%	6	50.0%
	Other	1	4.9%	0	0.0%
n = 244, p =	Website		0.83		
	Hard				
	Copy		0.0		
	Phone		0.48		
	Email		0.21		
	Other		0.124		

Institutions of all sizes followed the trend for institutions as a whole by offering the application via 1. Website, 2. Hard Copy, 3. Email, and 4. Phone (see Table 63). Pearson Chi Square values showed these data not to be statistically significant at the .05.

Table 63

Percent to Which Admission Application is Available via Method by Institutional Size

		No		Yes	
Under 1,000	Website	4	8.7%	42	91.3%
	Hard				
	Copy	6	13.0%	40	87.0%
	Phone	35	76.1%	11	23.9%
	Email	19	41.3%	27	58.7%
1,000-4,999	Other	46	100.0%	0	0.0%
	Website	7	6.4%	103	93.6%
	Hard				
	Copy	22	20.0%	88	80.0%
	Phone	89	80.9%	21	19.1%
5,000-9,999	Email	53	48.2%	57	51.8%
	Other	101	91.8%	9	8.2%
	Website	3	9.1%	30	90.9%
	Hard				
	Copy	5	15.5%	28	84.8%
10,000-19,999	Phone	27	81.8%	6	18.2%
	Email	16	48.5%	17	51.5%
	Other	33	100.0%	0	0.0%
	Website	1	3.6%	27	96.4%
	Hard				
20,000 and above	Copy	6	21.4%	22	78.6%
	Phone	25	89.3%	3	10.7%
	Email	20	71.4%	8	28.6%
	Other	27	96.4%	1	3.6%
	Website	2	7.7%	24	92.3%
n = 244, p =	Hard				
	Copy	13	50.0%	13	50.0%
	Phone	25	96.2%	1	3.8%
	Email	16	61.5%	10	38.5%
	Other	26	100.0%	0	0.0%
		0.954			
		0.008			
		0.302			
		0.108			
		0.101			

Institutions by geographic region found that in all regions institutions followed the trend for institutions as a whole by offering the application via 1. Website, 2. Hard Copy, 3. Email, and 4. Phone (see Table 64). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 64

Percent to Which Admission Application is Available via Method by Geographic Region

		No		Yes	
New England	Website	2	15.4%	11	84.6%
	Hard				
	Copy	3	23.1%	10	76.9%
	Phone	10	76.9%	3	23.1%
	Email	6	46.2%	7	53.8%
Mid East	Other	13	100.0%	0	0.0%
	Website	2	4.9%	39	95.1%
	Hard				
	Copy	5	12.2%	36	87.8%
	Phone	32	78.0%	9	22.0%
Great Lakes	Email	19	46.3%	22	53.7%
	Other	39	95.1%	2	4.9%
	Website	2	5.3%	36	94.7%
	Hard				
	Copy	5	13.2%	33	86.8%
Plains	Phone	34	89.5%	4	10.5%
	Email	16	42.1%	22	57.9%
	Other	33	97.4%	1	2.6%
	Website	5	13.9%	31	86.1%
	Hard				
	Copy	8	22.2%	28	77.8%
	Phone	29	80.6%	7	19.4%
	Email	18	50.0%	18	50.0%
	Other	33	91.7%	3	8.3%

Table 64 (continued)

Percent to Which admission Application is Available via Method by Geographic Region

		No		Yes	
Southeast	Website	3	4.2%	68	95.8%
	Hard				
	Copy	17	23.9%	54	76.1%
	Phone	58	81.7%	13	18.3%
	Email	39	54.9%	32	45.1%
	Other	67	94.4%	4	5.6%
Southwest	Website	3	16.7%	15	83.3%
	Hard				
	Copy	7	38.9%	11	61.1%
	Phone	15	83.3%	3	16.7%
	Email	12	66.7%	6	33.3%
	Other	18	100.0%	0	0.0%
Rocky Mountains	Website	0	0.0%	6	100.0%
	Hard				
	Copy	2	33.3%	4	66.7%
	Phone	6	100.0%	0	0.0%
	Email	5	83.3%	1	16.7%
	Other	6	100.0%	0	0.0%
Far West	Website	0	0.0%	20	100.0%
	Hard				
	Copy	5	25.0%	15	75.0%
	Phone	17	85.0%	3	15.0%
	Email	8	40.0%	12	60.0%
	Other	20	100.0%	0	0.0%
n = 244, p =	Website		0.27		
	Hard				
	Copy		0.42		
	Phone		0.87		
	Email		0.40		
	Other		0.78		

Flexibility in Admissions Processes, Admissions Requirements, Residency Requirements, and Academic Program Requirements

Public institutions offer the least flexibility for adult students regarding the admissions process with 86.4% of institutions falling in the 50% or less categories (see Table 65). Private for-profit offer the most flexibility for adult students regarding the admissions process with 33.3% of institutions falling in the 50% or more categories (see Table 65). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Public institutions offer the least flexibility for adult students regarding the admissions requirements with 84.1% of institutions falling in the 50% or less categories (see Table 65). Private For-Profit offer the most flexibility for adult students regarding the admissions requirements with 25% of institutions falling in the 50% or more categories (see Table 65). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Public institutions offer the least flexibility for adult students regarding the residency requirements with 80.6% of institutions falling in the 50% or less categories (see Table 65). Private for-profit offer the most flexibility for adult students regarding the residency requirements with 33.3% of institutions falling in the 50% or more categories (see Table 65). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Public institutions offer the least flexibility for adult students regarding the academic program requirements with 90.9% of institutions falling in the 50% or less categories (see Table 65). Private for-profits offer the most flexibility for adult students regarding the academic program requirements with 25% of institutions falling in the 50% or more categories (see Table 65). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Percent to Which Flexibility is Available in Admissions Processes, Admissions Requirements, Residency Requirements, and Academic Program Requirements by Sector

Institutions with enrollment of 20,000 and above offer the least flexibility for adult students regarding the admissions process with 88.2% of institutions falling in the 50% or less categories. Institutions with enrollment of 1,000-4,999 offer the most flexibility for adult students regarding the admissions process with 21.8% of institutions falling in the 50% or more

categories (see Appendix F: Large Tables: Table F-12). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 1,000-4,999 offer the least flexibility for adult students regarding the admissions requirements with 84.6% of institutions falling in the 50% or less categories. Institutions with enrollment of under 1,000 offer the most flexibility for adult students regarding the admissions requirements with 21.7% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-12). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offer the least flexibility for adult students regarding the residency requirements with 89.4% of institutions falling in the 50% or less categories. Institutions with enrollment of 1,000-4,999 offer the most flexibility for adult students regarding the residency requirements with 32.7% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-12). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offer the least flexibility for adult students regarding the academic program requirements with 95.6% of institutions falling in the 50% or less categories. Institutions with enrollment of 20,000 and above offer the most flexibility for adult students regarding the academic program requirements with 19.2% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-12). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Far West states offer the least flexibility for adult students regarding the admissions process with 95% of institutions falling in the 50% or less categories. Mid East institutions offer the most flexibility for adult students regarding the admissions process with 29.3% of institutions

falling in the 50% or more categories (see Appendix F: Large Tables: Table F-13). Pearson Chi Square values show this data to be significant at the .05 level at .01.

Far West states offer the least flexibility for adult students regarding the admissions requirements with 95% of institutions falling in the 50% or less categories. New England offers the most flexibility for adult students regarding the admissions requirements with 30.8% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-13). Pearson Chi Square values show this data to be significant at the .05 level at .03.

Far West states offer the least flexibility for adult students regarding the residency requirements with 85% of institutions falling in the 50% or less categories. Plains states offer the most flexibility for adult students regarding the residency requirements with 38.9% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-13). Pearson Chi Square values show this data to be significant at the .05 level at .04.

Far West states offer the least flexibility for adult students regarding the academic program requirements with 100% of institutions in the falling in the 50% categories. New England offers the most flexibility for adult students regarding the academic program requirements with 15.4% of institutions falling in the 50% or more categories (see Appendix F: Large Tables: Table F-13). Pearson Chi Square values show this data to be significant at the .05 level at .001.

Credit by Alternative Means

Private Non-Profits offer the most transfer credit with 61.8% reporting in the 50% or more categories. Private for-profits offered the least transfer credit with 49.9% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-14). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Public institutions offer the most credit through articulation agreement with 44.3% reporting in the 50% or more categories. Private non-profit offered the least credit through articulation agreement with 56.4% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-14). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Public institutions offer the most credit through experience for prior learning with 20.5% reporting in the 50% or more categories. This portion is small with 20% providing this option. Private for-profit offered the least credit through experience for prior learning with 91.6% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-14). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 20,000 and above offer the most transfer credit with 65.4% reporting in the 50% or more categories. Institutions with enrollment of under 1,000 offered the least transfer credit with 47.7% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-15). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offer the most credit through articulation agreement with 57.2% reporting in the 50% or more categories. Institutions with enrollment of 5,000-9,999 offered the least credit through articulation agreement with 69.8% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-15). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 10,000-19,999 offer the most credit through experience for prior learning with 25% reporting in the 50% or more categories. Institutions with enrollment of under 1,000 offered the least credit through experience for prior learning with 89% reporting

in the 50% or less categories (see Appendix F: Large Tables: Table F-15). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Great Lakes states offer the most transfer credit with 73.7% reporting in the 50% or more categories. Southwest states offered the least transfer credit with 66.7% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-16). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

New England offered the most credit through articulation agreement with 77% reporting in the 50% or more categories. Great Lakes offered the least credit through articulation agreement with 63.2% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-16). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Mid East states offer the most credit through experience for prior learning with 29.3% reporting in the 50% or more categories. Southwest states offered the least credit through experience for prior learning with 91.6% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-16). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Alternative Academic Program Types/Locations

Private non-profits offer the most night/weekend programs with 38.2% reporting in the 50% or more categories. Public institutions offered the least night/weekend programs with 84.1% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-17). Pearson Chi Square values show this data to be significant at the .05 level at .002.

Private for-profits offer the most accelerated programs with 58.3% reporting in the 50% or more categories. Public institutions offered the least accelerated programs with 58.3%

reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-17). Pearson Chi Square values show this data to be significant at the .05 level at .0.

Private for-profits offer the most Distance/Online with 41.7% reporting in the 50% or more categories. Public institutions offered the least Distance/Online with 41.7% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-17). Pearson Chi Square values show this data to be significant at the .05 level at .004.

Private for-profits offer the most Contract Programs with 8.3% reporting in the 50% or more categories. Private Non-Profits offered the least Contract Programs with 94.5% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-17). Pearson Chi Square values show this data to be significant at the .05 level at .03.

Private for-profits offer the most credit through Satellite campuses with 33.3% reporting in the 50% or more categories. Public institutions offered the least Satellite campuses with 88.7% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-17). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 1,000-4,999 offer the most night/weekend programs with 37.2% reporting in the 50% or more categories. Institutions with enrollment of 20,000 and above offered the least night/weekend programs with 80.8% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-18). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of under 1,000 offer the most accelerated programs with 28.2% reporting in the 50% or more categories. Institutions with enrollment of 10,000-19,999 offered the least accelerated programs with 85.7% reporting in the 50% or less categories (see

Appendix F: Large Tables: Table F-18). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 20,000 and above offer the most Distance/Online with 26.9% reporting in the 50% or more categories. Institutions with enrollment of 10,000-19,999 offered the least Distance/Online with 89.3% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-18). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 20,000 and above offer the most Contract Programs with 11.5% reporting in the 50% or more categories. Institutions with enrollment of 10,000-19,999 offered the least Contract Programs with 100% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-18). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Institutions with enrollment of 1,000-4,999 offer the most credit through Satellite campuses with 16.4% reporting in the 50% or more categories. Institutions with enrollment of 10,000-19,999 offered the least Satellite campuses with 89.3% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-18). Pearson Chi Square values show this data to be significant at the .05 level at .01.

Mid East states offer the most night/weekend programs with 48.7% reporting in the 50% or more categories. New England offered the least night/weekend programs with 92.4% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-19). Pearson Chi Square values show this data to be significant at the .05 level at .025.

Mid East states offer the most accelerated programs with 39.1% reporting in the 50% or more categories. New England offered the least accelerated programs with 92.3% reporting in

the 50% or less categories (see Appendix F: Large Tables: Table F-19). Pearson Chi Square values show this data to be significant at the .05 level at .02.

Mid East states offer the most Distance/Online Programs with 29.2% reporting in the 50% or more categories. South East offered the least Distance/Online with 86% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-19). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Mid East offer the most Contract Programs with 12.2% reporting in the 50% or more categories. New England, Plains, Southwest, Rocky Mountain and Far West offered the least Contract Programs with 100% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-19). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Far West offer the most credit through Satellite campuses with 20% reporting in the 50% or more categories. Southeast offered the least Satellite campuses with 88.6% reporting in the 50% or less categories (see Appendix F: Large Tables: Table F-19). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Student and Academic Services or Counseling for Adult Students to Overcome Doubts and Issues

Public institutions offered the most help overcoming fears about ability due to prior educational attainment with 32.9% falling in the somewhat or to a great extent categories (see Appendix F: Large Tables: Table F-20). Private for-profit offered the least help overcoming fears about ability due to prior educational attainment with 83.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20). Public institutions offered the most help with understanding course relevance with 32.9% falling in the somewhat or to a great extent

categories. Private for-profit offered the least help with understanding course relevance with 91.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20).

Public institutions offered the most help with confidence in ability to succeed after graduation with 25% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with confidence in ability to succeed after graduation with 91.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20). Public institutions offered the most help with concerns about ability due to age with 39.8% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with concerns about ability due to age with 66.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20).

Public institutions offered the most help with concerns about academic progress with 12.5% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with concerns about academic progress with 100% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20). Public institutions offered the most help with concerns about technology skills with 27.3% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with concerns about technology skills with 66.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-20).

Institutions with enrollment of 20,000 and above offered the most help overcoming fears about ability due to prior educational attainment with 42.3% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help overcoming

fears about ability due to prior educational attainment with 86.9% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Institutions with enrollment of 20,000 and above offered the most help with understanding course relevance with 38.5% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with understanding course relevance with 80.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Institutions with enrollment of 20,000 and above offered the most help with confidence in ability to succeed after graduation with 26.9% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with confidence in ability to succeed after graduation with 87% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Institutions with enrollment of 20,000 and above offered the most help with concerns about ability due to age with 42.3% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least help with concerns about ability due to age with 68.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Institutions with enrollment of 10,000-19,999 offered the most help with concerns about academic progress with 21.4% falling in the somewhat or to a great extent categories. Institutions with enrollment of 5,000-9,999 offered the least help with concerns about academic progress with 96.9% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Institutions with enrollment of 1,000-1,999 offered the most help with concerns about technology skills with 32.2% falling in the somewhat or to a great extent categories. Institutions with enrollment of 5,000-9,999 offered the least help with concerns about technology skills with 84.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Mid East states offered the most help overcoming fears about ability due to prior educational attainment with 31.7% falling in the somewhat or to a great extent categories. New England states offered the least help overcoming fears about ability due to prior educational attainment with 84.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-22).

Rocky Mountain states offered the most help with understanding course relevance with 66.7% falling in the somewhat or to a great extent categories. Mid East offered the least help with understanding course relevance with 80.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-22).

Rocky Mountain states offered the most help with confidence in ability to succeed after graduation with 33.3% falling in the somewhat or to a great extent categories. Southwest offered the least help with confidence in ability to succeed after graduation with 94.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-22).

Rocky Mountain offered the most help with concerns about ability due to age with 50% falling in the somewhat or to a great extent categories. Southwest and Plains states offered the least help with concerns about ability due to age with 72.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-22).

Mid East offered the most help with concerns about academic progress with 17.1% falling in the somewhat or to a great extent categories. Southwest states offered the least help with concerns about academic progress with 94.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-22).

Rocky Mountain states offered the most help with concerns about technology skills with 50% falling in the somewhat or to a great extent categories. New England offered the least help with concerns about technology skills with 84.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-21).

Public institutions offered the most help with the cost of education with 26.1% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with the cost of education with 100% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Public institutions offered the most help with the social cost of education with 53.4% falling in the somewhat or to a great extent categories. Private institutions offered the least help with the social cost of education with 58.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Public institutions offered the most help with institutional focus on traditional students with 46.6% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with institutional focus on traditional students with 83.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23).

Public institutions offered the most help with large class sizes with 42.1% falling in the somewhat or to a great extent categories. Private non-profit offered the least help with large class

sizes with 65.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Public institutions offered the most help with perceived intensity of student academic demands with 34.2% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with perceived intensity of student academic demands with 91.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Public institutions offered the most help with concerns about procedural rigidity regarding degree completion with 36.3% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with concerns about procedural rigidity regarding degree completion with 75% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23).

Public institutions offered the most help with concern about being able to pay back student loans with 46.5% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with concern about being able to pay back student loans with 100% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Public institutions offered the most help with concerns about limited accessibility (scheduling) of courses with 31.8% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with limited accessibility (scheduling) of courses with 83.3% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23). Private non-profit offered the most help with instructor to student interactions with 43.8% falling in the somewhat or to a great extent categories. Private for-profit offered the least help with instructor to student interactions with 66.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-23).

New England states offered the most help with the cost of education with 30.8% falling in the somewhat or to a great extent categories. Southwest states offered the least help with the cost of education with 94.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

New England states offered the most help with the social cost of education with 53.9% falling in the somewhat or to a great extent categories. Southwest states offered the least help with the social cost of education with 61.1% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

New England states offered the most help with institutional focus on traditional students with 46.2% falling in the somewhat or to a great extent categories. Plains states offered the least help with institutional focus on traditional students with 66.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Great Lakes states offered the most help with large class sizes with 78.9% falling in the somewhat or to a great extent categories. Southeast states offered the least help with large class sizes with 46.5% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Southwest states offered the most help with perceived intensity of student academic demands with 38.9% falling in the somewhat or to a great extent categories. Mid East offered the least help with perceived intensity of student academic demands with 85.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Southwest states offered the most help with concerns about procedural rigidity regarding degree completion with 38.9% falling in the somewhat or to a great extent categories. Rocky Mountain states offered the least help with concerns about procedural rigidity regarding degree

completion with 83.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

New England states offered the most help with concern about being able to pay back student loans with 53.9% falling in the somewhat or to a great extent categories. Southwest states offered the least help with concern about being able to pay back student loans with 88.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Southwest states offered the most help with concerns about limited accessibility (scheduling) of courses with 38.9% falling in the somewhat or to a great extent categories. Mid East states offered the least help with limited accessibility (scheduling) of courses with 75.6% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Far West states offered the most help with instructor to student interactions with 60% falling in the somewhat or to a great extent categories. Mid East offered the least help with instructor to student interactions with 63.4% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-24).

Institutions with enrollment of 10,000-19,999 offered the most help in dealing with the cost of education with 32.1% falling in the somewhat or to a great extent categories. Institutions with enrollment under 1,000 offered the least help in dealing with the cost of education with 89.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25). Institutions with enrollment of 10,000-19,999 offered the most help in dealing with the social costs of attendance with 60.7% falling in the somewhat or to a great extent categories. Institutions with enrollment of 1,000-4,999 offered the least help in dealing with the social costs of attendance with 61.8% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25).

Institutions with enrollment of 20,000 and above offered the most help with institutional focus on traditional students with 38.4% falling in the somewhat or to a great extent categories. Institutions with enrollment of 5,000-9,999 offered the least help with institutional focus on traditional students with 66.7% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25). Institutions with enrollment of under 1,000 offered the most help with dealing with large class sizes with 69.5% falling in the somewhat or to a great extent categories. Institutions with enrollment of 20,000 and above offered the least help with dealing with large class sizes with 61.5% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25).

Institutions with enrollment of 10,000-19,999 offered the most help with the perceived intensity of student academic demands with 39.3% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with the perceived intensity of student academic demands with 80.5% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25). Institutions with enrollment of 10,000-19,999 offered the most help with the procedural rigidity regarding degree completion with 42.8% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with the procedural rigidity regarding degree completion with 69.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25).

Institutions with enrollment of 20,000 and above offered the most help with concern about being able to pay back student loans with 46.1% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with concern about being able to pay back student loans with 76.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25). Institutions with enrollment of 10,000-

19,999 offered the most help with limited accessibility (scheduling) of courses with 50% falling in the somewhat or to a great extent categories. Institutions with enrollment of under 1,000 offered the least help with limited accessibility (scheduling) of courses with 81.9% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25).

Institutions with enrollment of 10,000-19,999 offered the most help with concern about instructor to student interactions with 50% falling in the somewhat or to a great extent categories. Institutions with enrollment of 20,000 and above offered the least help with concern about being able to pay back student loans with 69.2% falling in the very little or not at all categories (see Appendix F: Large Tables: Table F-25).

Interventions

Interventions are changes to policies and support services that would impact adults in a positive way.

Articulating a Commitment to Serving Adult Students in Institutional Mission

Public institutions articulated a commitment to serving adult students in their mission the least with 65% of institutions answering in the not at all, or very little categories (see table 66). Private for-profit institutions articulated a commitment to serving adult students in their mission the most with 42% of institutions answering in the somewhat or to a great extent categories (see table 66). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 66

Extent of Institutions' Missions that Articulate a Commitment to Serving Adult Students by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	15	17.0%	42	47.7%	23	26.1%	7	8.0%
Private Non-Profit	35	24.3%	49	34.0%	29	20.1%	29	20.1%
Private For-Profit	5	41.7%	2	16.7%	3	25.0%	2	16.7%

Note. n = 244, p = .08.

Institutions with an overall enrollment of 1,000 to 4,999 articulated a commitment to serving adult students in their mission most with 44% of institutions answering in the somewhat or to a great extent categories (see Table 67). Institutions with an overall enrollment of 20,000 or above articulated a commitment to serving adult students in their mission the least with 85% of institutions answering in the not at all, or very little categories (see Table 67). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 67

Extent of Institutions' Missions that Articulate a Commitment to Serving Adult Students by Institutional Size

	Not at All	Very Little	Somewhat	To a Great Extent
Under 1,000	14 30.5%	15 32.6%	5 10.9%	12 26.1%
1,000-4,999	26 23.6%	36 32.7%	30 27.3%	18 16.4%
5,000-9,999	4 12.1%	18 54.5%	8 24.2%	3 9.1%
10,000-19,999	5 17.9%	11 39.3%	8 28.6%	4 14.3%
20,000 and above	9 34.6%	13 50.0%	4 15.4%	0 0.0%

Note. n = 244, p = 0.064.

Far West states offered more institutions articulating a commitment to serving adult students with 50% in the somewhat or to a great extent categories, and Southwest states offered the least institutions articulating a commitment to serving adult students with 72% in the not at all, or very little categories (see Table 68).

Table 68

Extent of Institutions' Missions that Articulate a Commitment to Serving Adult Students by Geographic Region

	Not at All		Very Little		Somewhat		To a Great Extent	
New England	1	7.7%	8	61.5%	2	15.4%	2	15.4%
Mid East	12	29.3%	15	36.6%	8	19.5%	6	14.6%
Great Lakes	11	28.9%	13	34.2%	8	21.1%	6	15.8%
Plains	8	22.2%	12	33.3%	9	25.0%	7	19.4%
Southeast	13	18.3%	30	42.3%	15	21.1%	13	18.3%
Southwest	5	27.8%	8	44.4%	5	27.8%	0	0.0%
Rocky Mountains	2	33.3%	2	33.3%	2	33.3%	0	0.0%
Far West	5	25.0%	5	25.0%	6	30.0%	4	20.0%

Note. n = 244, p = .883.

Marketing Specifically Aimed at the Recruitment of Adult Students

Within respondent institutions when broken down by sector, Public institutions did a low amount of marketing specifically to adult students with 77% of institutions offering 0 or 1-25% of their marketing toward adult students (see Table 69). Private non-profit did a low amount of marketing specifically to adult students with 67% of institutions offering 0 or 1-25% of their marketing toward adult students (see Table 69). In private for-profit institutions 50% of institutions offered 50-100% of their marketing toward adults (see Table 69). Pearson Chi Square values show this data to be significant at the .05 level at .004. The measure of association is small with Cramer's V=.23

Table 69

Percentage of Institutions' Marketing Aimed Specifically at Adult Students by Sector

	0		1-25%		26-50%		50-75%		75-100%	
Public	13	14.7%	55	62.5%	16	18.2%	1	1.1%	3	3.4%
Private Non-Profit	25	17.4%	72	50.0%	28	19.4%	10	6.9%	9	6.3%
Private For-Profit	1	8.3%	3	25.0%	2	16.7%	3	25.0%	3	25.0%

Note. n = 244, p = .004*.

When broken down by institutional size institutions with 5 000 to 20 000 students were markedly in the less than 0-50% with only 7% of institutions offering 75-100% marketing to adults (see Table 70). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 70

Percentage of Institutions' Marketing Aimed Specifically at Adult Students by Institutional Size

	0		1-25%		26-50%		50-75%		75-100%	
Under 1,000	7	15.2%	23	50.0%	9	19.6%	3	6.5%	4	8.7%
1,000-4,999	21	19.0%	51	46.4%	22	20.0%	9	8.2%	7	6.4%
5,000-9,999	4	12.1%	22	66.7%	6	18.2%	0	0.0%	1	3.0%
10,000-19,999	5	17.8%	17	60.7%	5	17.9%	0	0.0%	1	3.6%
20,000 and above	2	7.6%	17	65.4%	4	15.4%	2	7.7%	1	3.8%

Note. n = 244, p = 0.276.

When broken down by Geographical Region, institutions in New England, and the Southeast offered the least % of marketing toward adult students (see Table 71). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 71

Percentage of Institutions' Marketing Aimed Specifically at Adult Students by Geographical Region

	0		1-25%		26-50%		50-75%		75-100%	
New England	0	0.0%	9	69.2%	3	23.2%	0	0.0%	1	7.7%
Mid East	5	12.2%	24	58.5%	6	14.6%	2	4.9%	4	9.8%
Great Lakes	6	15.8%	22	57.9%	7	18.4%	1	2.6%	2	5.3%
Plains	9	25.0%	14	38.9%	4	11.1%	6	16.7%	3	8.3%
Southeast	14	19.7%	40	56.3%	11	15.5%	3	4.2%	3	4.2%
Southwest	1	5.6%	7	38.9%	8	44.4%	0	0.0%	2	11.1%
Rocky Mountains	0	0.0%	6	100.0%	0	0.0%	0	0.0%	0	0.0%
Far West	4	20.0%	8	40.0%	6	30.0%	2	10.0%	0	0.0%

Note. n = 244, p = .214.

Institutions Tracking Admissions, Retention, and Completion of Degree

Private for-profit institutions did the least tracking of admissions, retention and completion of degree with 91.6% tracking not at all, or very little (see Table 72). Public institutions came in close behind at 81%. Retention data was tracked best by Public institutions with 34% tracking somewhat or to a great extent (see Table 72). Pearson Chi Square values show this data to be significant at the .05 level at .004 for admissions, .008 for retention, and .047 for completion of agree. The measure of association is small with Cramer's V at .21 for admissions, .20 for retention, and .17 for completion of agree.

Table 72

Extent of Institutions' Track Admissions, Retention, and Completion by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Admission	32	36.4%	39	44.3%	14	15.9%	3	3.4%
	Retention	24	27.3%	34	38.6%	25	28.4%	5	5.7%
	Completion of Degree	28	31.8%	32	36.4%	22	25.0%	6	6.8%
Private	Admission	76	52.8%	39	27.1%	16	11.1%	13	9.0%
Non-Profit	Retention	60	41.7%	45	31.3%	22	15.3%	17	11.8%
	Completion of Degree	65	45.1%	43	29.9%	21	14.6%	15	10.4%
Private	Admission	10	83.3%	1	8.3%	0	0.0%	1	8.3%
For-Profit	Retention	8	66.6%	3	25.0%	0	0.0%	1	8.3%
	Completion of Degree	8	66.6%	3	25.0%	0	0.0%	1	8.3%
n = 244	Admission		0.004*						
p =	Retention		0.008*						
	Completion of Degree		0.047*						

Institutions with enrollment 20,000 and above did the least tracking of admission, retention and completion of degree with admissions at 88.4%, retention at 77% and completion at 80.8% in the not at all, or very little categories (see Table 73). Institutions with enrollment of 10,000-19,000 tracked admissions the most at 32.2% in the somewhat or to a great extent categories (see Table 73). Institutions with enrollment of 5,000 to 9,999 did the greatest tracking of retention at 42.5% in the somewhat or to a great extent categories (see Table 73). Institutions with enrollment of 10,000–19,999 offered the most tracking of completion at 39.2% in the somewhat or to a great extent categories (see Table 73). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 73

Extent of Institutions' Track Admissions, Retention, and Completion by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	Admission	22	47.9%	15	32.6%	3	6.5%	6	13.0%
	Retention	23	50.0%	10	21.7%	7	15.2%	6	13.0%
	Completion of Degree	22	47.9%	10	21.7%	9	19.6%	5	10.9%
1,000-4,999	Admission	57	51.8%	34	30.9%	12	10.9%	7	6.4%
	Retention	39	35.4%	44	40.0%	16	14.5%	11	10.0%
	Completion of Degree	47	42.7%	38	34.5%	12	10.9%	13	11.8%
5,000-9,999	Admission	12	36.4%	14	42.4%	4	12.1%	3	9.1%
	Retention	9	27.3%	10	30.3%	12	36.4%	2	6.1%
	Completion of Degree	10	30.3%	6	16.7%	9	27.3%	1	3.0%
10,000-19,999	Admission	12	42.8%	7	25.0%	8	28.6%	1	3.6%
	Retention	8	28.5%	10	35.7%	8	28.6%	2	7.1%
	Completion of Degree	8	28.5%	9	32.1%	9	32.1%	2	7.1%
20,000 and above	Admission	14	53.8%	9	34.6%	3	11.5%	0	0.0%
	Retention	12	46.2%	8	30.8%	4	15.4%	2	7.7%
	Completion of Degree	13	50.0%	8	30.8%	4	15.4%	1	3.8%
n = 244 p =	Admission	0.244							
	Retention	0.159							
	Completion of Degree	0.162							

Plains states offered the most tracking of admissions with 30.6% in the categories (see Table 74). The Far West states offered the least tracking of admissions with 90% in the not at all, or very little categories (see Table 74). Southwest states offered the least tracking of retention with 83.3% in the not at all, or very little categories (see Table 74). Far west states offered the most tracking of retention with 45% in the somewhat or to a great extent categories (see Table 74). New England states offered the most tracking of adult student completion of degrees with 30.8% in the somewhat or to a great extent categories (see Table 74). The Southwest and Rocky Mountain states tied for least tracking of adult student completion of degrees in the not at all, or

very little categories (see Table 74). Pearson Chi Square values showed these data not to be statistically significant at the .05 level at .84 for admissions, and .054 for completion of agree, and significant at .048 for retention. The measure of association is small with Cramer's V=.21.

Table 74

Extent of Institutions' Track Admissions, Retention, and Completion by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Admission	5	38.5%	6	46.2%	1	7.7%	1	7.7%
	Retention	5	38.5%	4	30.8%	3	23.1%	1	7.7%
	Completion of Degree	6	46.2%	3	23.1%	3	23.1%	1	7.7%
Mid East	Admission	21	51.2%	12	29.3%	6	14.6%	2	4.9%
	Retention	15	36.6%	14	34.1%	8	19.5%	4	9.8%
	Completion of Degree	15	36.6%	16	39.0%	6	14.6%	4	9.8%
Great Lakes	Admission	24	63.2%	7	18.4%	4	10.5%	3	7.9%
	Retention	20	52.7%	7	18.4%	5	13.2%	6	15.8%
	Completion of Degree	20	57.9%	7	18.4%	5	13.2%	4	10.5%
Plains	Admission	18	50.0%	7	19.4%	6	16.7%	5	13.9%
	Retention	9	25.0%	14	38.9%	8	22.2%	5	13.9%
	Completion of Degree	13	36.1%	10	27.8%	8	22.2%	5	13.9%
Southeast	Admission	29	40.8%	29	40.8%	8	11.3%	5	7.0%
	Retention	23	32.4%	30	42.3%	12	16.9%	6	8.5%
	Completion of Degree	25	35.2%	27	38.0%	12	16.9%	7	9.9%
Southwest	Admission	9	50.0%	6	33.3%	3	16.7%	0	0.0%
	Retention	8	44.4%	7	38.9%	3	16.7%	0	0.0%
	Completion of Degree	9	50.0%	6	33.3%	3	16.7%	0	0.0%
Rocky Mountains	Admission	2	33.3%	3	50.0%	1	16.7%	0	0.0%
	Retention	0	0.0%	6	100.0%	0	0.0%	0	0.0%
	Completion of Degree	0	0.0%	5	83.3%	1	16.7%	0	0.0%
Far West	Admission	10	50.0%	8	40.0%	1	5.0%	1	5.0%
	Retention	11	55.0%	0	0.0%	8	40.0%	1	5.0%
	Completion of Degree	11	55.0%	3	15.0%	5	25.0%	1	5.0%
p =	Admission	0.843							
	Retention	0.048*							
	Completion of Degree	0.544							

Institution Collecting Data on Demographics and Reported Needs

Respondent institutions when broken down by sector showed no tangible difference in the collection of data (see Table 75). Pearson Chi Square values showed these data to be statistically significant at the .05 level. The measure of association was small with Cramer's $V=.17$.

Table 75

Extent to Which Institutions Collect Data on Demographics and Reported Needs by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Demographics, I.E.	35	39.8%	39	44.3%	13	14.8%	1	1.1%
	Gender, Ethnicity, Age Range, Etc.								
	Reported Needs	12	13.7%	40	45.5%	27	30.7%	9	10.2%
Private Non-Profit	Demographics, I.E.	74	51.4%	39	27.1%	23	16.0%	8	5.6%
	Gender, Ethnicity, Age Range, Etc.								
	Reported Needs	35	24.3%	58	40.3%	34	23.6%	3	1.8%
Private For-Profit	Demographics, I.E.	7	58.3%	2	16.7%	2	16.7%	1	8.3%
	Gender, Ethnicity, Age Range, Etc.								
	Reported Needs	6	51.0%	3	25.0%	2	16.7%	1	8.3%
n = 244	Demographics, I.E.	0.049*							
p =	Gender, Ethnicity, Age Range, Etc.								
	Reported Needs	0.13							

Table 76

Extent to Which Institutions Collect Data on Demographics and Reported Needs by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	Demographics	21	45.7%	12	26.1%	10	21.7%	3	6.6%
	Reported Needs	13	28.3%	18	39.1%	9	19.6%	6	13.0%
1,000-4,000	Demographics	53	48.2%	36	32.7%	15	13.6%	6	5.5%
	Reported Needs	24	21.7%	43	39.1%	31	28.2%	11	10.0%
5,000-9,999	Demographics	15	45.5%	12	36.4%	5	15.2%	1	3.0%
	Reported Needs	5	15.2%	17	51.5%	6	18.2%	5	15.2%
10,000-19,999	Demographics	11	39.2%	11	39.3%	6	21.4%	0	0.0%
	Reported Needs	5	17.8%	9	32.1%	12	42.9%	2	7.1%
20,000 and above	Demographics	15	57.7%	9	34.6%	2	7.7%	0	0.0%
	Reported Needs	2	7.1%	13	50.0%	5	19.2%	3	11.5%
n = 244,	Demographics	0.623							
p =	Reported Needs	0.638							

The New England states (92.3%) collected data on Demographics not at all or very little (see Table 77). In addition New England states (54%) collected data on reported needs not at all or very little (see Table 77). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 77

Extent to Which Institutions Collect Data on Demographics and Reported Needs by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Demographics	4	30.8%	8	61.5%	1	7.7%	0	0.0%
	Reported Needs	2	15.4%	5	38.5%	6	46.2%	0	0.0%
Mid East	Demographics	22	53.7%	10	24.4%	7	17.1%	2	4.9%
	Reported Needs	9	22.0%	20	48.8%	8	19.5%	4	9.8%
Great Lakes	Demographics	21	55.3%	10	26.3%	5	13.2%	2	5.3%
	Reported Needs	10	26.4%	15	39.5%	10	26.3%	3	7.9%
Plains	Demographics	17	47.2%	12	33.3%	7	19.4%	0	0.0%
	Reported Needs	10	27.8%	12	33.3%	11	30.6%	3	8.3%
Southeast	Demographics	30	42.2%	25	35.2%	12	16.9%	4	5.6%
	Reported Needs	14	19.7%	29	40.8%	15	21.1%	13	18.3%
Southwest	Demographics	8	44.4%	5	27.8%	4	22.2%	1	5.6%
	Reported Needs	2	11.1%	9	50.0%	5	27.8%	2	11.1%
Ricky Mountains	Demographics	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Reported Needs	0	0.0%	3	50.0%	3	50.0%	0	0.0%
Far West	Demographics	12	60.0%	6	30.0%	1	5.0%	1	5.0%
	Reported Needs	6	30.0%	8	40.0%	4	20.0%	2	10.0%
n = 244,	Demographics	0.878							
p =	Reported Needs	0.784							

Institutional Changes to Academic Programs, Policies, and Service Based on Adult

Students' Reported Needs

When considering institutions responses by sector it appears that there was no tangible difference between sectors (see Table 78). Private for-profit institutions had a slightly higher percentage of making changes to Academic Programs at 50% in somewhat and to a great extent (see Table 78). Private for-profit made the least changes to Services with 83.3% in the not at all or very little categories (see Table 78). Pearson Chi Square values show this data to be significant at the .05 level at .002 for Academic Programs and for Policies at .009. The measure of association was small with Cramer's V at .25 for Academic Programs and .20 for Policies.

Table 78

Extent to Which Institutions Make Changes to Academic Programs, Policies, and Services Based on Students' Reported Needs by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Academic Programs	14	15.9%	42	47.7%	27	30.7%	5	5.7%
	Policies	12	13.7%	45	51.1%	27	30.7%	4	4.5%
	Services	28	31.8%	37	42.0%	21	23.9%	2	2.3%
Private Non-Profit	Academic Programs	43	29.9%	43	29.9%	38	26.4%	20	13.9%
	Policies	31	21.5%	61	42.4%	38	26.4%	14	9.7%
	Services	43	29.9%	59	41.0%	30	20.8%	12	8.3%
Private For-Profit	Academic Programs	5	41.6%	1	8.3%	2	16.7%	4	33.3%
	Policies	6	50.0%	3	25.0%	0	0.0%	3	25.0%
	Services	7	58.3%	3	25.0%	1	8.3%	1	8.3%
n = 244, p =	Academic Programs	0.002*							
	Policies	0.009*							
	Services	0.285							

Institutions when broken down by Institutional size showed that institutions with 20,000 and above were making the least changes to academic programs (73%), policies (69%) and services at (80%), in the not at all, or very little categories (see Table 79). Institutions with enrollment of 1,000 to 4,999 offered the least changes to academic programs at 43.6% in the somewhat or to a great extent categories (see Table 79). Institutions with enrollment of 10,000 to 19,999 were the most likely to be making changes to policies (46%) and services (39%) in the somewhat or to a great extent categories (see Table 79). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 79

Extent to Which Institutions Make Changes to Academic Programs, Policies, and Services Based on Students' Reported Needs by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1,000	Academic Programs	14	30.5%	15	32.6%	9	19.6%	8	17.4%
	Policies	10	21.8%	21	45.7%	9	19.6%	6	13.0%
	Services	16	34.8%	20	43.5%	6	13.0%	4	8.7%
1,000-4,999	Academic Programs	30	27.3%	32	29.1%	32	29.1%	16	14.5%
	Policies	22	20.0%	49	44.5%	30	27.3%	9	8.2%
	Services	34	30.9%	45	40.9%	23	20.9%	8	7.3%
5,000-9,999	Academic Programs	7	21.2%	14	42.4%	10	30.3%	2	6.1%
	Policies	8	24.2%	14	42.4%	7	21.2%	4	12.1%
	Services	10	30.2%	13	39.4%	8	24.2%	2	6.1%
10,000-19,999	Academic Programs	4	14.2%	12	42.9%	10	35.7%	2	7.1%
	Policies	4	14.2%	11	39.3%	12	42.9%	1	3.6%
	Services	6	21.4%	11	39.3%	10	35.7%	1	3.6%
20,000 and above	Academic Programs	7	26.9%	12	46.2%	9	35.7%	1	3.8%
	Policies	5	19.2%	13	50.0%	7	26.9%	1	3.8%
	Services	11	42.3%	10	38.5%	5	19.2%	0	0.0%
n = 244, p =	Academic Programs	0.381							
	Policies	0.728							
	Services	0.571							

Institutions in New England were the least likely to be making changes to services with 84.6% in the not at all, or very little categories (see Table 80). Southwest states were making the least changes to Academic Programs at 72% and Policies at 72% in the not at all, or very little categories (see Table 80). Plains States were the most likely to be making changes to Policies with 47% in the somewhat or to a great extent categories (see Table 80). Southeast states were

the most likely to be making changes to Policies with 45% in the somewhat or to a great extent categories (see Table 80). Great Lakes states were the most likely to be making changes to Services with 47% in the somewhat or to a great extent categories (see Table 80). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 80

*Extent to Which Institutions Make Changes to Academic Programs, Policies, and Services
Based on Students' Reported Needs by Geographic Region*

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Academic Programs	4	30.8%	5	38.5%	3	23.1%	1	7.7%
	Policies	2	15.4%	7	53.8%	4	30.8%	0	0.0%
	Services	2	15.4%	9	69.2%	2	15.4%	0	0.0%
Mid East	Academic Programs	7	17.1%	20	48.8%	11	26.8%	3	7.3%
	Policies	8	19.5%	21	51.2%	7	17.1%	5	12.2%
	Services	16	39.0%	13	31.7%	9	22.0%	3	7.3%
Great Lakes	Academic Programs	12	31.6%	11	28.9%	11	28.9%	4	10.5%
	Policies	8	21.1%	15	39.5%	12	31.6%	3	7.9%
	Services	13	34.2%	11	28.9%	12	31.6%	2	5.3%
Plains	Academic Programs	15	41.7%	5	13.9%	11	30.6%	5	13.9%
	Policies	8	22.2%	11	30.6%	15	41.7%	2	5.6%
	Services	9	25.0%	14	38.9%	11	30.6%	2	5.6%
Southeast	Academic Programs	13	18.3%	26	36.6%	21	29.6%	11	15.5%
	Policies	14	19.7%	33	46.5%	17	23.9%	7	9.9%
	Services	25	35.2%	28	39.4%	12	16.9%	6	8.5%
Southwest	Academic Programs	7	38.9%	6	33.3%	4	22.2%	1	5.6%
	Policies	4	22.3%	9	50.0%	4	22.2%	1	5.6%
	Services	6	33.4%	8	44.0%	3	16.7%	1	5.6%

Table 80 (continued)

*Extent to Which Institutions Make Changes to Academic Programs, Policies, and Services**Based on Students' Reported Needs by Geographic Region*

		Not at All		Very Little		Somewhat		To a Great Extent	
Rocky Mountains	Academic Programs	0	0.0%	5	83.3%	0	0.0%	1	16.7%
	Policies	0	0.0%	3	50.0%	2	33.3%	1	16.7%
	Services	0	0.0%	6	100.0%	0	0.0%	0	0.0%
Far West	Academic Programs	4	20.0%	7	35.0%	6	30.0%	3	15.0%
	Policies	5	25.0%	9	45.0%	4	20.0%	2	10.0%
	Services	6	30.0%	10	50.0%	3	15.0%	1	5.0%
n = 244, p =	Academic Programs	0.400							
	Policies	0.963							
	Services	0.534							

Faculty Experience Working with Adult Students a Factor when Recruiting

Public institutions were offering the most interest in faculty with experience working with adult students at 63.6% of in the somewhat and to a great extent categories (see Table 81). Private for-profit institutions were offering the least development interest in faculty with experience working with adult students at 91.6% of institutions in the not at all or very little categories (see Table 81). Pearson Chi Square values show this data to be significant at the .05 level at .006. The measure of association was small with Cramer's V=.21.

Table 81

Extent of Institutions Where Experience Working with Adult Students is a Factor When Recruiting Faculty by Sector

	Not at All		Very Little		Somewhat		To a Great Extent	
Public	20	22.7%	12	13.6%	30	34.1%	26	29.5%
Private Non-Profit	45	31.3%	35	24.3%	41	28.5%	23	16.0%
Private For-Profit	7	58.3%	4	33.3%	1	8.3%	0	0.0%

Note. n = 244, p = .006*.

Institutions with enrollment of 20,000 and above were offering the most interest in faculty with experience working with adult students at 57.7% of in the somewhat and to a great extent categories (see Table 82). Institutions with enrollment of 10,000-19,999 were offering the least development for faculty about teaching adults, and interest in faculty with experience working with adult students with 60.7% of institutions in the not at all or very little categories (see Table 82). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 82

Extent of Institutions Where Experience Working with Adult Students is a Factor When Recruiting Faculty by Institutional Size

	To a Great Extent		Somewhat		Very Little		Not at All	
Under 1,000	9	19.6%	18	39.1%	6	13.0%	13	28.3%
1,000-4,999	16	14.5%	31	28.2%	31	28.2%	32	29.1%
5,000-9,999	12	36.4%	7	21.2%	7	21.2%	7	21.1%
10,000-19,999	8	28.6%	9	32.1%	2	7.1%	9	32.1%
20,000 and above	4	15.4%	7	26.9%	5	19.2%	10	38.5%

Note. n = 244, p = .188.

New England states were offering the most interest in faculty with experience working with adult students at 53.9% of in the somewhat and to a great extent categories (see Table 83). Southwest states were offering the least interest in faculty with experience working with adult students with 66.7% of institutions in the not at all or very little categories (see Table 83). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 83

Extent of Institutions Where Experience Working with Adult Students is a Factor When

Recruiting Faculty by Institutional Size

	To a Great Extent	Somewhat	Very Little	Not at All
New England	3 23.1%	3 23.1%	2 15.4%	5 38.5%
Mid East	9 21.9%	10 24.4%	12 29.3%	10 24.4%
Great Lakes	10 26.3%	11 28.9%	10 26.3%	7 18.4%
Plains	13 36.1%	8 22.2%	9 25.0%	6 16.7%
Southeast	24 33.8%	10 14.1%	21 29.6%	16 22.5%
Southwest	8 44.5%	4 22.2%	6 33.3%	0 0.0%
Rocky Mountains	0 0.0%	0 0.0%	5 83.3%	1 16.7%
Far West	5 25.0%	5 25.0%	7 35.0%	3 15.0%

Note. n = 244, p = .294

Adult-Specific Orientation

Private for-profits were offering the most adult-specific orientation at 75% in the somewhat and to a great extent categories (see Table 84). Public institutions were offering adult-specific orientation the least at 38% in the not at all or very little categories category (see Table 84). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 84

Extent of Institutions Offering Adult Specific Orientation by Sector

	To a Great Extent		Somewhat		Very Little		Not at All	
Public	28	31.8%	27	30.7%	21	23.9%	12	13.6%
Private Non-Profit	74	51.4%	27	18.8%	22	15.3%	21	14.6%
Private For-Profit	7	58.3%	2	16.7%	1	8.3%	2	16.7%

Note. n = 244, p = .076.

Institutions with under 1,000 were offering the most adult-specific orientation at 50% in the somewhat and to a great extent categories (see Table 85). Institutions with 1,000 to 4,999 were offering the adult-specific orientation at 76% in the not at all or very little categories (see Table 85). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 85

Extent of Institutions Offering Adult Specific Orientation by Institutional Size

	To a Great Extent		Somewhat		Very Little		Not at All	
Under 1,000	12	26.1%	11	23.9%	9	19.6%	14	30.5%
1,000-4,999	10	9.1%	16	14.5%	22	20.0%	62	56.4%
5,000-9,999	5	15.2%	6	18.2%	10	30.3%	12	36.3%
10,000-19,999	6	21.4%	6	21.4%	8	28.6%	8	28.6%
20,000 and above	2	7.7%	5	19.2%	7	26.9%	12	46.2%

Note. n = 244, p = .069.

Southwest states were offering the most adult-specific orientation at 42% in the somewhat and to a great extent categories (see Table 86). The Far West states were offering it least at 67% in the not at all or very little categories (see Table 86). Pearson Chi Square values showed these data to be statistically significant at the .05 level at .044. The measure of association was small with Cramer's $V=.21$.

Table 86

Extent of Institutions Offering Adult Specific Orientation by Geographic Region

	To a Great Extent	Somewhat	Very Little	Not at All
New England	3 23.1%	6 46.2%	2 15.4%	2 15.4%
Mid East	19 46.4%	8 19.5%	6 14.6%	8 19.5%
Great Lakes	19 50.0%	8 21.1%	6 15.8%	5 13.2%
Plains	18 50.0%	4 11.1%	8 22.2%	6 16.7%
Southeast	34 47.9%	13 18.3%	13 18.3%	11 15.5%
Southwest	9 50.0%	5 27.8%	2 11.1%	2 11.1%
Rocky Mountains	0 0.0%	2 33.3%	3 50.0%	1 16.7%
Far West	7 35.0%	10 50.0%	3 15.0%	0 0.0%

Note. $n = 244$, $p = .044^*$.

Dedicated Adult Student Center

Private non-profit were offering most a dedicated adult student center at 31% in the "yes" category (see Table 87). Private for-profits were offering a dedicated adult student center the least at 66.7 in the "yes" category (see Table 87). Pearson Chi Square values show this data to be significant at the .05 level at .03.

Table 87

Extent of Institutions Offering a Dedicated Adult Student Center by Sector

	NA		Yes		No	
Public	14	15.9%	26	29.5%	48	54.5%
Private Non-Profit	22	15.3%	45	31.3%	77	53.5%
Private For-Profit	3	25.0%	1	8.3%	8	66.7%

Note. n = 244, p = .561.

Institutions with 20,000 and above were offering the most instances of an dedicated adult student center at 38.5% (see Table 88). Pearson Chi Square values show this data to be significant at the .05 level at .03. The measure of association was small with Cramer's V=.20.

Table 88

Extent of Institutions Offering a Dedicated Adult Student Center by Institutional Size

	Yes		No	
Under 1,000	8	17.4%	5	10.9%
1,000-4,999	40	36.4%	18	16.4%
5,000-9,999	10	30.3%	4	12.1%
10,000-19,999	4	14.3%	5	17.9%
20,000 and above	10	38.5%	6	23.1%

Note. n = 244, p = .03*.

Great Lakes states were most offering at 42%. The Southwest and Plains states were offering it least at 28% (see Table 89). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 89

Extent of Institutions Offering a Dedicated Adult Student Center by Geographic Region

	NA		Yes		No	
New England	8	61.5%	2	15.4%	3	23.1%
Mid East	23	56.1%	16	39.0%	2	4.9%
Great Lakes	19	50.0%	16	42.1%	3	7.9%
Plains	19	52.8%	7	19.4%	10	27.8%
Southeast	37	52.1%	21	29.6%	13	18.3%
Southwest	9	50.0%	4	22.2%	5	27.8%
Rocky Mountains	4	66.7%	2	33.3%	0	0.0%
Far West	13	65.0%	4	20.0%	3	15.0%

Note. n = 244, p = .255.

Institutions that Offer Innovative Programs, Services, Materials, or Policies

Institutions have a high/low amount of innovative programs, services, materials, or policies to improve access, persistence, and success (see Table 90). Private For-profit offer the most innovative programs, services, materials, or policies at 75% in to a great extent or somewhat categories (see Table 90). Public institutions offered the least with 36.4% in the not at all or very little categories (see Table 90). Pearson Chi Square values show this data to be significant at the .05 level at .003.

Table 90

Extent of Institutions that Offer Innovative Programs, Services, Materials, or Policies by Sector

	To a Great Extent		Somewhat		Very Little		Not at All	
Public	25	28.4%	31	35.2%	29	33.0%	3	3.4%
Private Non-Profit	55	38.2%	39	27.1%	30	20.8%	20	13.9%
Private For-Profit	9	75.0%	0	0.0%	3	25.0%	0	0.0%

Note. n = 244, p = .003.

Institutions with an enrollment under 1,000 offered the most innovative programs, services, materials, or policies at 50% in the somewhat and to a great extent categories (see Table 91). Institutions with 20,000 or more offered the least in innovative programs, services, materials, or policies at 77% in the not at all or very little categories (see Table 91). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 91

Extent of Institutions that Offer Innovative Programs, Services, Materials, or Policies by Institutional Size

	To a Great Extent		Somewhat		Very Little		Not at All	
Under 1,000	9	19.6%	14	30.4%	8	17.4%	15	32.6%
1,000-4,999	10	9.1%	25	22.7%	30	27.3%	45	41.0%
5,000-9,999	2	6.1%	9	27.3%	14	42.4%	8	24.2%
10,000-19,999	2	7.1%	8	28.6%	11	39.3%	7	25.0%
20,000 and above	0	0.0%	6	23.1%	7	26.9%	13	50.0%

Note. n = 244, p = .069.

Institutions in New England offered the least innovative programs, services, materials, or policies at 62% in the not at all or very little categories (see Table 92). Institutions in the Southwest offered the most at 89% in somewhat and to a great extent (see Table 92). Pearson Chi Square values showed these data not to be statistically significant at the .05 level.

Table 92

Extent of Institutions that Offer Innovative Programs, Services, Materials, or Policies by Geographic Region

	To a Great Extent		Somewhat		Very Little		Not at All	
New England	3	23.1%	2	15.4%	7	53.8%	1	7.7%
Mid East	14	34.2%	12	29.3%	9	22.0%	6	14.6%
Great Lakes	13	34.2%	12	31.6%	9	23.7%	4	10.5%
Plains	16	44.5%	10	27.8%	7	19.4%	3	8.3%
Southeast	27	38.0%	18	25.4%	19	26.8%	7	9.9%
Southwest	11	61.1%	5	27.8%	2	11.1%	0	0.0%
Rocky Mountains	0	0.0%	3	50.0%	3	50.0%	0	0.0%
Far West	5	25.0%	7	35.0%	6	30.0%	2	10.0%

Note. n = 244, p = .351.

Time of Student Interaction

While institutions provided the researcher an indication of the level of service they offer adult students on each of these factors, the next question is to determine when they offer these services to students. Institutions were asked to say at what points of student interaction with the institution they offered the service. Points of interaction included; before admissions or when a student tries to gain access to an institution, during matriculation or being retained, and finally after completion/graduation or having reached a successful ending to their study.

For ability due to prior educational attainment institutions overall offered the most services during matriculation at 58.5%, with before admissions coming a close second at 51.9% . The least services were offered after completion at 11.3% (see Table 93). For course relevance

institutions overall offered the most services during matriculation at 60.9% and before admissions at 47.2%. The least services were offered after completion at 11%. (see Table 93)

For confidence in ability to succeed after graduation institutions overall offered the most services during matriculation at 68.1%, and before admissions at 40.6%. The least services were offered after completion at 37.9% (see Table 93). For confidence in ability due to age institutions overall offered the most services during matriculation at 54%, and before admissions at 46.9%. The least services were offered after completion at 14.9% (see Table 93).

For academic progress, overall institutions offered the most services before admissions at 63.6% and during matriculation at 22.7%. The least services were offered after completion at 10.1% (see Table 93). For technology skills overall institutions offered the most services during matriculation at 67.5 and before admissions at 34.3%. The least services were offered after completion at 7.5% (see Table 93).

Table 93

Point of Interaction at which Services are Offered the Most for Student/Academic Services or Counseling for Adult Students to Overcome Doubts and Issues

	Before		During		After	
Ability Due to Prior Educational Attainment	174	51.9%	196	58.5%	38	11.3%
Course Relevance	158	47.2%	204	60.9%	37	11.0%
Confidence in Ability to Succeed After Graduation	136	40.6%	228	68.1%	127	37.9%
Ability Due to Age	157	46.9%	181	54.0%	50	14.9%
Academic Progress	213	63.6%	76	22.7%	34	10.1%
Technology Skills	115	34.3%	226	67.5%	25	7.5%

Note. N = 321.

Private non-profit offered the most support for ability due to prior educational attainment before admissions at 54.2%. Private non-profit offered the most support for ability due to prior educational attainment during matriculation at 62.5%. Public institutions offered the most after completion at 11.4% (see Table 94). Private non-profit offered the most support for ability due to age before admissions at 47.9% (see Table 94). Public institutions offered the most support for academic progress during matriculation at 60.2%. Public institutions offered the most after completion at 29.4% (see Table 94).

Private for-profit offered the most support for course relevance before admissions at 50%. Private non-profit offered the most support for course relevance during matriculation at

60.4%. Private for-profits offered the most after completion at 33.3% (see Table 94). Private for-profit offered the most support for confidence in ability to succeed after graduation before admissions at 41.7% (see Table 94). Private for-profits offered the most support for academic progress during matriculation at 75%. Private for-profits offered the most after completion at 50% (see Table 94).

Private for-profit offered the most support for academic progress before admissions at 34%. Private non-profit offered the most support for academic progress during matriculation at 72.2%. Private for-profits offered the most after completion at 33.3% (see Table 94). Private for-profit offered the most support for technology skills before admissions at 50%. Public institutions offered the most support for technology skills during matriculation at 70.5%. Private non-profits offered the most after completion at 9.7% (see Table 94).

Table 94

Point of Interaction at which Services are Offered the Most for Student/Academic Services or Counseling for Adult Students to Overcome Doubts and Issues by Sector

		Before		During		After	
Public	Ability Due to Prior Education Attainment	42	47.7%	50	56.8%	10	11.4%
	Course Relevance	33	37.5%	53	60.2%	6	6.8%
	Confidence in Ability to Succeed After Graduation	30	34.1%	59	67.0%	25	28.4%
	Ability Due to Age	34	38.6%	53	60.2%	26	29.4%
	Academic Progress	25	28.4%	63	71.6%	4	4.5%
	Technology Skills	29	33.0%	62	70.5%	5	5.7%
Private Non-Profit	Ability Due to Prior Educational Attainment	78	54.2%	90	62.5%	14	9.7%
	Course Relevance	71	49.3%	87	60.4%	15	10.4%
	Confidence in Ability to Succeed After Graduation	58	40.3%	96	66.7%	57	39.6%
	Ability Due to Age	69	47.9%	72	50.0%	22	15.3%
	Academic Progress	49	34.0%	104	72.2%	18	12.5%
	Technology Skills	48	33.3%	97	67.4%	14	9.7%
Private For-Profit	Ability Due to Prior Educational Attainment	5	41.7%	4	33.3%	3	25.0%
	Course Relevance	6	50.0%	6	50.0%	4	33.3%
	Confidence in Ability to Succeed After Graduation	5	41.7%	9	75.0%	6	50.0%
	Ability Due to Age	5	42.7%	5	41.7%	2	16.7%
	Academic Progress	4	33.3%	8	66.7%	4	33.3%
	Technology Skills	6	50.0%	6	50.0%	1	8.3%
n = 244, p =	Ability Due to Prior Educational Attainment	0.504		0.124		0.267	
	Course Relevance	0.202		0.775		0.018*	
	Confidence in Ability to Succeed After Graduation	0.621		0.839		0.134	
	Ability Due to Age	0.379		0.226		0.678	
	Academic Progress	0.669		0.919		0.005*	
	Technology Skills	0.487		0.363		0.553	
						v=.18	
						v=20	

Student and Academic Services or Counseling to Address Motivators

For extended on-line student services overall institutions offered the most services during matriculation at 58.8% and before admissions at 37.3%. The least services were offered after completion at 10.1% (see Table 95). For expanded course offerings overall institutions offered the most services during matriculation at 57.9% and before admissions with 26.9%. The least services were offered after completion at 6.9% (see Table 95). For flexibility in course delivery overall institutions offered the most services during matriculation at 63.3% and before admissions with 31.9%. The least services were offered after at 6.3% (see Table 95).

For institutional early-warning systems overall institutions offered the most services during matriculation at 70.4% and before admissions with 20%. The least services were offered after completion at 4.8% (see Table 95). For smaller classes overall institutions offered the most services during matriculation at 64.5% and before admissions with 27.5%. The least services were offered after at 5.1% (see Table 95). For interactive electronic tutoring overall institutions offered the most services during matriculation at 54.3% and before admissions with 14%. The least services were offered after at 5.1% (see Table 95).

For workshops to help alleviate fears about obtaining employment institutions offered the most services during matriculation at 57% and before admissions with 12.5%. The least services were offered after at 23% (see Table 95). For mentoring programs with community members and faculty institutions offered the most services during matriculation at 51.6% and before admissions with 11.9%. The least services were offered after at 14.6% (see Table 95). For employer endorsement of the program institutions offered the most services during matriculations at 54.6% and before admissions with 27.8%. The least services were offered after at 17.3% (see Table 95).

For professional/career growth and development institutions offered the most services during matriculation at 62.7% and before admissions with 19.7% . The least services were offered after at 31.6% (see Table 95). For peer /co-student support programs institutions offered the most services during matriculation 57.6% and before admissions with 19.7%. The least services were offered after at 9.6% (see Table 95). For financial aid institutions offered the most services during matriculation at 66% and before admissions with 58.5%. The least services were offered after at 9.6% (see Table 95).

For study skills workshops institutions offered the most services before admissions with 78.2%, and during matriculation at 66.6%. The least services were offered after at 5.7% (see Table 95). For remedial courses institutions offered the most services before admissions with 69.6%, and during matriculation at 46%. The least services were offered after at 2.7% (see Table 95). For balancing school with work responsibilities institutions offered the most services before admissions with 63.3% and during matriculation at 34.6%. The least services were offered after at 2.7% (see Table 95).

For dealing with time-management pressures institutions offered the most services before admissions with 65.1%, and during matriculation at 64.2% (see Table 95). The least services were offered after at 4.8%. For dealing with orientation to the program and institution, institutions offered the most services during matriculation at 47.2% and before admissions with 32.8%. The least services were offered after 4.5% (see Table 95).

Table 95

Point of Interaction at which Student and Academic Services or Counseling to Address

Motivators

	Before		During		After	
Extended On-Line Student Services, I.E., Counseling, Advising	125	37.3%	197	58.8%	34	10.1%
Expanded Course Offerings	90	26.9%	194	57.9%	23	6.9%
Flexibility in Course Delivery, I.E., Times	107	31.9%	212	63.3%	21	6.3%
Institutional Early-Warnings Systems for Academic Intervention and Support	67	20.0%	236	70.4%	16	4.8%
Smaller Classes	92	27.5%	216	64.5%	17	5.1%
Interactive Electronic Tutoring	47	14.0%	182	54.3%	17	5.1%
Workshops to Help Alleviate Fears About Obtaining Employment	42	12.5%	191	57.0%	77	23.0%
Mentoring Programs with Community Members and Faculty	40	11.9%	173	51.6%	49	14.6%
Employer Endorsement of the Program	93	27.8%	183	54.6%	58	17.3%
Professional/Career Growth and Development	66	19.7%	210	62.7%	106	31.6%
Peer/Co-Student Support Programs	66	19.7%	193	57.6%	32	9.6%
Financial Aid	196	58.5%	221	66.0%	32	9.6%
Study Skills Workshops	262	78.2%	223	66.6%	19	5.7%
Remedial Courses	233	69.6%	154	46.0%	9	2.7%
Balancing School with Work Responsibilities	212	63.3%	116	34.6%	9	2.7%
Deal with time-Management Pressures	218	65.1%	215	64.2%	16	4.8%
Orientation to the Program and Institution	110	32.8%	158	47.2%	15	4.5%

Note. N = 321.

Private non-profit offered the most support extended on-line student services before admissions at 38.9%. Public institutions offered the most support extended on-line student services during matriculation at 70.5%. Private for-profits offered the most after completion at

16.7% (see Table 96). Public institutions offered the most support expanded course offerings before admissions at 29.5%. Public institutions offered the most support for expanded course offerings during matriculation at 68.2%. Private non-profit offered the most after completion at 8.3% (see Table 96).

Private for-profits offered the most support for flexibility in course delivery before admissions at 33.3%. Public institutions offered the most support for flexibility in course delivery during matriculation at 70.5%. Private non-profit offered the most after completion at 6.9% (see Table 96). Private for-profits offered the most support with institutional early-warning systems before admissions at 41.7%. Public institutions offered the most support using institutional early-warning systems during matriculation at 72.7%. Private non-profit offered the most after completion at 6.3% (see Table 96).

Private non-profit offered the most support with smaller classes before admissions at 30.6%. Public institutions offered the most support with smaller classes during matriculation at 64.8%. Private non-profit offered the most after completion at 6.3% (see Table 96). Private for-profits offered the most support using interactive electronic tutoring before admissions at 16.7%. Public institutions offered the most support using interactive electronic tutoring during matriculation at 68.2%. Private non-profit offered the most interactive electronic tutoring after completion at 69.2% (see Table 96).

Private for-profits offered the most support workshops to help alleviate fears about obtaining employment before admissions at 11.4%. Private non-profit offered the most support workshops to help alleviate fears about obtaining employment during matriculation at 57.6%. Public institutions offered the most after completion at 30.9% (see Table 96). Private for-profits offered the most support with mentoring programs before admissions at 16.7%. Public

institutions offered the most support with mentoring programs during matriculation at 56.8%. Private for-profits offered the most after completion at 16.7% (see Table 96).

Private for-profits offered the most support for employer endorsement of the program before admissions at 41.7%. Public institutions offered the most support for employer endorsement of the program during matriculation at 42%. Private for-profits offered the most after completion at 16.7% (see Table 96). Private non-profit offered the most support professional/career growth and development before admissions at 21.5%. Public institutions offered the most support professional/career growth and development during matriculation at 63.6%. Private for-profits offered the most after completion at 41.7% (see Table 96).

Public institutions offered the most support using peer /co-student support programs before admissions at 21.6%. Private non-profit offered the most support using peer /co-student support programs during matriculation at 62.5%. Private for-profits offered the most after completion at 16.7% (see Table 96). Private for-profits offered the most support using financial aid before admissions at 66.7%. Public institutions offered the most support using financial aid during matriculation at 71.6%. Private non-profit offered the most after completion at 9.7% (see Table 96.)

Private non-profit offered the most support study skills workshops before admissions at 17.4%. Private non-profit offered the most support study skills workshops during matriculation at 66%. Private non-profit offered the most after completion at 64.3% (see Table 96). Private for-profits offered the most support remedial courses before admissions at 33.3%. Public institutions offered the most remedial courses during matriculation at 62.5%. Private non-profit offered the most after completion at 8.3% (see Table 96).

Private for-profits offered the most support with balancing school with work responsibilities before admissions at 41.7%. Private non-profit offered the most support with balancing school with work responsibilities during matriculation at 61.8%. Private non-profit offered the most after completion at 4.9% (see Table 96). Private for-profits offered the most support for dealing with time-management pressures before admissions at 41.7%. Private non-profit offered the most for dealing with time-management pressures during matriculation at 65.3%. Private for-profits offered the most for dealing with time-management pressures after completion at 8.3% (see Table 96). Private for-profits offered the most support using orientation to the program and institution before admissions at 66.7%. Private non-profit offered the most support using orientation to the program and institution during matriculation at 65.3%. Private for-profits offered the most after completion at 8.3% (see Table 96).

Table 96

Point of Interaction at which Student and Academic Services or Counseling to Address

Motivators by Sector

		Before		During		After
Public	Extended On-Line Student Services, I.E., Counseling, Advising	31	35.2%	62	70.5%	9 10.2%
	Expanded Course Offerings	26	29.5%	60	68.2%	3 3.4%
	Flexibility in Course Delivery, I.E., Times	20	22.7%	62	70.5%	4 4.5%
	Institutional Early-Warnings Systems for Academic Intervention and Support	13	14.8%	64	72.7%	2 2.3%
	Smaller Classes	16	18.2%	57	64.8%	3 3.4%
	Interactive Electronic Tutoring	12	13.6%	60	68.2%	27 30.8%
	Workshops to Help Alleviate Fears About Obtaining Employment	10	11.4%	51	58.0%	27 30.9%
	Mentoring Programs with Community Members and Faculty	7	8.0%	50	56.8%	13 14.8%
	Employer Endorsement of the Program	15	17.0%	37	42.0%	13 14.8%

Table 96 (continued)

*Point of Interaction at which Student and Academic Services or Counseling to Address**Motivators by Sector*

		Before		During		After	
Private Non- Profit	Professional/Career Growth and Development	14	15.9%	56	63.6%	21	23.9%
	Peer/Co-Student Support Programs	19	21.6%	55	62.5%	6	6.8%
	Financial Aid	48	54.5%	63	71.6%	5	5.7%
	Study Skills Workshops	11	12.5%	33	37.8%	3	3.4%
	Remedial Courses	27	30.7%	55	62.5%	2	2.3%
	Balancing School with Work Responsibilities	24	27.3%	55	62.5%	1	1.1%
	Deal with time-Management Pressures	25	28.4%	57	64.8%	3	3.4%
	Orientation to the Program and Institution	56	63.6%	38	43.2%	5	5.7%
	Extended On-Line Student Services						
	I.E., Counseling, Advising	56	38.9%	74	51.4%	13	9.0%
	Expanded Course Offerings	35	24.4%	80	55.6%	12	8.3%
	Flexibility in Course Delivery, I.E., Times	49	34.0%	82	56.9%	10	6.9%
	Institutional Early-Warning Systems for Academic Intervention and Support	31	21.5%	102	70.8%	9	6.3%
	Smaller Classes	44	30.6%	92	63.9%	9	6.3%
	Interactive Electronic Tutoring	17	11.8%	65	45.1%	100	69.2%
	Workshops to Help Alleviate Fears About Obtaining Employment	13	9.0%	83	57.6%	34	23.6%
	Mentoring Programs with Community Members and Faculty	17	11.8%	67	46.5%	22	15.3%
	Employer Endorsement of the Program	46	31.9%	56	38.9%	25	17.4%
	Professional/Career Growth and Development	31	21.5%	91	63.2%	52	36.1%
	Peer/Co-Student Support Programs	27	18.8%	81	56.3%	14	9.7%
	Financial Aid	90	62.5%	92	63.9%	14	9.7%
	Study Skills Workshops	25	17.4%	95	66.0%	93	64.3%
	Remedial Courses	31	21.5%	65	45.1%	5	3.5%
	Balancing School with Work Responsibilities	49	34.0%	89	61.8%	7	4.9%
	Deal with Time-Management Pressures	44	30.6%	94	65.3%	7	4.9%
	Orientation to the Program and Institution	88	61.1%	76	52.8%	7	4.9%

Table 96 (continued)

*Point of Interaction at which Student and Academic Services or Counseling to Address**Motivators by Sector*

		Before		During		After
Private	Extended On-Line Student Services					
For-	I.E., Counseling, Advising	4	37.3%	6	50.0%	2 16.7%
Profit	Expanded Course Offerings	1	8.3%	6	50.0%	0 0.0%
	Flexibility in Course Delivery, I.E., Times	4	33.3%	6	50.0%	0 0.0%
	Institutional Early-Warning Systems for Academic Intervention and Support	5	41.7%	7	58.3%	0 0.0%
	Smaller Classes	6	50.0%	6	50.0%	0 0.0%
	Interactive Electronic Tutoring	2	16.7%	5	41.7%	0 0.0%
	Workshops to Help Alleviate Fears About Obtaining Employment	3	25.0%	6	50.0%	1 7.3%
	Mentoring Programs with Community Members and Faculty	2	16.7%	6	50.0%	2 16.7%
	Employer Endorsement of the Program	5	41.7%	4	33.3%	2 16.7%
	Professional/Career Growth and Development	2	16.7%	5	41.7%	5 41.7%
	Peer/Co-Student Support Programs	3	25.0%	7	58.3%	2 16.7%
	Financial Aid	8	66.7%	8	66.7%	3 25.0%
	Study Skills Workshops	3	25.0%	7	58.3%	2 14.3%
	Remedial Courses	4	33.3%	6	50.0%	1 8.3%
	Balancing School with Work Responsibilities	5	41.7%	6	50.0%	0 0.0%
	Deal with Time-Management Pressures	5	41.7%	7	58.3%	1 8.3%
	Orientation to the Program and Institutions	8	66.7%	3	25.0%	0 0.0%

Table 96 (continued)

*Point of Interaction at which Student and Academic Services or Counseling to Address**Motivators by Sector*

	Before	During	After
n = 244, Extended On-Line Student Services			
p = I.E., Counseling, Advising	0.82	0.014* v=.18	0.686
Expanded Course Offerings	0.255	0.127	0.21
Flexibility in Course Delivery, I.E., Times	0.183	0.086	0.509
Institutional Early-Warning Systems for Academic Intervention and Support	0.074	0.588	0.272
Smaller Classes	0.022* v=.17	0.602	0.45
Interactive Electronic Tutoring	0.842	0.002*	0.599
Workshops to Help Alleviate Fears About Obtaining Employment	0.219	0.868	0.492
Mentoring Programs, with Community Members and Faculty	0.514	0.314	0.984
Employer Endorsement of the Program	0.023* v=.17	0.801	0.875
Professional/Career Growth and Development	0.559	0.318	0.116
Peer/Co-Student Support Programs	0.793	0.644	0.481
Financial Aid	0.431	0.482	0.081
Study Skills Workshops	0.422	0.622	0.165
Remedial Courses	0.243	0.037* v=.16	0.531
Balancing School with Work Responsibilities	0.429	0.7	0.244
Deal with Time-Management Pressures	0.642	0.89	0.706
Orientation to the Program and Institution	0.882	0.096	0.694

Services or Counseling for Adult Students to Overcome Doubts and Issues

For cost of education, institutions offered the most services before admissions with 65.4% and during matriculation at 53.7%. The least services were offered after at 6.6% (see Table 97). For social costs of attendance, institutions offered the most services before admissions with 57% and during matriculation at 53.1%. The least services were offered after at 4.2% (see

Table 97). For institutional focus on traditional students, institutions offered the most services before admissions with 56.4, and during matriculation at 47.8%. The least services were offered after at 8.1% (see Table 97).

For large class sizes, institutions offered the most services before admissions with 75.8%, and during matriculation at 33.4%. The least services were offered after at 3.6% (see Table 97). For perceived intensity of student academic demands, institutions offered the most services before admissions with 51%, and during matriculation at 37.3%. The least services were offered after at 4.5% (see Table 97). For procedural rigidity regarding degree completion, institutions offered the most services before admissions with 59.1%, and during matriculation at 36.1%. The least services were offered after at 6.9% (see Table 97).

For concern about being able to pay back student loans institutions offered the most services before admissions with 53.4%, and during matriculation at 37.3%. The least services were offered after at 24.8% (see Table 97). For limited accessibility (scheduling) of courses, institutions offered the most services during matriculation at 59.1% and before admissions with 31.6. The least services were offered after at 3.9% (see Table 97). For instructor to student interactions institutions offered the most services during matriculation at 48.7%, and before admissions with 25.7%. The least services were offered after at 3.9% (see Table 97).

Table 97

Point of Interaction at which Services or Counseling is Provided for Adult Students to Overcome Doubts and Issues

	Before		During		After	
Cost of Education	219	65.4%	180	53.7%	22	6.6%
Social Costs of Attendance	191	57.0%	178	53.1%	14	4.2%
Institutional Focus on Traditional Students	189	56.4%	160	47.8%	27	8.1%
Large Class Sizes	254	75.8%	112	33.4%	12	3.6%
Perceived Intensity of Student Academic Demands	171	51.0%	125	37.3%	15	4.5%
Procedural Rigidity Regarding Degree Completion	198	59.1%	121	36.1%	23	6.9%
Concern About Being Able to Pay Back Student Loans	179	53.4%	125	37.3%	83	24.8%
Limited Accessibility (Scheduling) of Courses	106	31.6%	198	59.1%	13	3.9%
Instructor to Student Interactions	86	25.7%	163	48.7%	13	3.9%

Note. N = 321.

Private Institutions offered the most support cost of education before admissions at 66.7%. Private for-profits offered the most support cost of education during matriculation at 58.3%. Private for-profits offered the most after completion at 16.7% (see Table 98). Private for-profits offered the most support social costs of attendance before admissions at 41.7%. Public institutions offered the most support social costs of attendance during matriculation at 51.1%. Private non-profit offered the most after completion at 4.9% (see Table 98).

Private non-profit offered the most support to deal with the institutional focus on traditional students before admissions at 40.3%. Private non-profit offered the most support to

deal with institutional focus on traditional students during matriculation at 58.3% (see Table 98). Private for-profits offered the most support to deal with institutional focus on traditional students after completion at 16.7% (see Table 98). Private for-profits offered the most support large class sizes before admissions at 25%. Public institutions offered the most support to deal with large class sizes during matriculation at 45.5%. Private non-profit offered the most to deal with large class sizes after completion at 3.5%(see Table 98).

Private non-profit offered the most support perceived intensity of student academic demands before admissions at 45.1%. Private for-profits offered the most support to deal with perceived intensity of student academic demands during matriculation at 61.8%. Private non-profit offered the most support to deal with perceived intensity of student academic demands after completion at 4.2% (see Table 98). Private non-profit offered the most support to deal with procedural rigidity regarding degree completion before admissions at 38.9%. Public institutions offered the most support to deal with procedural rigidity regarding degree completion during matriculation at 60.2% (see Table 98). Private non-profit offered the most support to deal with procedural rigidity regarding degree completion after completion at 6.9% (see Table 98).

Private non-profit offered the most support to deal with concern about being able to pay back student loans before admissions at 49.3%. Public institutions offered the most support to deal with concern about being able to pay back student loans during matriculation at 62.5%. Private for-profits offered the most support to deal with concern about being able to pay back student loans after completion at 33.3% (see Table 98). Private non-profit offered the most support to deal with limited accessibility (scheduling) of courses before admissions at 31.9%. Public institutions offered the most support to deal with limited accessibility (scheduling) of courses during matriculation at 60.2%. Public institutions offered the most support to deal with

limited accessibility (scheduling) of courses after completion at 5.7% (see Table 98). Public institutions offered the most instructor to student interactions before admissions at 33%. Public institutions offered the most instructor to student interactions during matriculation at 52.3%. Public institutions offered the most instructor to student interactions after completion at 4.5% (see Table 98).

Table 98

Point of Interaction at which Services or Counseling is Provided for Adult Students to Overcome Doubts and Issues by Sector

		Before		During		After	
Public	Cost of Education	55	62.5%	50	56.8%	6	6.8%
	Social Costs of Attendance	35	39.8%	45	51.1%	3	3.4%
	Institutional Focus on Traditional Students	30	34.1%	40	45.5%	4	4.5%
	Large Class Sizes	19	21.6%	40	45.5%	3	3.4%
	Perceived Intensity of Student Academic Demands	37	42.0%	47	53.4%	3	3.4%
	Procedural Rigidity Regarding Degree Completion	28	31.8%	53	60.2%	5	5.7%
	Concern About Being Able to Pay Back Student Loans	28	31.8%	49	55.7%	16	18.2%
	Limited Accessibility (Scheduling) of Courses	28	31.8%	53	60.2%	5	5.5%
	Instructor to Student Interactions	29	33.0%	46	52.3%	4	4.5%
	Cost of Education	96	66.7%	80	55.6%	8	5.6%
Private Non-Profit	Social Costs of Attendance	54	37.5%	62	43.1%	7	4.9%
	Institutional Focus on Traditional Students	58	40.3%	66	45.8%	11	7.6%
	Large Class Sizes	26	18.1%	44	30.6%	5	3.5%
	Perceived Intensity of Student Academic Demands	65	45.1%	89	61.8%	6	4.2%
	Procedural Rigidity Regarding Degree Completion	56	38.9%	84	58.3%	10	6.9%
	Concern About Being Able to Pay Back Student Loans	71	49.3%	90	62.5%	38	26.4%
	Limited Accessibility (Scheduling) of Courses	46	31.9%	86	59.7%	5	3.5%
	Instructor to Student Interactions	31	21.5%	68	47.2%	5	3.5%

Table 98 (continued)

Point of Interaction at which Services or Counseling is Provided for Adult Students to Overcome Doubts and Issues by Sector

		Before	During	After
Private For-Profit	Cost of Education	8 66.7%	7 58.3%	2 16.7%
	Social Costs of Attendance	5 41.7%	4 33.3%	0 0.0%
	Institutional Focus on Traditional Students	4 33.3%	7 58.3%	2 16.7%
	Large Class Sizes	3 25.0%	3 25.0%	0 0.0%
	Perceived Intensity of Student Academic Demands	5 41.7%	5 41.7%	0 0.0%
	Procedural Rigidity Regarding Degree Completion	4 33.3%	5 41.7%	1 8.3%
	Concern About Being Able to Pay Back Student Loans	5 41.7%	7 58.3%	4 33.3%
	Limited Accessibility (Scheduling) of Courses	3 25.0%	5 41.7%	0 0.0%
	Instructor to Student Interactions	3 25.0%	4 33.3%	0 0.0%
	n = 244, Cost of Education	0.806	0.971	0.325
	p = Social Costs of Attendance	0.918	0.334	0.66
	Institutional Focus on Traditional Students	0.609	0.692	0.267
	Large Class Sizes	0.719	0.052	0.807
	Perceived Intensity of Student Academic Demands	0.888	0.232	0.751
	Procedural Rigidity Regarding Degree Completion	0.542	0.473	0.902
	Concern About Being Able to Pay Back Student Loans	0.019*	0.586	0.264
		v=.18		
	Limited Accessibility (Scheduling) of Courses	0.882	0.455	0.544
	Instructor to Student Interactions	0.155	0.428	0.719

Student and Academic Services and Counseling to Enhance Personal Motivators

For enhancing the use of a student's faith and personal dedication or determination, institutions offered the most services during matriculation at 54.6% and before admissions with 32.8%. The least services were offered after at 13.1% (see Table 99). For enhancing the use of drawing on supportive family and social networks, institutions offered the most services during

matriculation at 58.2% and before admissions with 38.5%. The least services were offered after at 11.3% (see Table 99).

For enhancing the desire to finish an education that was started in past, institutions offered the most services before admissions with 59.4% and during matriculation at 58.2%. The least services were offered after at 10.1% (see Table 99). For enhancing the desire to obtain knowledge/skill institutions offered the most services during matriculation at 65.7% and before admissions with 43.4%. The least services were offered after at 15.2% (see Table 99).

For enhancing the desire to fulfill a personal goal, institutions offered the most services during matriculation at 65.1% and before admissions with 49%. The least services were offered after at 15.8% (see Table 99). For attending a preferred institution including location and reputation institutions offered the most services before admissions with 43.9%, and during matriculation at 42.7% (see Table 99). The least services were offered after at 12.5%. For enhancing the desire to be a role model for children institutions offered the most services during matriculation at 48.4% and before admissions with 32.2%. The least services were offered after at 13.1% (see Table 99).

Table 99

Point of Interaction at which Student/Academic Services and Counseling is Provided to Enhance Personal Motivators

	Before		During		After	
Use of Their Faith and Personal Dedication or Determination	110	32.8%	183	54.6%	44	13.1%
Draw on Supportive Family and Social Networks	129	38.5%	195	58.2%	38	11.3%
Finish an Education that was Started in Past	199	59.4%	195	58.2%	34	10.1%
Obtain Knowledge/Skill	145	43.4%	220	65.7%	51	15.2%
Fulfill a Personal Goal	164	49.0%	218	65.1%	53	15.8%
Attend a Preferred Institution Including Location and Reputation	147	43.9%	143	42.7%	42	12.5%
Be a Role Model for Children	108	32.2%	162	48.4%	44	13.1%

Note. N = 335.

Private non-profit offered the most support for enhancing the use of the student's faith and personal dedication or determination before admissions at 41.7%. Private non-profit offered the most support for enhancing the use of their faith and personal dedication or determination during matriculation at 62.5%. Private non-profit institutions offered the most after completion at 8.3% (see Table 100). Private non-profit offered the most support for the use of extended on-line student services to draw on supportive family and social networks before admissions at 42.4%. Private non-profit offered the most support draw on supportive family and social networks during matriculation at 63.9%. Private non-profit offered the most after completion at 15.3% (see Table 100).

Private non-profit offered the most support to enhance the desire to finish an education that was started in past before admissions at 62.5%. Public institutions offered the most support to enhance the desire to finish an education that was started in past during matriculation at 59.1%. Public institutions offered the most after completion at 12.5% (see Table 100). Private for-profits offered the most support to enhance the desire to obtain knowledge/skill before admissions at 50%. Private non-profit offered the most support to enhance the desire to obtain knowledge/skill during matriculation at 66.7%. Private for-profits offered the most after completion at 25% (see Table 100).

Private non-profit offered the most support to enhance the desire to fulfill a personal goal before admissions at 52.8%. Private non-profit offered the most support to enhance the desire to fulfill a personal goal during matriculation at 66.7%. Private for-profits offered the most after completion at 25% (see Table 100). Private non-profit offered the most support to enhance the desire to attend a preferred institution including location and reputation before admissions at 45.8%. Private non-profit offered the most support to enhance the desire to attend a preferred institution including location and reputation during matriculation at 45.8%. Public institutions offered the most after completion at 24.1% (see Table 100).

Private non-profit offered the most support to enhance the desire to be a role model for children before admissions at 37.5%. Private non-profit offered the most support to enhance the desire to be a role model for children during matriculation at 54.9%. Private for-profits offered the most after completion at 16.7% (see Table 100).

Table 100

Point of Interaction at which Student/Academic Services and Counseling is Provided to Enhance Personal Motivators by Sector

		Before		During		After	
Public	Use of Their Faith and Personal Dedication or Determination	21	23.9%	44	50.0%	2	2.3%
	Draw on Supportive Family and Social Networks	28	31.8%	45	51.1%	4	4.5%
	Finish an Education that was Started in Past	55	62.5%	52	59.1%	11	12.5%
	Obtain Knowledge/Skill	35	39.8%	57	64.8%	10	11.4%
	Fulfill a Personal Goal	38	43.2%	58	65.9%	10	11.4%
	Attend a Preferred Institution Including Location and Reputation	34	38.6%	36	40.9%	21	24.1%
	Be a Role Model for Children	21	23.9%	38	43.2%	5	5.7%
Private Non-Profit	Use of Their Faith and Personal Dedication or Determination	60	41.7%	90	62.5%	26	18.1%
	Draw on Supportive Family and Social Networks	61	42.4%	92	63.9%	22	15.3%
	Finish an Education that was Started in Past	84	58.3%	83	57.6%	13	9.0%
	Obtain Knowledge/Skill	64	44.4%	96	66.7%	22	15.3%
	Fulfill a Personal Goal	76	52.8%	96	66.7%	23	16.0%
	Attend a Preferred Institution Including Location and Reputation	66	45.8%	66	45.8%	20	13.9%
	Be a Role Model for Children	54	37.5%	79	54.9%	22	15.3%
Private For-Profit	Use of Their Faith and Personal Dedication or Determination	2	16.7%	5	41.7%	1	8.3%
	Draw on Supportive Family and Social Networks	3	25.0%	6	50.0%	0	0.0%
	Finish an Education that was Started in Past	7	58.3%	6	50.0%	1	8.3%
	Obtain Knowledge/Skill	6	50.0%	6	50.0%	3	25.0%
	Fulfill a Personal Goal	6	50.0%	6	50.0%	3	25.0%
	Attend a Preferred Institution Including Location and Reputation	4	33.3%	2	16.7%	2	16.7%
	Be a Role Model for Children	3	25.0%	4	33.3%	2	16.7%

Table 100 (continued)

Point of Interaction at which Student/Academic Services and Counseling is Provided to Enhance Personal Motivators by Sector

	Before	During	After
n = 244, Use of Their Faith and Personal p = Dedication or Determination	0.009* v=.18	0.096	0.001*
Draw on Supportive Family and Social Networks	0.178	0.132	0.017* v=.18
Finish an Education that was Started in Past	0.816	0.835	0.682
Obtain Knowledge/Skill	0.692	0.505	0.397
Fulfill a Personal Goal	0.365	0.504	0.372
Attend a Preferred Institution Including Location and Reputation	0.449	0.134	0.348
Be a Role Model for Children	0.084	0.116	0.079

Summary and Conclusion

Data in this chapter was analyzed by looking at Institutions response by motivators, barriers and interventions. Then the data was examined by sector, institutional size and geographic region for the same categories. This chapter also examined the data by Time of Student Interaction Chapter 6 will summarize the researcher's findings from the institutions' responses.

CHAPTER 6

DISCUSSION AND IMPLICATIONS

This study sought to identify the needs of non-traditional adult students and to examine the extent to which four-year institutions meet those needs.

Findings

For institutions to promote adult students' success they must provide comprehensive counseling, academic and student services that meet the motivators, remove the barriers, and implement the interventions suggested by adult students. The literature review presented in this study identified the motivators, barriers, and interventions. The researcher used these to create questions for this study and thereby benchmark institutional performance.

For the purposes of this study, the researcher used a benchmark of 50% or higher of institutions offering a motivator or intervention or overcoming a barrier as indicating whether an institution was meeting the motivators necessary to promote the success of adult students. In examining the results of the data collected, the researcher found that the institutions performed well in regard to offering certain services and overcoming certain factors whereas this was not the case for other factors. The researcher used a benchmark of 25–50% and less than 25% of institutions offering/supporting a motivator as a measure for judging whether the institutions had smaller or larger gaps on which to improve. The percentages were based on those institutions offering a motivator, offering an intervention, or overcoming a barrier in the somewhat or to a great extent categories as examined in Chapter 4.

An exhaustive search of the literature found no precedent for establishing the benchmarks described above. Therefore, the researcher designed this study's benchmarking methodology to identify and describe these factors as "best practices" and thus as a model for higher education.

The researcher selected above or below 50% as the benchmark because if 50% or more of the institutions are offering a motivator or an intervention or overcoming a barrier, then non-traditional adult students would have a greater chance of getting their needs met. In some areas of the country where adults can choose from among multiple educational institutions for their education, they are likely to find it easier to have their needs met than in areas where the choices for higher education are significantly fewer. If more than 50% of the institutions accommodated a factor, it is more likely that this factor either is or will become a standard best practice in the industry.

Research Question 1: To what extent do four-year institutions meet motivators, remove barriers, and implement interventions suggested by the literature?

Motivator

Motivators are the factors that clarify why adult learners become involved in educational activities. They can be intrinsic, i.e., related to those things that are a part of our values, beliefs, or circumstances. They can also be extrinsic, i.e., related to those things outside of our values, beliefs, or circumstances (Feldman, 2004; Hines, 2003). Institutions did well at offering counseling, academic, and student services that met nine adult student motivators.

This study determined that institutions were doing well at serving adults with 50% or more of the institutions offering; interactive electronic tutoring (51.7%), offering mentoring programs with community members and faculty (52%), offering employer endorsement of the program (53.7%), and were offering counseling to deal with large class sizes.

This study found that institutions were offering financial aid, (64.8%) earmarking financial aid specifically for adult students (60%), and offering part-time adults eligibility for

financial aid (57.1%). The literature often cited the availability of financial aid for full-time adult students as a motivating factor for students to enroll (Beagle, 1970; Bowl, 2001; Del Val, 2006; Fleet, 2001; Groleau, 2004; Hines, 2003; Lumina, 2006; Parsons, 2005). Most student aid policies, however, favor traditional students, who attend full-time. Limited financial aid exists for part-time students, a category to which many adult students belong. There is a misconception that because many adult students are also workers, that employers may offer to assist with paying for education; i.e., that this population is easily able to pay their own way (Sissel, 2001). However, the present study found that over 50% of institutions were working with adult students to provide access to financial aid for both part-time and full-time students.

The literature indicated that interactions with faculty members can play a big part in the success of adult students (Castles, 2004; Hofmann, 1994; Hogan, 2003; Muller, 2007). Faculty understanding of adult students, the ways in which they differ from traditional students and their specific needs, can be important to the success of adult students. The extent and nature of the interactions between faculty and students are important. The interactions may come in the form of a visit during office hours; however, for many students who work during the day opportunities to interact outside of business hours might be needed. Adult students credit their educational success to the encouragement and support of the faculty (Hogan, 2003). This study found that at 50% of the institutions, at least some of the faculty offered office hours outside of traditional hours.

The literature identified the availability or lack of child care as a factor in the success of adult students (AASCU, 2006; Cook, 2005). In this study, 77% of the institutions overall offered child care on campus that was accessible (including nights and weekends) to adult students, whereas 10.4% did not. However, according to 12.5 % of the institutions, child care was not

relevant to their institution. This question, though, was based on the assumption that child care is necessary at and desirable for all the responding institutions. Institutions demonstrate flexibility in course delivery by offering online programs, there may not be a great demand for child care, offering child care may be cost-prohibitive.

It is difficult for many adult students to afford or access transportation. The literature suggested that making the institution available via public transportation routes is important to adult students. Of the institutions in the present study, 226 (67.5%) were not accessible via public transportation and 102 (30.4%) were accessible via public transportation. This question is based on the assumption that public transportation is necessary and desirable for each responding institution. In some cases, the institutions may be very rural and/or public transportation may not be necessary or feasible. In addition, this need does not apply to all institutions particularly those that mostly or exclusively offer online learning.

Though institutions are doing some good work in regard to promoting adult student success, there is still some distance to go. On 15 factors institutions had gaps to fill in being prepared to meet adult student needs.

Three of the motivators identified in the literature were counseling, academic advising, and student services for adults. These kinds of services function to assist students of all types to better integrate with, function within, and matriculate from the university. In this study, academic advising (16.8%) and student services (20.9%) were rarely offered at institutions across the US as dedicated services to adults.

Institutions need to do more to offer student services outside of the traditional hours, Monday through Friday from 8 a.m. to 5 p.m. (40.6%), or offer them as extended online student services (42.1%).

Institutions could do more to offer counseling (35.5%) in general and in addition they could work with their counseling staff to provide adult students with the services and tools that allow them to better address; balancing school with work responsibilities (43.0%), being a role model for children (40.0%), time-management pressures (38.2%), attending a preferred institution including location and reputation (29.8%), and using their faith and personal dedication or determination (37.3%) to be successful.

Kimmel and McNeese (2006) found that adult students in undergraduate programs were motivated by a desire for these intrinsic benefits. One of these factors was that many of the students wished to be role models for their children. Only 40% of the institutions in this study, however, offered counseling to address this desire to be a role model for children.

With some factors counseling was sorely lacking and institutions could work with their counseling centers or personnel to specifically address the need of adults students to help: with drawing on supportive family and social network (21.%), finishing an education that was started in past (16.4%), encouraging the desire to obtain knowledge/skills (11.7%), and encouraging the desire to fulfill a personal goal (14.1%).

Institutions had gaps in helping students with their academic matriculation issues as well. Institutions could do more to help by expanding course offerings (36.4%) and flexibility in course delivery methods (27.7%). Academically adult students needed more support, institutions can do a better job offering: early-warning systems for academic intervention and support (18.8%), smaller classes (21.4%), remedial courses (45.4%), and orientation to the program and institution (15.5%).

The literature indicated that interaction with faculty members who have an understanding of the needs of adult students (Castles, 2004; Hofmann, 1994; Hogan, 2003; Muller, 2007) can

play a role in their success. Faculty understanding of adult students, the ways in which they differ from traditional students, and their specific needs in the classroom can be important to their success. This study found that only 39% of the institutions offered professional development for faculty designed to help them teach adults.

For adult students to access an institution just getting the application for admission may be difficult if they must visit the campus to get it. The literature stated that adults prefer to get their applications for admission online (Aslanian & Giles, 2008; Fleet, 2001; Harmes, 2008). Institutions are doing a good job at providing access to applications for admissions in multiple formats including online (92%). In addition, according to the literature when registering for classes at an institution, adult students prefer to plan using online tools because they are not available to come to campus to use on campus resources (Aslanian & Giles, 2008; Fleet, 2001; Harmes, 2008). This study showed that 87% of institutions did have their course descriptions online.

Adult students come to institutions with a wide variety of experiences and possibly with experiences of interacting with other institutions. The institutions were asked to state the percentage of cases in which they offered credit by alternative means. They were given the choice of selecting transfer, articulation agreement, or experience for prior learning often called Prior Learning Assessment (PLA) in the literature. This study showed that the institutions were doing a good job of providing credit by alternative means by transfer of credit, with 57% offering this option.

Though the institutions were doing some good work in regard to overcoming barriers, there is still some distance to go. In order to serve a difficult-to-reach population, institutions often seek alternative means to deliver programs. The literature indicates that adult students seek

out alternative program types. Some popular methods for alternative delivery include night/weekend programs, accelerated; distance/online education, contract programs, and programs on satellite campuses (Benshoff, 1992; Conrad, 1993; Fleet, 2001; Wlodkowski, Mauldin, & Campbell, 2002). This study showed that institutions have room to improve in regard to night and weekend (33.1%) programs and accelerated (27.7%) program offerings.

This study showed that contrary to the high percentage of institutions that offered transfer of credit, institutions offer few services focused on prior learning experiences (AASCU, 2006; Davies, 1996; Flint, 2000; Learning, 1999; Pearson, 2000; Stokes, 2006). The Lumina Foundation (2010) encourages institutions to look specifically at examples of peer institutions that are working toward changing their relationships with adult students through providing credit for prior learning in an effort to encourage continuous enrollment rather than focusing on students' credit loads.

Today's non-traditional adult students are workers who must constantly learn new skills in order to adapt to today's workplace. Higher levels of education and training and a drive for lifelong learning are fast becoming standard expectations on the part of employers. Adult students desire flexibility and seek to learn in the workplace, and universities do have options in regard to offering higher education through contract programs with employers, unions, and other organizations (AASCU, 2006; Cook, 2005; Flint, 2000; Stokes, 2006). This study found that of all the factors this option is offered the least with only 5.4% of institutions partnering with employers, unions and other organizations.

Interventions

Tinto (1993) suggested that the evidence of adult student stop-out should have institutions considering attendance patterns after the first departure and factors contributing to a

student's return. This information would contribute to a more complete description of how to avoid attrition and keep students engaged in the academic environment. Tinto argued for interventions such as adult student orientation programs, claiming that such interventions would encourage engagement in the institution and reduce attrition. The present study showed that institutions were doing a good job offering adult-specific orientations with 53% of institutions using this intervention.

Though institutions are doing some good work in regard to promoting adult students' success, there is a great deal more to be done.

In the 1999 paper, "Serving Adult Learners in Higher Education: Findings from CAEL's Benchmarking Study," the Council for Adult and Experiential Learning (CAEL) recorded best practices for serving adults. The paper advocates that institutions with a focus on adults should articulate a mission that is adult-focused. When institutions articulate a commitment to serving adult students, they are more focused on creating the optimal services and counseling needed for adult students' success. This study found that only 34% of institutions articulated this commitment.

Institutions that are committed to serving adult students often track their progress through their systems. This tracking allows institutions to understand enrollment and attrition patterns (Flint, 2005; Tinto, 1993). In this study, there was very little tracking of the retention (29%) and completion (25.7%) rates of adult students.

Institutions that are committed to serving adult students make an effort to understand their students' needs. This understanding can include collecting demographic data at a first level, but also diving deeper to understand what drives students and what comprise the particular needs of this group (Flint, 2005). In this study, the institutions collected very little data on adult

students' reported needs (35.5%). Yet, when institutions do take the step of collecting data on reported needs, institutions have the opportunity to make changes in the way it educates adult students and positively impact the success of this population accordingly. This study showed that data collection resulted in few changes either to academic programs (37.3%) or to policies (36.7%). When institutions are not using the data they collect to create changes to policies and programs they are missing a real opportunity to make adult non-traditional students successful.

The literature also cites a physical or virtual location where adult students can interact with others and receive counseling, student services, and academic advising as a possible factor in adult student success (AASCU, 2006; Cook, 2005; Fleet, 2001; Octernaud, 1990). This study showed that only 30% of institutions offered this intervention.

It should also be noted that very few of the institutions surveyed for this study track their adult students in terms of admission (20.9%). Yet, having such data would be fundamental to any effort to follow the recruitment and retention patterns of this population.

Some of the questions asked on the survey yielded ambiguous results. For example, of the 355 responding institutions, 196 (58.5%) focused less than 25% of their marketing on the adult student population. A small group of institutions (59 or 17.7%) aimed 50–100% of their marketing at adult students. There is an assumption by the researcher that institutions want to make a commitment to enrolling adult students and thereby wish to market to them. The small group of institutions (17.7%) that marketed to adults, may have a genuine mission to enroll them. The remaining institutions, though, may not be interested in targeting the adult student population and may be keeping their mission aimed at the traditional age student. In many regions of the country with the traditional age student population dwindling, institutions may

have to change their focus to stop overlooking the fastest and largest growing population in higher education.

Overall the institutions did well in regard to making efforts to meeting nine motivators, addressing five barriers, and making one intervention. Yet, they had gaps in terms of meeting 23 motivators, 22 barriers, and 10 interventions. Overall, much remains to be done to close the gap between the needs of non-traditional adult students and the institutions' efforts to meet them through coordinated planning and delivery.

Research Question 2: How do institutions compare based on multiple categories, including sector, geographic region, institutional size, types of services offered, and time of student interaction with the institution?

For the purposes of this study, the researcher used sector, geographic region, and institutional size to determine the subcategory (i.e., public, private for-profit, or private non-profit) showing the highest percentage of support for using a motivator/intervention or overcoming a barrier as a measurement for judgment. In regard to the benchmarking of the factors on which the subcategories performed best, the scores came from the data in the somewhat and to a great extent columns. For the benchmarking of the factors on which the subcategories had gaps, the scores came from the data in the not at all or very little columns. Some of the percentages used as benchmarks in this way were below the 50% used for other benchmarks herein, because we were not looking at institutions as a whole but at the subcategory itself. For example, at 18.2% public institutions performed the best among the subcategories in terms of offering financial aid for part-time adult students, which means the other sectors offered less financial aid for this group.

Motivators

Sector. Sector is one of the nine institutional categories resulting from dividing the universities according to control and level. The control categories are public, private not-for-profit, and private for-profit. The level categories are four-year and higher (four-year), two-but-less-than-four-year (two-year), and less-than-two-year. For example: public four-year is one of the institutional sectors (National Center for Educational Statistics, 2009). This study looked at the provision of services by public, private non-profit, and private for-profit four-year institutions. The findings indicated, we can see institutions' performances by sector on the multiple factors in this study presented as the factors on which they performed best and those for which significant gaps remained.

Public institutions performed best in terms of meeting 21 motivators. These 21 included offering counseling on 10 factors that motivated adult student success. The counseling factors included: dealing with time-management pressures (43%) and balancing school with work responsibilities (43%). In addition public institutions were most likely to have faculty who are offering open office hours (46%) and providing professional development for faculty about teaching adults (44%).

The public institutions had gaps in terms of meeting five motivators. These included offering: dedicated student services (83.7%), counseling (68.3%), earmarking financial aid(68.2%), extended online student services (61.4%), and expanded course offerings (68.2%).

The private non-profit institutions performed best in terms of meeting 15 motivators. These included offering: counseling on encouraging the desire to finish an education started in the past (18.1%), student services (28%), and student services outside of business hours (43%).

They also performed well on earmarking financial aid (43%), being accessible via public transportation (32%), offering expanded course offerings (40.2%), and offering flexibility in course delivery (34.8%). Private non-profit institutions have gaps in terms of offering counseling to help with encouraging the desire to draw on supportive family and social networks (71.1%)

The private for-profit institutions performed best in terms of meeting two motivators. including offering counseling to help with drawing on supportive family and social networks (33.4%), and offering extended online student services (50%). The private non-profit institutions had gaps in terms of meeting 30 motivators. These included offering counseling on eight factors in particular help dealing with time-management pressures (75%), and help with balancing school with work responsibilities (75%). This large number of gaps is surprising given what the literature claims about how private for-profits work with adult students. This will be discussed in more detail in the discussion and interpretations section of this dissertation.

In summary, public institutions did well in terms of meeting 21 motivators, but had gaps in meeting 5 motivators. Private non-profits did well in terms of meeting 14 motivators, but had gaps in meeting 1 motivator. Private for-profits did well in terms of meeting 2 motivators, but had gaps in meeting 30 motivators. Private for-profits had the largest gap in meeting the needs of non-traditional adult students.

Institutional Size

Institutional size was determined based on the total number of students enrolled for credit. This study looked at the provision of services by institutions with enrollments of under 1,000, 1,000–4,999, 5,000–9,999, 10,000–19,999, and 20,000 and above. In the findings that follow, we can see what institutions are doing well and not so well by institutional size.

Institutions with enrollment of under 1,000 performed best in terms of meeting nine motivators. Some of these included having faculty who are offering open office hours outside traditional hours (65%), earmarking financial aid specifically for adult students (52%), and offering interactive electronic tutoring (71.7%)

Institutions with enrollment of under 1,000 have gaps in terms of meeting seven motivators. These included financial aid for part-time adult students (91.3%), counseling to help with encouraging the desire to fulfill a personal goal (84.8%), offering child care on campus (80.4%), and offering orientation to the program and institution (89.2%). Institutions with enrollment of 1,000–4,999 performed best in terms of meeting two motivators. These included offering counseling to help deal with time management pressure (40%) and with professional/career growth and development (36.4%).

Institutions with enrollment of 1,000–4,999 had gaps in regard to meeting seven motivators. These were all counseling related including; help with being a role model for children (67.3%), encouraging the desire to draw on supportive family and social networks (69.1%), and encouraging the desire to finish an education that was started in the past (85.5%).

Institutions with enrollment of 5,000–9,999 performed best in terms of meeting 12 motivators. These included offering mentoring programs, with community members and faculty (66.7%), interactive electronic tutoring (54.5%), and offering counseling to help with: encouraging the desire to be a role model for children (51.5%), and encouraging the desire to supportive family and social networks (48.5%). Institutions with enrollment of 5,000–9,999 had gaps in terms of meeting two motivators. The largest included offering counseling to encourage the desire to fulfill a personal goal (84.8%).

Institutions with enrollment of 10,000–19,999 performed best in terms of meeting 11 motivators. These included four counseling factors and offering academic advising outside of business hours (50%). In addition, offering financial aid (39.3%). Institutions with enrollment of 10,000–19,999 had gaps in terms of meeting five motivators. These included faculty offering open office hours (46.5%), and development for faculty about teaching adults (50%).

Institutions with enrollment of 20,000 and above performed best in terms of meeting five motivators. These included offering professional development for faculty about teaching adults (76.9%), and earmarking financial aid specifically for adult students (69.0%). Institutions with enrollment of 20,000 and above had gaps in terms of meeting 17 motivators. The highest being offering student services (96.2%), academic advising (92.3%), and financial aid (92.4%).

In summary, institutions with enrollment under 1,000 did well in terms of meeting nine motivators, but had gaps in meeting seven motivators. Institutions with enrollment of 1,000–4,999 did well in terms of meeting two motivators, but had gaps in meeting seven motivators. Institutions with enrollment 5,000–9,999 did well in terms of meeting 12 motivators, but had gaps in meeting 1 motivator. Institutions with enrollment of 10,000–19,999 did well in terms of meeting 11 motivators, but had gaps in meeting 5 motivators. Institutions with enrollment of 20,000 and above did well in terms of meeting 5 motivators, 10 barriers, and 1 intervention. Institutions with enrollment of 20,000 and above did well in terms of meeting zero motivators, but had gaps in meeting 17 motivators. Institutions with the largest enrollment appeared to have the longest way to go in regard to meeting the motivators of non-traditional adult students.

Geographic Region

New England performed best in terms of meeting 12 motivators. These included offering workshops to help alleviate fears about obtaining employment (69.3%), mentoring programs,

with community members and faculty (69.3%), and employer endorsement of the program (69.3%). New England had gaps in terms of meeting two motivators, including offering student services (84.6%) and orientation to the program and institution (92.4%).

The Mid East performed best in terms of meeting two motivators. These included offering counseling to help with encouraging the desire to attend a preferred institution including location and reputation (36.6%), and offering financial aid for part-time adult students (29.3%). The Mid East had gaps in terms of meeting three motivators. Offering student services outside business hours (78.1%), academic advising outside business hours (70.7%), and being accessible via public transportation (85.3%).

The Great Lakes performed best in terms of meeting two motivators. These included offering counseling outside business hours (66.7%) and orientation to the program and institution (26.3%). The Great Lakes have gaps in terms of meeting four motivators. Offering counseling to help with encouraging the desire to be a role model for children (68.5%) and offering faculty who are offering open office hours (73.3%) were the most notable.

The Plains performed best in terms of offering student services at 28.6%. The Plains have gaps in terms of meeting five motivators. The highest was offering financial aid at 88.9%.

The Southeast performed best in terms of meeting two motivators. These were offering student services outside business hours (46.5%), and academic advising outside business hours (\$52.1%). The Southeast had gaps in terms of meeting four motivators. The included offering institutional early-warning systems for academic intervention and support (87.3%), and offering child care on campus (87.3%).

The Southwest performed best at offering financial aid for part-time adult students (94.4%) and worst at 13 motivators. They performed worst at offering development for faculty

about teaching adults (88.9%) and offering counseling to help with professional/career growth and development (94.4%).

The Rocky Mountains performed best in terms of meeting 11 motivators. These included offering faculty who are offering open office hours (83.3%), and earmarking financial aid specifically for adult students (83%). The Rocky Mountains had gaps in terms of meeting three motivators. The highest of these was offering counseling to help with encouraging the desire to attend a preferred institution including location and reputation (83.4%) and offering study skills workshops (83.4%).

The Far West performed best in terms of meeting two motivators. These included providing expanded course offerings (40%), and offering institutional early-warning systems for academic intervention and support (25%). The Far West had gaps in terms of meeting two motivators. These were offering counseling to help with encouraging the desire to finish an education that Education started in the past (25%) and offering interactive electronic tutoring (55%).

In summary, New England did well in terms of meeting 12 motivators, but had gaps in meeting 2 motivators. The Mid East did well in terms of meeting two motivators, but had gaps in meeting three motivators. The Great Lakes did well in terms of meeting four motivators, but had gaps in meeting 1 motivator. The Plains did well in terms of meeting one motivators, but had gaps in meeting four motivators. The Southeast did well in terms of meeting two motivators, but had gaps in meeting four motivators. The Southwest did well in terms of meeting 1 motivator, 4 but had gaps in meeting 13 motivators. The Rocky Mountains did well in terms of meeting 11 motivators, but had gaps in meeting 3 motivators. The Far West did well in terms of meeting two motivators, but had gaps in meeting two motivators. New England and the Rocky Mountains did

best in regard to meeting motivators, whereas the Southwest had a great many more gaps than did the other categories. Adult students, leaders in higher education and the legislature can use these numbers to look more closely at how regions can improve their policies, programs, and services in order to better serve the adult student population.

Barriers

Sector. In the findings that follow, we can see what institutions are doing well or not as well on barriers by sector.

Public institutions performed best in regard to overcoming 17 barriers. These included 16 counseling factors like: helping with social cost of education (53.4%), the focus on traditional students (46.6%), large class sizes (42.1%), concern about ability to pay back student loans (46.5%), and credit through articulation agreement (44.3%). In addition it included having the admissions application available via the institutions website (94.3%). Public institutions have gaps on which to make improvements in overcoming barriers in regard to eight barriers. The highest being offering: flexibility regarding academic program requirements (90.9%), night/weekend programs (84.1%), satellite campuses (88.7%), flexibility regarding the admissions process (86.4%), and flexibility regarding admissions requirements (84.1%).

Private non-profit institutions performed best in regard to overcoming three barriers. These included offering counseling to help with instructor to student interactions (43.8%), night/weekend programs (38.2%), and transfer credit (61.8%). Private non-profit institutions had gaps in regard to overcoming five barriers. These included offering contract programs at 94.5% and offering counseling to help with large class sizes (65.2%).

Private for-profit institutions performed best in regard to overcoming nine barriers. The highest included offering course descriptions online (91.6%). Private for-profit institutions

performed the worst and had gaps in regard to overcoming 16 barriers. The most neglected were 13 counseling factors. In addition had gaps in offering transfer credit(49.9%), credit through experience for prior learning (91.6%), and limited accessibility (scheduling) of courses (83.3%).

In summary, public institutions did well in terms of overcoming 17 barriers, but had gaps in overcoming 8 barriers. Private non-profits did well in terms of overcoming three barriers, but had gaps in overcoming five barriers. Private for-profits did well in terms of overcoming, 9 barriers, but had gaps in overcoming 16 barriers. Public institutions did best in terms of overcoming barriers while private for-profits had the most room to close gaps.

Institutional Size

In the findings that follow we can see what institutions are doing well or not as well by institutional size.

Institutions with enrollment of under 1,000 performed best in regard to overcoming three barriers. These include offering: counseling to help with large class sizes (69.5%) accelerated programs (28.2%), and flexibility regarding the admissions requirements (21.7%). Institutions with enrollment of under 1,000 had gaps to address in regard to overcoming 10 barriers. The highest were: offering credit through experience for prior learning (89%), offering counseling to help with ability due to prior educational attainment (86.9%), help with ability to succeed after graduation (87%), and help with cost of education (89.2%).

Institutions with an enrollment of 1,000–4,999 performed best in regard to overcoming five barriers. These included offering: counseling to help with technology skills (32.2%), night/weekend programs (37.2%), satellite campuses (16.4%), flexibility regarding the admissions process (21.8%), and flexibility regarding the residency requirements (32.7%). Institutions with enrollment of 1,000–4,999 had gaps in regard to overcoming three barriers.

These included offering counseling: to help with social costs of attendance (61.8%), to help with ability due to age (68.2%), and offering flexibility regarding admissions requirements (84.6%). Institutions with enrollment of 5,000–9,999 performed best in regard to overcoming the barrier of course descriptions online (97%). Institutions with enrollment of 5,000–9,999 had gaps in regard to overcoming four barriers. The highest was offering counseling to help with academic progress at 96.9%.

Institutions with enrollment of 10,000–19,999 performed best in regard to overcoming nine barriers. These included help dealing with: limited accessibility (scheduling) of courses (50%), instructor to student interactions (50%) credit through articulation agreement (57.2%), and the social costs of attendance (60.7%). Institutions with enrollment of 10,000–19,999 had gaps to address in overcoming six barriers. The highest included: offering contract programs (100%) and offering flexibility regarding academic program requirements (95.6%).

Institutions with enrollment of 20,000 and above performed best in regard to overcoming 10 barriers. The highest was offering transfer credit (65.4%) and offering counseling to deal with paying back student loans (46.1%). Institutions with enrollment of 20,000 and above performed best in regard to overcoming five barriers. The highest were offering night/weekend programs (80.8%) and offering flexibility regarding the admissions process (88.2%).

In summary, Institutions with enrollment under 1,000 did well on three barriers, but had gaps to address in overcoming 10 barriers. Institutions with enrollment 1,000–4,999 did well on overcoming five barriers, but had gaps in regard to three barriers. Institutions with enrollment 5,000–9,999 did well on barriers, and gaps in four barriers. Institutions with enrollment 10,000–19,999 did well on nine barriers, but had gaps in regard to six barriers. Institutions with

enrollment 20,000 and above did well on 10 barriers, but had gaps in regard to 5 barriers. The institutions with the smallest enrollment had the most gaps to close when overcoming barriers.

Geographic Region

New England performed best in terms of overcoming seven barriers. These included: help dealing with social cost of education (53.9%), counseling to help with institutional focus on traditional students (46.2%), help with ability to pay back student loans (53.9%), and offering articulation agreements (77%). New England had gaps in five barriers these included: offering counseling to help with ability due to prior educational attainment (84.6%), help with dealing with technology skills (84.6%), night/weekend programs (92.4%), accelerated programs (92.3%), and contract programs (100%).

The Mid East performed best in regard to overcoming eight barriers. The best of these was offering night/weekend programs (48.7%), and offering accelerated programs (39.1%). The Mid East had gaps in four barriers. These included offering help dealing with: perceived intensity of student academic demands (85.4%), limited accessibility (scheduling) of courses (75.6%), instructor to student interactions (63.4%), and understanding course relevance (80.4%).

The Great Lakes states performed best in regard to overcoming two barriers. These included: help deal with large class sizes (78.9%) and offering transfer credit (73.7%). The Great Lakes had gaps in offering credit through articulation agreement (63.2%).

The Plains states performed best in regard to overcoming flexibility regarding residency requirements (38.9%). The Plains had gaps in two barriers, these included offering counseling to help with institutional focus on traditional students (66.7%), and offering contract programs(100%).

There were no factors on which the Southeast performed best in regard to overcoming barriers. The Southeast had gaps in terms of overcoming three barriers. These included help dealing with large class sizes (46.5%), offering distance/online programs (86%), and offering satellite campuses (88.6%).

The Southwest performed best in regard to overcoming four barriers. These include offering: counseling to help with perceived intensity of student academic demands (38.9%), help with procedural rigidity regarding degree completion (38.9%), help with limited accessibility (scheduling) of courses (38.9%), and offering credit through experience for prior learning (91.6%). The Southwest had gaps to terms of overcoming eight barriers. The largest gaps included: offering contract programs (100%), dealing with academic progress (94.4%) and dealing with the cost of education (94.4%).

The Rocky Mountains performed best in regard to overcoming four barriers. The highest included: offering help dealing with understanding course relevance (66.7%). The Rocky Mountains had gaps in two barriers. The highest included offering contract programs (100%).

The Far West performed best in regard to overcoming two barriers. These include help dealing with instructor to student interactions (60%), and offering satellite campuses (20%). The Far West had gaps in regard to overcoming five barriers. These included offering flexibility regarding the admissions process (95%), and admissions requirements (95%), offering contract programs (100%), and offering flexibility regarding the residency requirements (85%), and academic program requirements (100%).

In summary, New England did well in terms of overcoming seven barriers but had gaps in regard to five barriers. The Mid East did well in terms of overcoming eight barriers but had gaps in regard to four barriers. The Great Lakes did well in terms of overcoming two barriers,

but had gaps in regard to one barrier. The Plains did well in terms of overcoming one barrier, but had gaps in regard to two barriers. The Southeast did well in terms of overcoming zero barriers, but had gaps in regard to three barriers. The Southwest did well in terms of overcoming four barriers, but had gaps in regard to eight barriers. The Rocky Mountains did well in terms of overcoming four barriers, but had gaps in regard to two barriers. The Far West did well on in terms of overcoming two barriers, but had gaps in regard to five barriers. The Southwest had the most gaps in terms of overcoming barriers for adult students. Institutional leaders and legislators can take this information about how institutions in their region are doing to improve their policies, programs, and services—and access to these—for their adult student populations.

Interventions

Sector. Public institutions performed best in terms of implementing three interventions. These included faculty with experience working with adult students (63.6%), tracking retention data (34%), and marketing specifically to adult students (77%). Public institutions had gaps in regard to implementing four interventions. These interventions were offering innovative programs (36.4%), offering adult-specific orientation (38%), track admissions, retention, and completion (81%), and articulating a commitment to serving adult students in their mission (65%).

Private non-profits performed best in regard to implementing two interventions. These interventions were offering a dedicated adult student center (31%), and innovative programs, services, materials, or policies (75%). Private non-profits had gaps in regard to implementing two interventions. These interventions were marketing specifically to adult students (67%), and offering adult-specific orienting (75%).

Private for-profits performed best in regard to implementing three interventions. These were offering changes to academic programs (50%), marketing toward adults (50%), and articulating a commitment to serving adult students (42%). Private for-profits had gaps in regard to implementing four interventions. These were offering faculty with experience working with adult students (91.6%), offering dedicated adult student center (66.7%), and tracking of admissions, retention, and completion of degree (91.6%).

In summary, public institutions did well on three interventions, but had gaps in four interventions. Private non-profits did well on two interventions, but had gaps in two interventions. Private for-profits did well on three interventions, but had gaps four interventions. In sector, institutions did equally well across interventions.

Institutional Size

Institutions with enrollment of under 1,000 performed best in regard to implementing innovative programs, services, materials, or policies (50%), and adult-specific orientation(50%). Institutions with enrollment of under 1,000 had no gaps to address in terms of improving their implementation of interventions.

Institutions with enrollment of 1,000–4,999 performed best in articulating a commitment to serving adult students in their mission (44%). Institutions with enrollment of 1,000–4,999 had gaps in offering adult-specific orientation (76%), and making change to academic programs (43.6%).

Institutions with enrollment of 5,000–9,999 performed best at tracking retention (42.5%) Institutions with enrollment of 5,000–9,999 had a gap in marketing to adults (7%).

Institutions with enrollment of 10,000–19,999 performed best in regard to implementing five interventions. These included: collecting data on reported needs (50%), making changes to

policies (46%), services (39%) and tracking admissions (32.2%), and completion (39.2%).

Institutions with enrollment of 10,000–19,999 had a gap in offering faculty with experience working with adult students (60.7%).

Institutions with enrollment of 20,000 and above had a gap in implementing faculty with experience in working with adult students (57.7%). Institutions with enrollment of 20,000 and above had gaps in regard to implementing nine interventions. The highest gaps included collecting demographics (92.3%) and articulating a commitment to serving adult students in their mission (85%).

In summary, Institutions with enrollment under 1,000 did well in terms of meeting two interventions, and had no gaps in regard to implementing any interventions. Institutions with an enrollment of 1,000–4,999 did well in terms of implementing one intervention, but had gaps in regard to meeting two interventions. Institutions with enrollment of 5,000–9,999 did well in terms of implementing one intervention and had a gap with regard to implementing one intervention. Institutions with enrollment of 10,000–19,999 did well in terms of implementing five interventions and had a gap with regard to meeting one intervention. Institutions with enrollment of 20,000 and above did well in terms of implementing one intervention, but had gaps in regard to implementing nine interventions. Institutions with the highest levels of enrollment need to do the most work to impact adult students' success by implementing interventions. Institutional leaders and legislators can take this information about how institutions in regard to enrollment classification are doing to improve the availability of policies, programs, and services for the adult student population.

Geographic Region

New England performed best in terms of implementing three interventions. These included: offering innovative programs, services, materials, or policies (62%), offering faculty with experience working with adult students (53.9%), and tracking reported needs (54%). New England had gaps in terms of implementing four interventions. The highest were offering flexibility regarding changes to services (84.6%) and collecting data on demographics (92.3%).

There were no items in regard to which the Mid East performed best in terms of implementing interventions or gaps in terms of implementing interventions.

The Great Lakes performed best in terms of implementing adult specific orientation (42%) and making changes to service (47%). There were no items on which the Great Lakes had gaps with regard to implementing interventions.

The Plains performed best in regard to implementing making changes to policies (47%). The Plains had a gap in regard to implementing offering adult-specific orientation (28%).

The Southeast states performed best in regard to implementing marketing toward adult students (69.2%) and making changes to policies (45%). The Southeast had gaps in marketing to adult students (69.2%).

The Southwest states performed best in terms of offering adult-specific orientation (42%) and innovative programs, services, materials, or policies (89%). The Southwest states had gaps in regard to implementing five interventions. These included offering faculty with experience working with adult students (66.7%), making changes to policies (72%), making changes to academic programs (72%), articulating a commitment to serving adult students (72%) and offering a dedicated adult student center (28%).

There were no items in which the Rocky Mountains performed best or had gaps on which to make improvements in implementing interventions.

The Far West states performed best in regard to articulating a commitment to serving adult students (50%). The Far West had a gap in terms of implementing offering adult specific orientation (67%).

In summary, New England did well in terms of implementing three interventions, but had gaps in meeting four interventions. The Mid East did well in terms of implementing zero interventions, but had gaps in implementing zero interventions. The Great Lakes did well in terms of implementing two interventions and had no gaps in regard to implementing any interventions. The Plains states did well in terms of implementing one intervention, but had gaps in one intervention. The Southeast did well in terms of implementing two interventions, but had gaps in implementing two interventions. The Southwest did well in terms of implementing two interventions, but had gaps in implementing five interventions. The Rocky Mountains neither did well nor had gaps in implementing interventions. The Far West did well in terms of implementing one intervention, but had a gap in implementing one intervention. No regions came out as being clearly ahead of or behind the rest in regard to implementing interventions.

Time of Interaction

Time of student interaction refers to the points at which students interact with an institution. Students will have interactions before admissions, which for the purposes of this study are categorized as access. Students will also have interactions after they have enrolled and while matriculating, which for the purposes of this study are categorized as persistence. Likewise, they will have interactions after meeting their educational goals, which for the purposes of this study are categorized as success. In the findings that follow, we can see where

institutions are doing well and not as well at each point of student interaction by all institutions and by sector.

Overall, the institutions did well in terms of meeting 16 motivators, barriers, or interventions before admission. These included counseling factors like offering counseling: to help with ability due to prior educational attainment (51.9%), academic progress (63.6%), financial aid (58.5%), balancing school with work responsibilities (63.3%), time-management pressures (65.1%), cost of education (65.4%), social costs of attendance (57%), institutional focus on traditional students (56.4%), large class sizes (75.8%), perceived intensity of student academic demands (51%), completion (59.1%), concern ability to pay back student loans (53.4%), finishing an education started in the past (59.4%), desire to obtain knowledge/skills (43.4%). In addition these included offering study skills workshops (78.2%) and offering remedial courses (69.6%).

Overall, the institutions had gaps in terms of meeting 24 motivators, barriers, or interventions before admission. These included flexibility regarding course relevance (47.2%), confidence in ability to succeed after graduation (40.6%), course delivery (31.9%), and confidence in ability due to age (46.9%). In addition it included the following counseling factors: help with technology skills (34.3%), help with instructor to student interactions (25.7%), help with use of their faith and personal dedication or determination (32.8%), help with drawing on supportive family and social networks (38.5%), help with the desire to obtain knowledge/skills (43.4%), help with fulfilling a personal goal (49%), help with attending a preferred institution including location and reputation (43.9%), help dealing with orientation to the program and institution (32.8%), and help with being a role model for children (32.2%). It also included: offering extended online student services (37.3%), expanded course offerings (26.9%),

institutional early-warning systems (20%), smaller classes (27.5%), interactive electronic tutoring (14%), workshops to help alleviate fears about obtaining employment (12.5%), mentoring programs with community members and faculty (11.9%), employer endorsement of the program (27.8%), professional/career growth and development (19.7%), peer/co-student support programs (19.7%) and limited accessibility (scheduling) of courses (31.6%).

Overall, the institutions did well in terms of meeting 27 motivators, barriers, or interventions during matriculation. These included 13 counseling factors, the highest being counseling to help with confidence in ability to succeed after graduation (68.1%), help with obtaining knowledge/skills (65.7%), and help with fulfilling a personal goal (65.1%). In addition it included help with technology skills (67.5%), offering institutional early-warning systems (70.4%) and offering smaller classes (64.5%).

Overall, the institutions had gaps in terms of meeting 12 motivators, barriers, or interventions during matriculation. These included nine counseling factors the highest being counseling to help with instructor to student interactions (48.7%), and counseling to help with being a role model for children (48.4%). In addition it included offering help with tracking academic progress (22.7%), and remedial courses (46%) There were no factors on which the responding institutions performed best with regard to time of interaction after completion.

Overall, the institutions had gaps in terms of meeting 39 motivators, barriers, or interventions after completion. This included 25 counseling factors the highest being offering counseling to help with; confidence in ability to succeed after graduation (37.9%), professional/career growth and development (31.6%), and concern about ability to pay back student loans (24.8%). In addition it included offering workshops to help alleviate fears about

obtaining employment (23%), offering mentoring programs with community members and faculty (14.6%), and offering employer endorsement of the program (17.3%).

In summary, the institutions met 16 services before admission, 27 services during matriculation, and 0 services after completion. The institutions had gaps in terms of meeting 24 services before admissions, 12 services during matriculation, and 39 services after completion. Support for adult students appeared to end after degree completion.

Sector

Public institutions performed best in terms of meeting two motivators, barriers, or interventions before admissions. These included offering peer/co-student support program (21.6%) and offering expanded course offerings (29.5%). Public institutions performed best in terms of meeting 15 motivators, barriers, or interventions during matriculation. The most offered were financial aid (71.6%), institutional early warning systems (72.7%) and technology skills (70.5%). Public institutions performed best in terms of meeting four motivators, barriers, or interventions after completion. The most offered factors were workshops to help alleviate fears about obtaining employment (30.9%), and counseling to help with ability due to age (29.4%).

Private non-profits performed best in terms of meeting 12 motivators, barriers, or interventions before admissions. The highest of these were: offering counseling to help with finishing an education started in the past (62.5%), fulfilling a personal goal (52.8%), and ability due to prior educational attainment (54.2%). Private non-profits performed best in terms of meeting 15 motivators, barriers, or interventions during matriculation. These included offering counseling to help with academic progress (72.2%), to help with obtaining knowledge/skills (66.7%), and to help with fulfilling a personal goal (66.7%). Private non-profits performed best in terms of meeting 12 motivators, barriers, or interventions after completion. These included

offering study skills workshops (64.3%), offering extended online student services (15.3%), and offering help with technology skills (9.7%).

Private for-profits performed best in terms of meeting 16 motivators, barriers, or interventions before admission. These included offering orientation to the program and institution (66.7%), financial aid (66.7%), counseling to help with the desire to obtain knowledge/skills (50%), and offering help with technology skills (50%). Private For-Profits performed best on time of service during matriculation by offering counseling about academic progress (75%). Private for-profits performed best in terms of meeting 12 motivators, barriers, or interventions after completion. These included offering counseling to help with academic progress (33.3%), to help with confidence in ability to succeed after graduation (50%), and to help with course relevance (33.3%).

In summary, Public institutions did well in terms of meeting 2 services before admissions, 15 services during matriculation, and 4 services after completion. Private non-profits did well in terms of meeting 12 before admission, 15 during matriculation, and 12 services after completion. Private for-profits did well in terms of meeting 16 services before admission, 1 during matriculation, and 12 services after completion. Private for-profits did best in regard to offering services before admission and after completion, but not during matriculation, with public and non-profits providing the most service at this time.

Research Question 3: How do institutions compare based on the amount of reported overall coordinated effort provided to adult students?

When deciding how to compare institutions there was no exact model to use as a precedent, but the researcher used a model highlighted by Choy (2002) in which the non-traditional student is understood as having degrees of nontraditional characteristics. In her paper,

the degree of interrelationships among non-traditional characteristics defined a scale: traditional student, minimally nontraditional, moderately nontraditional, and highly nontraditional. The researcher of this dissertation built a similar model in order to consider degrees of coordinated effort for institutions.

Each question answered by the respondents resulted in a score that accumulated into an overall score of coordinated effort provided to the adult students at each institution. The score was based on the data analysis for questions 7–33. The method for calculating the overall coordinated effort scoring is available in Appendix C: Scoring Matrix for the Instrument. This appendix explains how extent, yes/no, and percentage questions were valued and scored. The total number of points possible for an institution was 355. If an institution scored between 0 and 88 they were considered to be providing a low coordinated effort. If an institution scored between 89 and 176 they were considered to be providing a little coordinated effort. If an institution scored between 177 and 264 they were considered to be providing some effort. If an institution scored between 265–355, it was considered to have provided a high coordinated effort. The researcher selected this range to reflect the model established by Choy (2002) and to best show the cluster of institutions within the range. Figure 10 shows the number of institutions and how they scored on the measure of coordinated effort.

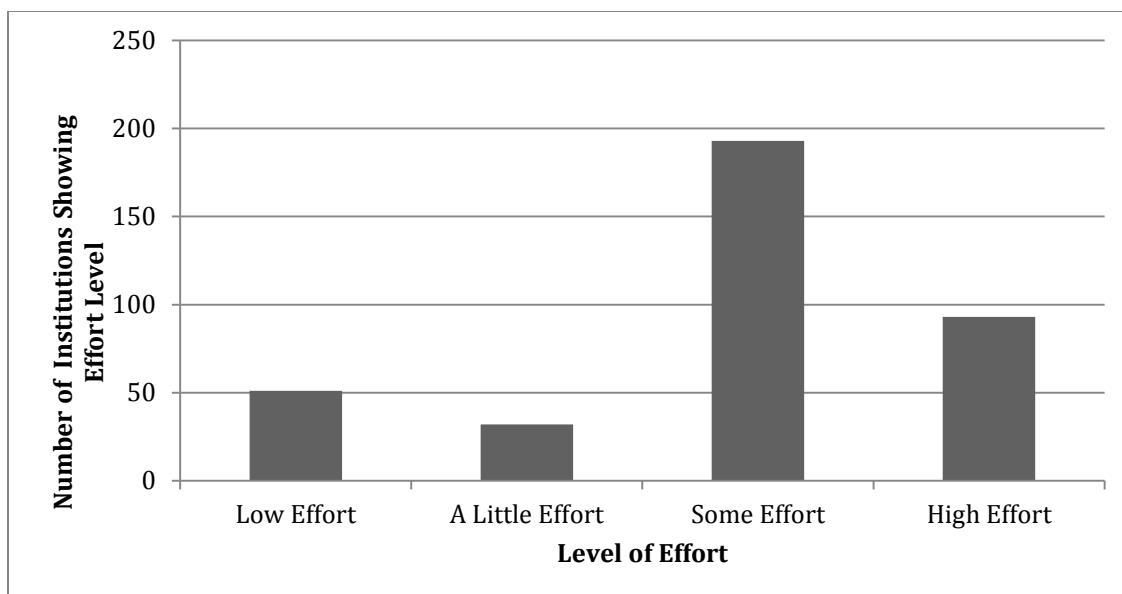


Figure 10. Institutional scores on coordinated effort.

Based on the respondents' scored answers, the mean was 211, the median was 244, and the mode was 1. The range was 320. The institutions clustered around scores of 200–250. This showed that some of the respondent institutions reported offering high levels of coordinated effort for adult students.

Research Question 4: Does the extent of provision of a coordinated effort affect the level of institutional enrollment of adult students?

To determine whether an institution's score for a coordinated effort had an effect on their institutional enrollment of adult students, the researcher collected the enrollment data for three years for each institution that provided its IPEDS number. This enrollment data was for the years 2003, 2005, and 2009.

The total enrollment of adult students over the three years was averaged. These data were compared to the coordinated effort score. In Figure 11, the points are plotted for the coordinated effort scores as they relate to average total enrollment. No trend was found in the data.

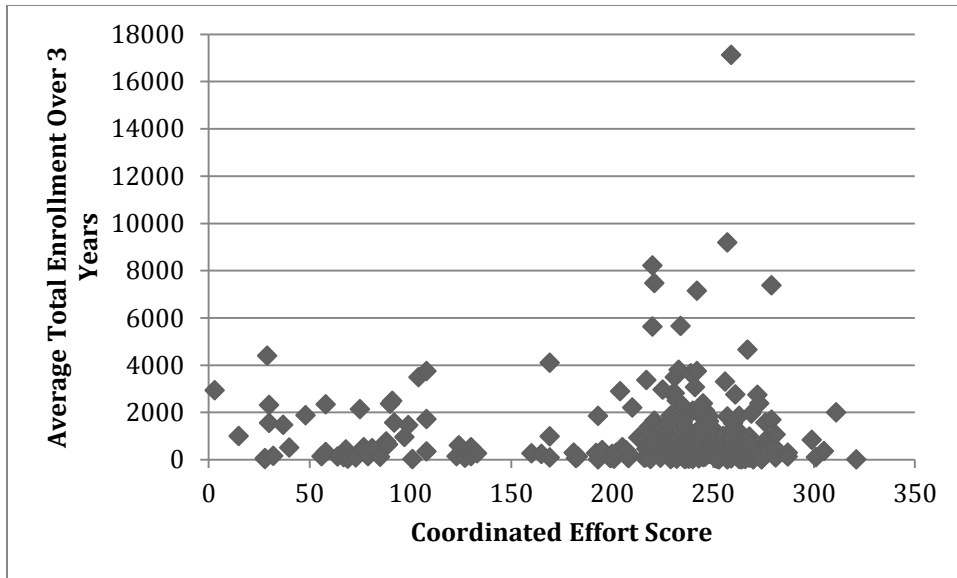


Figure 11. Plot of scores by coordinated effort and average total enrollment.

The part-time enrollment of adult students over the three years was also averaged. These data were compared to the coordinated effort score. In Figure, 12 the points are plotted for the coordinated effort scores and for average part time enrollment. No trend was found in the data.

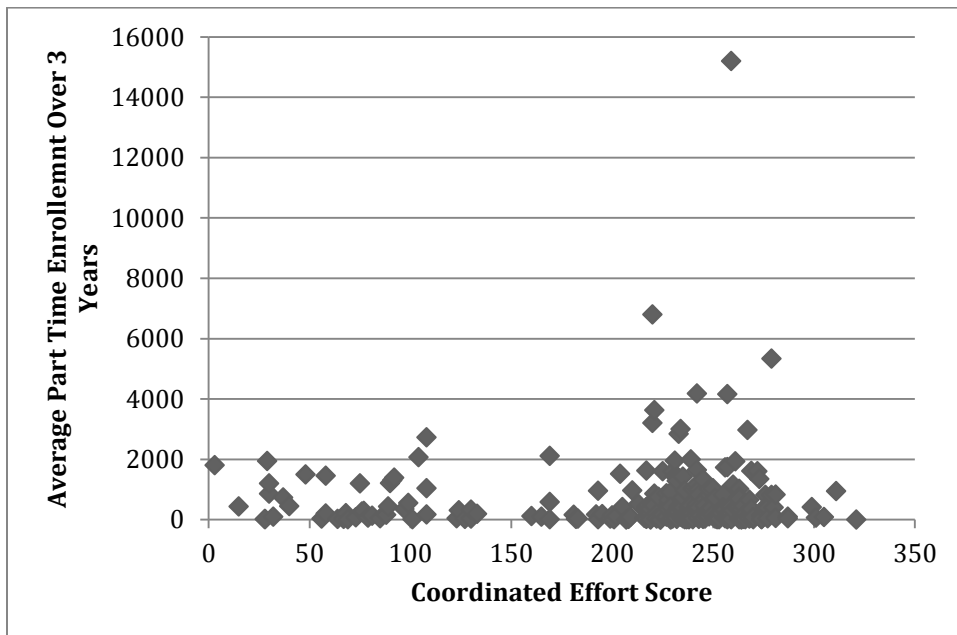


Figure 12. Plot of scores by coordinated effort and average part-time enrollment.

Summary

For Institutions Overall

Overall the institutions did well in terms of meeting nine motivators, five barriers, and one intervention. However, they had gaps in terms of meeting 23 motivators, 22 barriers, and 10 interventions. As a whole population, there is much to be done to close the gap between the desires of non-traditional adult students and the provision of a coordinated effort. These data indicate that four-year institutions are doing poorly in serving non-traditional adult students.

Sector

Public institutions did well in terms of meeting 21 motivators, 17 barriers, and 3 interventions. However, they had gaps in terms of meeting five motivators, eight barriers, and four interventions.

Private non-profits did well in terms of meeting 14 motivators, 3 barriers, and 2 interventions. However, they had gaps in terms of meeting one motivator, five barriers, and two interventions.

Private for-profits did well in terms of meeting two motivators, nine barriers, and three interventions. They had gaps in meeting 30 motivators, 16 barriers, and 4 interventions.

Private for-profits had the largest gap in meeting the motivators of adult non-traditional students. Public institutions performed best in regard to overcoming barriers, whereas private for-profits have the most to do in order to close the gaps in this regard. In the sector category, institutions did equally well across interventions.

Institutional Size

Institutions with enrollment of under 1,000 did well in terms of meeting nine motivators, three barriers, and two interventions. However, they had gaps in regard to meeting 7 motivators, 10 barriers, and 0 interventions.

Institutions with enrollment of 1,000–4,999 did well in terms of meeting two of motivators, five barriers, and one intervention. However, they had gaps in regard to meeting seven motivators, three barriers, and two interventions.

Institutions with enrollment of 5,000–9,999 did well in terms of meeting 12 motivators, 1 barrier, and 1 intervention. However, they had gaps in regard to meeting one motivator, four barriers, and one intervention.

Institutions with enrollment of 10,000–19,999 did well in terms of meeting 11 motivators, 9 barriers, and 5 interventions. However, they had gaps in regard to meeting five motivators, six barriers, and one intervention.

Institutions with enrollment of 20,000 and above did well in terms of meeting 5 motivators, 10 barriers, and 1 intervention. However, they had gaps in meeting 17 motivators, 5 barriers, and 9 interventions.

Institutions with the largest enrollment had the longest way to go in regard to meeting the motivators of non-traditional adult students. Institutions with the smallest enrollment had the most gaps to close when overcoming barriers. Institutions with the highest levels of enrollment need to do the most work to affect adult students' success by implementing interventions.

For Geographic Region

New England did well in terms of meeting 12 motivators, 7 barriers, and 3 interventions. However, this region had gaps in terms of meeting two motivators, five barriers, and four interventions.

The Mid East did well in terms of meeting two motivators, eight barriers, and zero interventions. However, this region had gaps in meeting three motivators, four barriers, and zero interventions.

The Great Lakes did well in terms of meeting four motivators, two barriers, and two interventions. However, this region had gaps in meeting one motivator, one barrier, and zero interventions.

The Plains did well in terms of meeting one motivator, one barrier, and one intervention. However, this region had gaps in meeting four motivators, two barriers, and one intervention.

The Southeast did well in terms of meeting two motivators, zero barriers, and two interventions. However, this region had gaps in meeting four motivators, three barriers, and two interventions.

The Southwest did well in terms of meeting one motivator, four barriers, and two interventions. However, this region had gaps in meeting 13 motivators, 8 barriers, and 5 interventions.

The Rocky Mountains did well in terms of meeting 11 motivators, and 4 barriers. However, this region had gaps in meeting three motivators, and two barriers.

The Far West did well in terms of meeting two motivators, two barriers, and one intervention. However, this region had gaps in meeting two motivators, five barriers, and one intervention.

New England and the Rocky Mountains did the best in regard to meeting motivators, whereas the Southwest had a great many more gaps than the other regions did. The Southwest had the most gaps to address in overcoming barriers for adult students. No regions came out as clearly ahead of or behind the rest for implementing interventions.

For Time of Interaction

Overall, the institutions did well in terms of meeting 16 services before admission, 27 services during matriculation, and 0 services after completion. Yet, the institutions had gaps in terms of meeting 24 services before admission, 12 services during matriculation, and 39 services after completion.

Public institutions did well in terms of meeting 2 services before admission, 15 services during matriculation, and 4 services after completion. Private non-profits did well in terms of meeting 12 before admission, 15 during matriculation, and 12 services after completion. Private for-profits did well in terms of meeting 16 services before admission, 1 during matriculation, and 12 services after completion. Private for-profits did best in offering services before admission, and after completion, but not during matriculation, with public and non-profits providing the most service at this time.

Coordinated Effort and Enrollment

Based on the respondents' scored answers, the institutions clustered around scores of 200–250. This showed that some of the respondent institutions reported offering high levels of coordinated effort for adult students. There was no relationship between level of coordinated effort and total enrollment. Neither was a relationship found between level of coordinated effort and part-time enrollment.

Discussion and Interpretations

These findings for the institutions overall highlight the importance of the message that though institutions reported they are trying to meet motivators, overcome barriers, and implement interventions in the interest of promoting adult students' success, there are a great many more things institutions could do to meet motivators, remove barriers, and implement interventions in general and across time and location. This message was consistent with the literature on the topic.

The researcher had hoped to find improvement since the publication of "Improving Lives through Higher Education Campus Program and Policies for Low Income Adults Study" was completed by Cook and King (2005). According to Cook and King's analysis, institutions that perform well in terms of recruiting and retaining adult students acknowledge the centrality of adults in their mission statements and/or strategic plans by offering special academic programs, implementing early-warning systems to recognize struggling students, setting up full-service satellite campuses, making themselves available on public transportation routes, and finally welcoming adult students in orientation programs. Cook and King observed that institutions had the most room to improve in the following areas: recognizing the low-income adults within their populations, providing appropriate financial aid, identifying and educating faculty who can teach adults, and offering child care.

In comparison to Cook and King's (2005) results, this study found that institutions did well in terms of serving non-traditional adult students by offering financial aid, providing access to faculty, making their admission application easy to access, offering adult-specific orientation, and accepting transferred credits. This study showed that institutions had the most room to improve in articulating a commitment to serving adult students, tracking their admissions,

assisting students with counseling and academic advising, and offering alternative program types, like night and weekend programs.

In the 1999 paper, “Serving Adult Learners in Higher Education: Findings from CAEL’s Benchmarking Study,” the Council for Adult and Experiential Learning (CAEL) recorded best practices for serving adults. The paper advocates that institutions with a focus on adults should articulate a mission that is adult-focused, share its decision-making process with adult students and the community, use an open admissions process that works to create the best educational matches for adults, assist students with making informed educational planning decisions, offer pre-enrollment and ongoing counseling, provide prior learning assessment, and work to make programs affordable, accessible, and high quality. CAEL created a set of “Principles of Effectiveness for Serving Adult Students.” In a follow-up study Flint’s 2005 report, “How Well Are We Serving Our Adult Learners? Investigating the Impact of Institutions on Success and Retention” further explored the recommendations and principles set out by CAEL and looked specifically at how institutions following these principles affect adult student retention and success. The paper asked institutions that had used these tools to determine whether changes they had made had led to adult student re-enrollment. According to the study, institutions that were following the recommendations and so meeting the needs of their adult student populations saw a higher level of re-enrollment and ultimate success rates versus those that were not doing so.

In comparison to the results reported by CAEL and Flint, most of the institutions in the present study fall far short of the “Principles of Effectiveness for Serving Adults.” Even for those institutions that did show a high level of coordinated effort, their enrollment (not re-enrollment) did not reflect this effort as having an impact. This is evidenced by the lack of a relationship

between level of coordinated effort and enrollment of full- and part-time non-traditional adult students as found in research questions 3 and 4.

In his article “Reform Higher Education with Capitalism?” (2005), Berg clearly stated how for-profit institutions of higher education could better meet the needs of non-traditional students. In his view, a “for profit solution to the access problem is accomplished through an organizational model that concentrates on meeting the needs of ethnic minority, adult, and first generation college students through a focus on customer service and by filling gaps in the higher education system” (p. 30). Feldman (2004) corroborated this view, claiming that for-profit institutions are in direct competition with traditional higher education institutions. In his account, Berg focused on how for-profits provide better service and better faculty training than do their not-for-profit counterparts. The article considered for-profit higher education institutions as superior in regard to the following factors: (a) awareness of federal financial aid programs, (b) provision of counseling during convenient evening hours, (c) convenient campus locations, (d) use of a learner-centered pedagogical approach, (e) vocational and professionally oriented curricula.

This study found that private for-profit institutions do well at marketing to adults, encouraging students to set up a family and social network, offering extended online student services, offering alternative program types, and offering flexibility with requirements. However this study did not find that overall private for-profits were doing any better than public or private non-profits were, both of which met more motivators, barriers and interventions overall. On many factors, private for-profits did worse. This finding is counter to that found in the literature (Berg, 2005).

In Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results, Chao et al. (2007) examined the difficulties adult students experience in trying to earn credentials that will benefit them in the labor market. The authors examined innovative practices and modification policies for adult students that foster ultimate success. The paper divided the barriers into five categories: (a) supply and demand dynamics, (b) accessibility, (c) affordability, (d) accountability, and (e) recommendations. The study recommended that future research could explore the approach of increasing the capacity of higher education and thereby its ability to serve more adult learners and the approach of improving faculty quality and preparation in programs and fields where adult students are concentrated. A further recommendation was that researchers should consider the implications of encouraging employers to provide input into curriculum design. Chao's paper, thus highlighted the idea that institutions need to meet societal educational needs and thereby remove the stated barriers. As noted in the present study's literature review, there is a need to meet students' demand for knowledge and skills that fulfill global needs.

This study showed that institutions do not place a high priority on providing services to adult students and any proposal to create greater capacity to serve them is at this time unlikely to be pursued. For the institutions in this study, less than half were likely to even consider experience working with adults as a factor when hiring faculty. The institution's involvement with employers was also not seen as important, with 55% of institutions offering no contract programs with employers.

In Nontraditional Undergraduates: Findings from the Condition of Education, Choy (2002) defined the non-traditional adult student as the new traditional. Choy argued that reducing time to completion would significantly impact the risk factors for adult students. Choy also

pointed to the enrollment of moderately and highly non-traditional students in distance education programs, rather than in face-to-face environments as a trend that will continue. In Choy's view, participating in distance education may allow nontraditional students to overcome some of the difficulties they encounter in coordinating their work and school schedules or in obtaining the classes they want. Institutions offering distance education expect enrollments to continue to grow. Aslanian (2008) cited a Sloan study that cautions that future growth at current rates in distance education is not sustainable; they contend that start-ups are over. There will be few new institutions entering the market—"that is, every institution planning to offer online education is already doing so" (p. 7).

Are adult-friendly institutions "primarily online"? In this study, only 24.7% of institutions offered distance or online education programs. However, 7% of the institutional respondents suggested that this is something they would like their institution to offer, and 10% considered this alternative delivery method as innovative.

Findings in this study were consistent with the literature and found that institutions have a long way to go in offering all the needed services to make their institutions adult-friendly. Some strides have been made since these other benchmarks were set, but more can be done.

Recommendations and Implications

This section synthesizes some of the insights offered in this study. And, it offers options and recommendations for building a more integrated approach for adult students that institutional leaders and legislators could consider in establishing best practices.

Recommendations for Adult Students

Non-traditional adult students need to take a role in their own future at four-year higher education institutions. They need to take the time to advocate for awareness of the adult non-

traditional population at their institution. They should make their institution aware of what they are experiencing as they pursue their educational goals. They can advocate for change by expressing their needs to their institution, explaining what is needed to leaders at every point, whether before they begin their education, while they are studying, and after they have graduated.

Non-traditional adult students should take the information in this study and consider based on the findings of this study the kind of institution they would like to attend in regard to type, size, or region. If they are already attending, they can see where their institution is doing well and where there are gaps. Using this information, non-traditional adult students can advocate for their institutions to make the most meaningful changes based on gaps reported here and the voices of the adult students at their location. Finally, adult students can advocate for the best use of tax dollars in the legislature for the reform and support of higher education

As long as adult students do not make their voices heard, they will remain marginalized amidst the traditional student population and nothing will be done to change the levels of success of those students who attempt to obtain a four-year credential. Churchill (2005) agreed on this need for adult students to advocate for themselves.

Recommendations and Implications for Institutional Leaders

Leaders in higher education need to study their adult students at a deeper level to understand the motivators, barriers, and implementations that impact non-traditional adult students as they attempt to succeed at their institutions. Leadership should then implement policies and programmatic factors that enhance motivators. Likewise, leaders in higher education would be wise to focus on eliminating poor leadership practices and policies. In their place, they should create new practices and policies that break down barriers for this population before,

during, and after matriculation. These recommendations are congruent with those of Aycock, (2003):

Leaders in higher education need to progress beyond just admitting adult students; they have a responsibility to re-evaluate their goals, institutional purposes, missions, and services provided to the adult student. If adult learners are going to matriculate in higher education, they will require appropriate services designed to meet their real-life issues and to support their educational goals. (p. 10)

Leaders and administrators need to understand the challenges faced by non-traditional adult students at their institutions if they desire to make a commitment to serving this population. A deeper understanding on the part of administrators is certainly the first step in making an impact on an institution's vision and mission in terms of rethinking its approach to and investment in adult students. An institution that considers this population a priority, therefore, creates the opportunity to hear requests to modify policies and can, therefore, foster adult students' access, persistence, and success. At this point in time, institutional leaders should focus on determining students' changing needs as a result of the recession, personal and institutional triggers that most frequently cause students to enroll or leave, triggers that cause cases of stop out, and what students do to overcome challenges. An investigation into their levels of enrollment and reenrollment would be prudent in considering designing policies to overcome stop-out (Berg, 2005; Boshier, 1977; Kasworm, 1993; Tinto, 1993).

It is imperative that higher education leaders strive to understand the key times in an adult student's life and the criteria that are most conducive to enabling adult students to succeed educationally at any given time; that is,

While student learning needs may be influenced by multiple and divergent forces, there are various peak times in individuals' lives when learning is most likely to be experienced. It is, therefore, critical that program development include the contextual realities of organizational expectations, along with constituent and societal needs.

(Feldman, 2004, p. 8)

In addition, higher education should advocate for supportive federal and state policies and practices that encourage economic development through the matriculation of nontraditional adult students. The matter is as much legislative as it is institutional: "Public colleges and universities have taken steps to serve adult learners as well, but state leadership and support are needed to make adult learners a higher priority on many campuses" (AASCU, 2006, p. 2). When institutions advocate in the legislature to serve the needs of adult students better, this is to the benefit of all students.

Given the diversity of interventions listed as a part of this study, it is imperative that higher education institutions committed to implementing adult-friendly interventions strategically plan to do so. After all, each institution must serve the needs of its particular population. As Cook rightly observed, "No single program or policy can make college accessible, convenient, and relevant for the broad range of adult students" (p. vii). Therefore, "Institutions must provide an array of academic and co-curricular offerings, backed up by appropriate administrative structures to serve this population" (Cook, 2005, p. vii).

Institutional leaders need to consider the larger needs of society and meet these needs for the current society they serve. With work in the United States having changed so considerably as a result of globalization and increased competition, the change from a manufacturing society to a knowledge society with an information- and service-based economy has resulted in more adults

becoming highly motivated to pursue higher education (Aycock, 2003; Flint, 2000). Institutional leaders can take advantage of this motivation and drive to provide higher levels of education and training that meet the expectations of students and employers. Leaders of higher education institutions will need to recognize this shift in employers' and students' expectations and plan accordingly. Higher education leaders will need to understand the knowledge society that is emerging as a construct demanding strategic action for creating better access to higher education opportunities (Brennan, 2008). "An increase in access needs to be accompanied by a change in the culture of higher education institutions and that such a change would benefit mature and non-mature students alike" (Bowl, 2001, p. 142).

If an institution desires to improve its services, institutional leaders can take a look at work already being done by CAEL and other organizations that support change in this environment. Leaders can examine where their institutions' policies, practices, materials, and programs would benefit from change by performing a gap analysis. They can use existing tools to hear the voices of their nontraditional adult student population, to analyze their services in regard to those voices, and to make improvements accordingly. Leaders can look specifically at what is done before admission, during matriculation, and after completion by students in this population and create appropriate services to fill the gaps (CAEL, 2001; Lumina, 2012).

Finally, the researcher would encourage leaders to avoid marginalizing adult students by offering a "one university" face to both students and faculty/staff. All an institution's staff and faculty should be aware of and ready to serve the nontraditional adult student rather than thinking of them as a separate unit (CAEL, 2001; Lumina, 2012).

Recommendations for Legislators

Financial Aid. Legislators can help institutions to overcome the lack of interest in institutional commitment or institutional friendliness to adults and all students in general by encouraging institutions to offer services, programs, and policies that meet the needs of non-traditional adult students and make them a priority (AASCU, 1996). Legislators can help institutions to become more nimble, flexible, and savvy about meeting the needs of all students. This point is in accord with Aslanian's (2008) argument that non-traditional students should no longer be a focus because all students have some nontraditional characteristics. This study found that 215 (64%) institutions indicated that their institutions' missions did not articulate a commitment to serving adult students. Legislators could help institutions rethink their visions and missions and encourage them to push this all the way down to policies, programs, and services in order to demarginalize this population (Sissel & Handman, 2001).

When providing funding for adult student programs, legislators should broaden the definition of success as it applies to adult students and consider the challenges institutions face in striving for broad and meaningful success. To do this, leaders and legislators will need to provide financial resources to students and institutions. These resources would include federal financial aid accessible to all students (Pusser et. al, 2007) and reducing the cost of matriculation (CAEL, 2008). Despite gains in institutions assisting adult students with financial aid, 38% of the institutions in the present study did not do so.

Legislators can make the link between higher education and employment by supporting adult students completing degrees to get jobs. States need to evaluate their human capital needs, set goals for adult student outcomes, establish funding policies that support these outcomes and systematically monitor progress (AASCU, 1996). Legislators can encourage institutions to work

more closely with employers. In this study, 86% of institutions did not offer contract programs, only 53.7% offered employer endorsement of programs, and 52% did not work with students to help them find professional career growth and development.

State and federal legislation should support preparatory programs that feed adult students to higher education including workforce development programs, traditional adult education, adult literacy, and vocational education (CAEL, 2008). Despite the need on the part of adult students to access remedial education, only 36% of the institutions in the present study offered such education. If adult students were to work with other preparatory programs, they would have a better chance of coming to higher education institution prepared to succeed.

Summary of Recommendations and Implications

This study made recommendations and discussed implications based on data for adult students, leaders of four-year higher education institutions and legislators. When these three parties work together, adult students will have a greater chance of success because supportive institutional, state, and federal policies will encourage economic development and render institutions more equitable in their treatment of all students.

Researcher Reflections

Every institution that responded to this survey may be serving adult non-traditional students differently. They may have a focus on degree completion or just on women students. In reflecting on the design of this study, the researcher sees that the questions did not offer a way to account for the context of the respondents' answers. Some of the questions asked may not have been as relevant to adult completion programs, online and distance programs, or programs that serve only adults. In a quantitative survey, questions do not always allow for responses that fit an institution's context, so the respondent chooses the response closest to the "correct" answer or

fails to give a response to a particular question. The possibility that some of the questions did not allow the respondents to respond in ways that they considered appropriate may have meant that some of the participants decided not to respond. Institutions that focus only on adults may not track them separately or serve them with “special” adult-focused programs that the surveys questions asked about.

Another factor that the researcher had not considered was that the survey assumed a high level of knowledge of the greater university. For some larger institutions where non-traditional adult students are served in a separate college or school, the respondent may not have had knowledge of the other school’s or college’s information, thereby limiting their response to only partial information about their population of adult students.

The researcher assumed that a high level of coordinated effort would correlate to high non-traditional adult student enrollment and was surprised to find results to the contrary. The researcher has no explanation for this finding. It is possible that the preference of adult students for a nearby institution (Aslanian, 2008) despite the level of effort is the only way to account for this. Suggestions for further research around this finding are made next.

In this study, participants offered a number of unique ideas in responding to the open-ended questions about recommendations. Recommendations that could be interesting to research in the future included the ideas of offering peer mentoring programs, market-sensitive tuition, and work study jobs for adult students on campus. In addition to these recommendations, the researcher asked institutional respondents to state the innovations they would most like to see offered to adult students. The innovations mentioned included offering adult-specific celebrations/graduations, community-based programs, and programs specifically for military members. Other suggestions were creating an adult student handbook and using intrusive

advising, the latter of which involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Further ideas included offering opportunities for adult student advocacy and leadership roles, providing students with the opportunity to purge their records and start over if they stop out.

Suggestions for Further Research

Research should continue to examine nontraditional students' needs in new and changing environments. Further research might determine if there is an inter-relationship between characteristics that make an institution adult friendly. Such research would need to determine whether some characteristics occur together by definition. Do night and weekend classes equate to the need for night and weekend services, do online classes equate to the need for online services? Data could be examined to determine whether there is a predictor model (a regression analysis could be completed) on which to determine the key factors in making an institution adult-friendly and how they relate to each other.

Institutional enrollment trends could be examined for increases and decreases rather than averages. Does a high level of coordinated effort show changes in enrollment and reenrollment? If not, then what is affecting the enrollment numbers? The current data could be examined to determine how many of each sector, institutional size, and geographic region fall in to the levels of coordinated effort overall and by part-time and full-time enrollment.

Because high enrollment did not correlate with high coordination of effort then further research would be beneficial to determine the factors that go in to selecting an institution. It would be instructive to determine whether institutions that offer a pure focus on adult student

enrollments run contrary to the trend found in this study, which shows that enrollment did not correlate to high levels of coordinated effort.

This study might be expanded by collecting and analyzing data on two-year institutions and then comparing those results to those reported herein. This study could also be expanded to look specifically at those institutions that claimed to have a high level of coordinated effort and create a case study on each in order to showcase best practices.

In addition, a causal comparison research study could look at each of the methods examined herein to overcome barriers or encourage motivators for actual levels of effectual change. More specifically, institutional policies could be examined to determine their impact on barriers, motivators, and interventions.

Research could also be conducted to determine whether level of institutional coordinated effort effects matters such as impact on student learning, student satisfaction, and student workplace success after employment.

Further survey research might pursue what keeps institutions from changing from making minimal coordinated efforts. Thus, the barriers, motivators, and interventions the institutions themselves face in serving non-traditional adult students could be determined and considered.

Summary

This chapter summarized the findings of this study and discussed how institutions are serving adults overall, by sector, by institutional size, by geographic region, and by time of student interaction (before enrolling, during matriculation, and after graduation). The results reported in this study were consistent with the literature, showing that institutions have a long way to go in regard to offering all services necessary to rendering their institutions adult-friendly. Some strides have been made since other benchmarks were set, but more can be done.

This study made recommendations and discussed the implications of the data for non-traditional adult students, leaders of four-year higher education institutions, and legislators.

Conclusion

This study asked questions about institutions on a national scale and how they promote adult student success. It sought to understand the motives, backgrounds, and achievements of non-traditional adult students attending institutions as reported by the literature. This study offered conclusions about best practices, services, and policies at four-year institutions that promote or hinder the success of non-traditional adult students. This study also made recommendations about how adult students, institutional leaders, and legislators can better serve this audience by promoting success through adult-friendly programs, services, materials, and policies. This study's results can be used by institutions, adult students, and legislators to compare their regions, sectors, or sizes, and to more appropriately design their programs in order to promote the success of adult students and prepare them for the future in the global market place.

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APPENDICES

APPENDIX A

Matrix of Research Questions and Survey Questions

Matrix

Research Questions	Instrument Questions
Consent Collection	1, 2
Demographic Collection	3, 4, 5, 6
To what extent do four-year institutions meet motivators, remove barriers, and implement interventions suggested by the literature?	<p>Motivators 13, 14, 15, 16, 17, 18, 25, 27, 28, 30</p> <p>Barriers 19, 20, 21, 22, 23, 24, 26</p> <p>Interventions 7, 8, 9, 10, 11, 12, 29, 31, 32, 33, 34, 35</p>
How do institutions compare based on multiple categories: sector, geographic region, institutional size, Carnegie classification, offered, and time of student interaction with the institution?	<p>Sector, Geographic Region, and Institutional Size</p> <p>Motivators 13, 14, 15, 16, 17, 18, 25, 27, 28, 30</p> <p>Barriers 19, 20, 21, 22, 23, 24, 26</p> <p>Interventions 7, 8, 9, 10, 11, 12, 29, 31, 32, 33,</p> <p>Time of Student Interaction (Access, Persistence, Success) 24, 25, 26, 27</p>
How do institutions compare based on the amount of reported overall coordinated effort provided to adult students?	Answered based on data analysis of questions in scoring matrix for questions 7–36.
Does the extent of provision of a coordinated effort affect the level of institutional enrollment of adult students?	Answered based on data analysis of questions 7–36 in the scoring matrix as compared to the IPEDS enrollment data.

APPENDIX B

Instrument and Correspondence

Survey Instrument

Q1 Mrs. Heidi Watson, Graduate Student, and Dr. Kelli Jo Kerry-Moran, Associate Professor, both at the Indiana University of Pennsylvania would appreciate your participation in a research study designed to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The survey includes questions about your institution's ability to meet motivators, eliminate barriers, and implement interventions. There is no known risk to you as a result of your voluntary participation in this study. While there may be no immediate benefit to you as a result of your participation in this study, it is hoped valuable information may be gained about institutions in the United States that will be of future value to society including institutional leaders and state legislators. If you want to withdraw from the study at any time, you may do so by exiting the survey, without penalty. Please print out and keep this information for your records. The information that you provide on the questionnaire will be recorded in an electronic database and will be reported confidentially as grouped data. The information that could identify you or your institution will not be released. All completed surveys will be kept in an electronic data file by the researcher and will not be available to anyone not directly involved in this study. Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings. If you have any questions while taking the survey, please ask or contact us at Heidi Watson, Graduate Student, Indiana University of Pennsylvania, Administration and Leadership Studies Program, Stouffer Building, (814) 883-5008, h.a.watson@iup.edu or Dr. Kelli Jo Kerry-Moran, Associate Professor, Professional Studies in Education, 133 Davis Hall Indiana, PA 15701, Kelli.Kerry-Moran@iup.edu, 724-357-5689. If you have any complaints about your treatment as a participant in this study, please contact the School of Graduate Studies and Research Institutional Review Board for the Protection of Human Subjects (IRB) 724-357-7730

Q2 I have read and understand this information, and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have printed a copy of this Informed Consent Letter to keep in my possession. Do you agree to be a participant in this study?

- Agree (1)
- Disagree (2)

If Disagree Is Selected, Then Skip To End of Survey

Q3 What is the name of your institution or IPEDS number?

Q4 How does your institution define an adult student? (Click all that apply.)

- 22–30 (1)
- 30–45 (2)
- 45–65 (3)
- 65–99 (4)

Q5 Does your institution include the following criteria other than age in your criteria for a definition of adult learner? (click all that apply)

- delayed enrollment in post-secondary education (1)
- attends part time (2)
- is financially independent (3)
- works full time while enrolled (4)
- has dependents other than a spouse (5)
- is a single parent (6)
- lacks a standard high school diploma (7)

Q6 What percentage of your undergraduate population is considered adult students by your definition?

- 0 (1)
- 1–9% (2)
- 10–19% (3)
- 20–29% (4)
- 30–49% (5)
- 50–74% (6)
- 75–100% (7)

Q7 To what extent does your institution's mission articulate a commitment to serving adult students?

- To a Great Extent (1)
- Somewhat (2)
- Very little (3)
- Not at all (4)

Q8 What percentage of your institution's overall marketing is specifically aimed at the recruitment of adult students?

- 0 (1)
- 1–25% (2)
- 26–50% (3)
- 51–75% (4)
- 76–100% (5)

Q9 To what extent does your institution track the following information for adult learners?

	To a Great Extent (1)	Somewhat (2)	Very Little (3)	Not at All (4)
Admission (1)				
Retention (2)				
Completion of degree (3)				

Q10 To what extent does your institution collect data on adult students?

	To a Great Extent (1)	Somewhat (2)	Very Little (3)	Not at All (4)
Demographics, i.e., gender, ethnicity, age range, etc. (1)				
Reported needs (2)				

Q11 To what extent does your institution make changes to the following based on adult students' reported needs?

	To a Great Extent (1)	Somewhat (2)	Very Little (3)	Not at All (4)
Academic programs (1)				
Policies (2)				
Services (student services, academic support) (3)				

Q12 A coordinated effort is planning specifically for adult students' needs, and not including them in the services, programs, and policies for traditional students.

Q13 To what extent does your institution make a coordinated effort to provide the following?

	To a Great Extent (1)	Somewhat (2)	Very Little (3)	Not at All (4)
Counseling (1)				
Academic advising (2)				
Student services (3)				

Q14 To what extent are these coordinated efforts provided during hours outside of Monday through Friday from 8 a.m. to 5 p.m.?

	To a Great Extent (1)	Somewhat (2)	Very Little (3)	Not at All (4)
Counseling (1)				
Academic advising (2)				
Student services (3)				

Q15 To what extent does your institution earmark financial aid specifically for adult students?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q16 To what extent are part-time adult learners eligible for financial aid?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q17 To what extent is your institution accessible via public transportation?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q18 Does your institution offer child care on campus that is accessible to adult students? (i.e., evenings, weekends)

- Yes (1)
- No (2)
- N/A (3)

Q19 What percentage of course descriptions are available on your institution's website?

- 0 (1)
- 1–25% (2)
- 26–50% (3)
- 51–75% (4)
- 76–100% (5)

Q20 In what ways does your institution make the application for admission available?

- on the website? (1)
- on hard copy? (2)
- by phone? (3)
- by email? (4)
- Other? (5) _____

Q21 In what percentage of cases does your institution offer flexibility (relaxed standards) for adult students regarding the following?

	Range of Percentages							
	0–4% (1)	5–9% (2)	10–14% (3)	15–19% (4)	20–29% (5)	30–49% (6)	50–74% (7)	75–100% (8)
Admissions processes (1)								
Admissions requirements (2)								
Residency requirements (3)								
Academic program requirements (4)								

Q22 In what percentage of cases does your institution offer credit by alternative means?

	Range of Percentages							
	0–4% (1)	5–9% (2)	10–14% (3)	15–19% (4)	20–29% (5)	30–49% (6)	50–74% (7)	75–100% (8)
Transfer (1)								
Articulation agreement (2)								
Experience for prior learning, (portfolio assessment, non-formal learning, i.e., workplace training) (3)								

Q23 What percentage of the programs offered by your institution are alternative academic program types/locations?

	Range of Percentages							
	0–4% (1)	5–9% (2)	10–14% (3)	15–19% (4)	20–29% (5)	30–49% (6)	50–74% (7)	75–100% (8)
Night/weekend programs (1)								
Accelerated degree programs (2)								
Distance/Online education (3)								
Contract programs for								

local employers, unions, and other organizations (4)								
Satellite campuses (5)								

Q24 Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them address a lack of:

Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/Graduation) where this effort is offered.)

	Extent				Point of Interaction with the Institution		
	To a Great Extent (1)	Some what (2)	Very Little (3)	Not at All (4)	B (1)	D (2)	A (3)
Ability due to prior educational attainment (1)							
Course relevance (2)							
Confidence in ability to succeed after graduation (3)							
Ability due to age (4)							
Academic progress (5)							
Technology skills (6)							

Q25 Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them address a need to/for:

Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/Graduation) where this effort is offered.)

	Extent				Point of Interaction with the Institution		
	To a Great Extent (1)	Some what (2)	Very Little (3)	Not at All (4)	B (1)	D (2)	A (3)
Extended online student services, i.e., counseling, advising (1)							
Expanded course offerings (2)							
Flexibility in course delivery, i.e., times (3)							
Institutional early-warning systems for academic intervention and support (4)							
Smaller classes (5)							
Interactive electronic tutoring (6)							
Workshops to help alleviate fears about obtaining employment (7)							
Mentoring programs, with community members and faculty (8)							
Employer endorsement of the program (9)							

Professional/career growth and development (10)							
Peer /Co-student support programs (11)							
Financial aid (12)							
Study skills workshops (13)							
Remedial courses (14)							
Balance school with work responsibilities (15)							
Deal with time-management pressures (16)							
Orientation to the program and institution (17)							

Q26 Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them address:

Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/Graduation) where this effort is offered.)

	Extent				Point of Interaction with the Institution		
	To a Great Extent (1)	Some what (2)	Very Little (3)	Not at All (4)	B (1)	D (2)	A (3)
Cost of education (1)							
Social costs of attendance (2)							
Institutional focus on traditional students							

(3)							
Large class sizes (4)							
Perceived intensity of student academic demands (5)							
Procedural rigidity regarding degree completion (6)							
Concern about ability to pay back student loans (7)							
Limited accessibility (scheduling) of courses (8)							
Limited instructor-to-student interactions (9)							

Q27 Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them:

Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/Graduation) where this effort is offered.

	Extent				Point of Interaction with the Institution		
	To a Great Extent (1)	Some what (2)	Very Little (3)	Not at All (4)	B (1)	D (2)	A (3)
Use of their faith and personal dedication or determination (1)							

Draw on supportive family and social networks (2)							
Finish an education started in the past (3)							
Obtain knowledge/skills (4)							
Fulfill a personal goal (5)							
Attend a preferred institution including location and reputation (6)							
Be a role model for children (7)							

Q28 To what extent does your institution offer professional development for faculty about teaching adult students?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q29 To what extent is experience working with adult students a factor when recruiting faculty at your institution?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q30 To what extent do your faculty offer evening or open office hours?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)

- Not at All (4)

Q31 To what extent does your institution offer adult-specific orientation?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q32 Does your institution offer a dedicated adult student center (a physical or virtual location where adult students can interact with others and receive counseling, student services, or academic advising)?

- Yes (1)
- No (2)

Q33 To what extent does your institution offer innovative programs, services, materials, or policies to improve access, persistence, and success for non-traditional adult students?

- To a Great Extent (1)
- Somewhat (2)
- Very Little (3)
- Not at All (4)

Q34 Describe how your institution offers innovative programs, services, materials, or policies to improve access, persistence, and success for non-traditional adult students?

Q35 What services would you recommend offering adult students or what gaps exist in providing services to adult students at your institution?

Q36 Would you like a copy of your data compared to the national averages?

- Yes (1)
- No (2)

Q37 Would you like a copy of your results as compared to the national average? If yes, please type your name and email address in the box below.

Instrument Correspondence

Round 1: (To begin immediately upon approval of IRB)

Request to professional organizations sent asking for help in obtaining a convenience sample.

Dear “name”:

Hello “insert name.” My name is Heidi Watson. I am a graduate student at the Indiana University of Pennsylvania. I am working currently on my doctoral dissertation about how four-year higher education institutions meet the needs of non-traditional adult students and thereby promote their success. I am writing to request your help in getting participation in my survey. Your organization “insert name of organization” is critical in making connections with those serving this student population.

With this letter, I am writing to ask you for permission to send the survey link to your listserv or to have information about the study included in your annual/regional conference packet. Your organization’s participation is extremely important to the success of this study, which will help university administrators and leaders to better understand the opportunities, institutional best practices, services, and policies that four-year institutions offer that affect enrollment and thereby the success of non-traditional students. Thank you for your time and consideration. It’s only with the generous help of people like you that research can be successful. Please respond to this message or call me at 814-883-5008 if you have questions or would like to discuss the research further.

Sincerely,
Heidi Watson, Doctoral Candidate
Administration and Leadership Doctoral Program
Indiana University of Pennsylvania

Written correspondence shared with link to instrument for the organization to share with potential participants or conferees.

Dear “organization name” members:

This email is a request for your participation in a voluntary web survey for a research project entitled “Promoting Adult Student Success at four-year Higher Education Institutions.” The aim of this project is to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The study will determine the extent to which four-year institutions meet motivators, remove barriers, and implement interventions suggested by the literature. The study will compare institutions based on sector and reported level of coordinated effort provided to adult students. The study will also determine if the extent of the provision of a

coordinated effort affects the level of institutional enrollment of adult students. The survey includes questions about your institution's ability to meet motivators, eliminate barriers, and implement interventions.

To participate in the study click here: {insert link}

Your participation is extremely important to the success of this study, which will help university administrators and leaders to better understand the opportunities, institutional best practices, services, and policies that four-year institutions offer that affect enrollment and thereby the success of non-traditional students. If you choose to participate, a copy of your results as compared to the national averages can be sent to you. If you would prefer to receive a paper copy of this survey, please reply directly to my email address h.a.watson@iup.edu. The results may be published in academic journals and books. Thank you for your time and consideration. It's only with the generous help of people like you that research can be successful.

Sincerely,
Heidi Watson, Doctoral Candidate
Administration and Leadership Doctoral Program
Indiana University of Pennsylvania

Reminder at 1 (two weeks)

Dear "name":

This is a reminder of a request for your participation in a doctoral research study entitled "Promoting Adult Student Success at four-year Higher Education Institutions." This survey will assist me in completing important research about four-year institutions and adult student success. Thank you for your time and consideration. It's only with the generous help of people like you that doctoral research can be successful.

To participate in the study click here: {insert link}

Sincerely,
Heidi Watson, Doctoral Candidate
Administration and Leadership Doctoral Program
Indiana University of Pennsylvania

Round 2

Pre-survey Screening

This email is a request for your institution's participation in a doctoral study entitled "Promoting Adult Student Success at four-year Higher Education Institutions." The aim of this study is to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. Would you be willing to participate in this survey? Are you the right person to take this survey for your institution? If not, who is? Please provide a name and email address.

Initial Email

Dear “name”:

This email is a request for your participation in a voluntary web survey for a research project entitled “Promoting Adult Student Success at four-year Higher Education Institutions.” The aim of this project is to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The study will determine the extent to which four-year institutions meet motivators, remove barriers, and implement interventions suggested by the literature. The study will compare institutions based on sector and reported level of coordinated effort provided to adult students. The study will also determine if the extent of the provision of a coordinated effort affects the level of institutional enrollment of adult students. The survey includes questions about your institution’s ability to meet motivators, eliminate barriers, and implement interventions.

To participate in the study click here: {insert link}

Your participation is extremely important to the success of this study, which will help university administrators and leaders to better understand the opportunities, institutional best practices, services, and policies that four-year institutions offer that affect enrollment and thereby success of

non-traditional students. If you choose to participate a copy of your results as compared to national averages can be sent to you. If you would prefer to receive a paper copy of this survey please reply to this message. The results may be published in academic journals and books.

Thank you for your time and consideration. It’s only with the generous help of people like you that research can be successful.

Sincerely,

Heidi Watson, Doctoral Candidate

Administration and Leadership Doctoral Program

Indiana University of Pennsylvania

Reminder 1 (two weeks)

Dear “name”:

This is a reminder of a request for your participation in a doctoral research study entitled “Promoting Adult Student Success at four-year Higher Education Institutions.” The survey includes

questions about your institution’s ability to meet motivators, eliminate barriers, and implement interventions for nontraditional adult students. Your participation is extremely important to help university leaders to better serve this group of students and all students. Thank you for your time and consideration. It’s only with the generous help of people like you that research can be successful.

To participate in the study click here: {insert link}

Sincerely,

Heidi Watson, Doctoral Candidate

Administration and Leadership Doctoral Program

Indiana University of Pennsylvania

Reminder 2 (1 week)

Dear “name”:

This is a reminder of a request for your participation in a doctoral research study entitled “Promoting Adult Student Success at four-year Higher Education Institutions.” This survey will assist me in completing important research about four-year institutions and adult student success. Thank you for your time and consideration. It’s only with the generous help of people like you that doctoral research can be successful.

To participate in the study click here: {insert link}

Sincerely,

Heidi Watson, Doctoral Candidate

Administration and Leadership Doctoral Program

Indiana University of Pennsylvania

Reminder 3 with phone call to ask for participation and collect data (1 week)

Getting Voice Mail

Hello, my name is Heidi Watson. I am a graduate student at the Indiana University of Pennsylvania. I am conducting a survey for my doctoral dissertation. I recently sent you this survey via email and would appreciate your response. The study is designed to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The study will determine the extent to which four-year institutions meet motivators, remove barriers, and implement interventions. I hope you will take a moment to take part in this research, which will be to the benefit of all students.

Getting a Live Person

Hello, my name is Heidi Watson. I am a graduate student at the Indiana University of Pennsylvania. I am conducting a survey to pilot my instrument for my doctoral dissertation. The study is designed to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The study will determine the extent to which four-year institutions meet motivators, remove barriers, and implement interventions.

“With your permission, I would like to survey you over the phone about your institution’s ability to meet motivators, eliminate barriers, and implement interventions. I can also email you a link to an online version of the same survey. Either way, the survey should take about 20 minutes of your time. Your responses will be anonymous, and there is no known risk to you as a result of your voluntary participation in this study. The information that you provide will be recorded in an electronic database and will be reported confidentially as grouped data. If there are any questions that you would prefer to skip, just let me know. May I have your permission to participate in the phone survey?

(If yes, proceed with the next paragraph. If no, ask permission to email a link to the online survey and secure email address for affirmative respondents.)

OK, thank you. Before I begin the survey, I would like to provide you with some contact information in case you have any questions about the research or about your rights as a participant in the study. Again, my name is Heidi Watson. I am a researcher in the Department of Administration and Leadership Studies at the Indiana University of Pennsylvania. My faculty advisor is Dr. Kelli Jo Kerry-Moran, who can be reached at 412-237-4501. Also, if you have any questions about your rights as a participant in the study, you can call our Institutional Review Board at 724-357-7730. Do you need me to repeat any of that information?" Thank you.

Reminder 4 final reminder (1 week)

Dear "name":

This is a final reminder of a request for your participation in a doctoral research study entitled "Promoting Adult Student Success at four-year Higher Education Institutions." This is your final chance to take part in the survey and receive a copy of your data as compared to other institutions. You can in turn use the data to improve your own institution. Thank you for your time and consideration. It's only with the generous help of people like you that doctoral research can be successful.

To participate in the study click here: {insert link}

Sincerely,

Heidi Watson, Doctoral Candidate
Administration and Leadership Doctoral Program
Indiana University of Pennsylvania

Consent Form for Survey Introduction:

Informed Consent Cover Information that Displays Prior to the Instrument

Mrs. Heidi Watson, Graduate Student, and Dr. Kelli Jo Kerry-Moran, Associate Professor, both at the Indiana University of Pennsylvania would appreciate your participation in a research study designed to examine the extent to which four-year institutions meet the needs of non-traditional adult students and thereby promote their success. The survey includes questions about your institution's ability to meet motivators, eliminate barriers, and implement interventions.

There is no known risk to you as a result of your voluntary participation in this study. While there may be no immediate benefit to you as a result of your participation in this study, it is hoped valuable information may be gained about institutions in the United States that will be of future value to society including institutional leaders and state legislators. If you want to withdraw from the study at any time you may do so by exiting the survey, without penalty. Please print out and keep this information for your records.

The information that you provide on the questionnaire will be recorded in an electronic database and will be reported confidentially as grouped data. The information that could identify you or your institution will not be released. All completed surveys will be kept in an electronic data file by the researcher and will not be available to anyone not directly involved in this study. Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings.

If you have any questions, while taking the survey please ask or contact us at
Heidi Watson, Graduate Student
Indiana University of Pennsylvania
Administration and Leadership Studies Program
Stouffer Building
814-883-5008
h.a.watson@iup.edu

Or

Dr. Kelli Jo Kerry-Moran, Associate Professor
Professional Studies in Education
133 Davis Hall
Indiana, PA 15701
Kelli.Kerry-Moran@iup.edu
724-357-5689

If you have any complaints about your treatment as a participant in this study, please contact:
School of Graduate Studies and Research
Institutional Review Board for the Protection of Human Subjects (IRB)
724-357-7730
Email: irb-research@iup.edu

APPENDIX C

Scoring Matrix for the Instrument

Scoring Matrix

Question	Score
1. IRB Statement	
2. I have read and understand the information in this letter, and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have printed a copy of this Informed Consent Letter to keep in my possession. Do you agree to be a participant in this study?	No score
3. What is the name of your institution? (open-ended: to be used to determine city, state, undergraduate population, Carnegie rating, and other information provided by the higher education directory from which I receive the population, and for pulling information from IPEDS.)	No score
4. What is your IPEDS number or name of your institution?	No score
5. How does your institution define an adult student?	0–4 based on # of criteria included.
6. Does your institution include the following criteria other than age in your criteria for a definition of adult learner? yes or no	0–7 based on # of criteria included.
7. What percentage of your undergraduate population is considered adult students by your definition? Please provide exact percentage under “other” if known.	0–6 based on %
8. To what extent does your institution’s mission articulate a commitment to serving	0–4 based on level of extent

Question	Score
1. IRB Statement	
adult students?	
9. What percentage of your institution's overall marketing is specifically aimed at the recruitment of adult students?	0–4 based on %
10. To what extent does your institution track?	
a. the admissions of adult students?	0–4 based on level of extent
b. the retention of adult students?	0–4 based on level of extent
c. the completion of adult student?	0–4 based on level of extent
11. To what extent does your institution collect data on adult students?	
a. demographics, gender, ethnicity, age range, etc.	0–4 based on level of extent
b. reported needs	0–4 based on level of extent
12. To what extent does your institution make changes to the following based on adult students' reported needs?	
a. academic programs	0–4 based on level of extent
b. policies	0–4 based on level of extent
c. services	0–4 based on level of extent
13. To what extent does your institution provide a coordinated effort to provide the following?	
a. counseling	0–4 based on level of extent
b. academic advising	0–4 based on level of extent
c. student services	0–4 based on level of extent
14. To what extent are these coordinated efforts provided outside of Monday through Friday	

Question	Score
1. IRB Statement	
from 8 a.m. to 5 p.m.?	
a. counseling	0–4 based on level of extent
b. academic advising	0–4 based on level of extent
c. student services	0–4 based on level of extent
15. To what extent does your institution earmark financial aid specifically for adult students?	0–4 based on level of extent
16. If your institution does earmark financial aid, to what extent are part-time adult students eligible?	0–4 based on level of extent
17. To what extent is your institution accessible via public transportation?	0–4 based on level of extent
18. Does your institution offer child care on campus that is accessible to adult students? yes, no, na	0,1
19. What percentage of course descriptions are available on your institutions website?	0–4 based on %
20. In what ways does your institution make available the application for admission:	1–5 based on # of criteria included
21. In what percentage of cases does your institution offer flexibility (relaxed standards) for adult students regarding the following?	
a. admissions processes	0–4 based on %
b. admissions requirements	0–4 based on %
c. residency requirements	0–4 based on %
d. program requirements	0–4 based on %
22. In what percentage of cases does your	

Question	Score
1. IRB Statement	
<p>institution offer credit by alternative means?</p> <p>a. transfer</p> <p>b. articulation agreements</p> <p>c. experience for prior learning, (portfolio assessment, Non-formal learning, i.e., workplace training)</p>	<p>0–4 based on %</p> <p>0–4 based on %</p> <p>0–4 based on %</p>
<p>23. What percentage of the programs offered by your institution are alternative academic program types/locations?</p> <p>a. night/weekend programs</p> <p>b. accelerated degree programs</p> <p>c. distance/online education</p> <p>d. contract programs for local employers, unions, and other orgs.</p> <p>e. satellite campuses</p>	<p>0–4 based on %</p> <p>0–4 based on %</p> <p>0–4 based on %</p> <p>0–4 based on %</p> <p>0–4 based on %</p>
<p>24. Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them address a lack of:</p> <p>Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/Graduation,) where this effort is offered.</p> <p>a. ability due to prior educational attainment</p> <p>b. course relevance</p> <p>c. student's confidence in ability to succeed after graduation</p>	<p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p>

Question	Score
1. IRB Statement	
d. student's perceived lack of ability due to age	0–4 for extent, and 0–3 for BDA
e. lack of academic progress	0–4 for extent, and 0–3 for BDA
f. lack of technology skills	0–4 for extent, and 0–3 for BDA
<p>25. Please indicate the extent to which your institution offers a coordinated effort to provide student/academic services or counseling for adult students to help them address a need to/for:</p> <p>Also select all points of interaction with the institution (B = Before Admissions, D = During Matriculation, A = After Completion/Graduation), where this effort is offered.</p> <p>a. extended online student services, i.e., counseling, advising</p> <p>b. expanded course offerings</p> <p>c. flexibility in course delivery, i.e., times</p> <p>d. institutional early-warning systems for academic intervention and support</p> <p>e. smaller classes</p> <p>f. interactive electronic tutoring</p> <p>g. workshops to help alleviate fears about obtaining employment</p>	<p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p>
Question	Score
h. mentoring programs, with community members and faculty	0–4 for extent, and 0–3 for BDA
i. employer endorsement of the program	0–4 for extent, and 0–3 for BDA

Question	Score
1. IRB Statement	
g. concern about ability to pay back student loans	0–4 for extent, and 0–3 for BDA
h. limited accessibility (scheduling) of courses	0–4 for extent, and 0–3 for BDA
i. limited instructor to student interactions	0–4 for extent, and 0–3 for BDA
<p>28. Please indicate the extent to which your institution offers to provide student/academic services or counseling for adult students to help them:</p> <p>Also select all points of interaction with the institution (B = Before Admission, D = During Matriculation, A = After Completion/ Graduation), where this effort is offered.</p> <p>a. use their faith and personal dedication or determination.</p> <p>b. draw on supportive family and social networks</p> <p>c. finish an education started in the past</p> <p>d. obtain knowledge/skills</p> <p>e. fulfill a personal goal</p> <p>f. attend a preferred institution including location and reputation</p> <p>g. be a role model for children</p>	<p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p> <p>0–4 for extent, and 0–3 for BDA</p>
Question	Score
29. To what extent does your institution offer professional development for faculty about teaching adult students?	0–4 based on level of extent

Question	Score
1. IRB Statement	
30. To what extent is experience working with adult students a factor when recruiting faculty at your institution?	0–4 based on %
31. To what extent do your faculty offer evening or open office hours?	0–4 based on level of extent
32. To what extent does your institution offer evening or adult-specific orientation?	0–4 based on level of extent
33. Does your institution offer a dedicated adult student center? yes, no	0,1
34. To what extent does your institution offer innovative programs, services, materials, or policies to improve access, persistence, and success for non-traditional adult students?	0–4 based on level of extent
35. What services would you recommend offering adult students or what gaps exist in providing services to adult students at your institution?	No score
36. Would you like a copy of your data compared to the national averages?	No score
37. Would you like a copy of your results as compared to the national average? If yes, please type your name and email address in the box below.	No score

Overall Coordinated Effort
Total points possible 0–355

Low effort: 0–88
A little effort: 89–176
Some effort: 177–264
High effort: 265–355

APPENDIX D

Classification of the Barriers, Motivators, and Interventions as Factors in Time of Student

Interactions with the Institution, i.e., Access, Persistence, and Success

Although these factors could relate to more than one category, it was necessary for the researcher to choose one for the purposes of the study.

Access

- Study skills workshops
- Public transportation
- Online course descriptions
- Online applications
- Marketing aimed at recruiting adult students
- Cost of education
- Location, including availability of satellite campuses
- Procedural rigidity regarding admissions processes
- Procedural rigidity regarding residency
- Lack of financial aid availability of financial aid
- Faith and personal dedication/determination
- Supportive family and social networks
- Program requirements
- Perceived lack of ability due to prior educational attainment
- Perceived social costs
- Enhanced student services
- Motivation to finish education started in the past
- Motivation to obtain knowledge/skills
- Personal goal
- Preferred institution including location and reputation
- Motivation to be a role model for children
- Transfer credit
 - Credit for experience and nontraditional learning, i.e., workplace training
 - Statewide transfer and articulation policies
- Accelerated and block/intensive programs
- Access to remedial courses
- Child care referrals, on-campus availability and facilities
- Contract programs with employers, unions, and other organizations
- Distance delivery
- Evening classes on campus satellite campuses

Persistence

- Evening office hours and services
- Evening adult orientation
- Counseling aimed specifically at adults
- Creation of a culture of adult-centered learning
- Assessment of prior learning

- Adult student center
- Adult advising center
- Active teaching methods
- Program structure
- Peer/co-student support
- Encouragement and support of teachers/faculty
- Family responsibilities and lack of family support
- Lack of child or dependent care, including elder care
- Work responsibilities
- Time-management pressures
- Focus on traditional students
- Procedural rigidity regarding degree completion
- Lack of institutional and program-oriented counseling
- Limited accessibility (scheduling) of courses
- Lack of course relevance
- Limited instructor to student interactions
- Large class size
- Lack of academic progress
- Lack of technology skills
- Extended online services
- Expanded course offerings
- Perceived intensity of student academic demands
- Flexibility in course delivery, i.e., times
- Institutional early-warning systems for academic intervention and support
- Smaller classes

Success

- Workshops to help alleviate fears
- Sensitivity to student needs, flexibility, and communication
- Peer support groups
- Mentoring programs
- Interactive electronic tutoring
- Faculty recruitment and professional development
- Concern about paying back student loans
- Confidence in ability to succeed
- Perceived lack of ability due to age
- Employer endorsement of the program
- Professional growth and development

APPENDIX E

Pilot Study Details

Two rounds of the pilot study were conducted in order to ensure the reliability and validity of the eventual study. In the first round of the pilot, the researcher hoped to obtain face and content validity. In the second round of the pilot, the researcher hoped to establish reliability using Cronbach's Alpha with a coefficient of .8, thereby establishing concurrent validity. Cronbach's Alpha of .8 was established by using all the questions and categorizing the instrument questions by motivators, barriers, and time of student interaction.

Round 1

Round 1 of the pilot included the participation of 5 experts in adult education at a four-year public institution. The researcher administered the 45-item questionnaire to pilot subjects in exactly the same way as it was to be administered in the main study. One of the experts worked in Continuing Education, one worked in Student Affairs, two in Adult Student Advising, and one for the Commission for Adult Learners. These expert participants were asked to provide feedback on the questions. Some provided verbal feedback by phone, and some in written form via email. The expert participants were requested to take the survey in the electronic tool and provide feedback on individual questions. The researcher asked the expert participants to provide feedback in regard to identifying ambiguities and potentially difficult questions.

In addition the researcher provided the following questions via email as a guideline to follow when providing feedback:

- Did you find the survey clear and easy to understand?
- Were any words or questions confusing or unclear? If so, which ones?
- Do you think any questions should be changed or reworded? If so, which ones?
- How do you feel about the length of the survey? Was the time to take it too long?
- Do you feel comfortable answering the questions?

- Are the answer choices compatible with your experience in working with adult students?
- Do any of the questions generate response bias? If so, which ones?

The researcher was able to use the electronic survey to see the time it took the participants to take the survey.

Findings for Round 1

This process of working with the experts ran very smoothly with only a few reminders necessary in order to obtain responses.

Strengths revealed in Round 1

Round 1 revealed the following strengths in the study:

- Face validity was established by the opinions of the experts.
- Overall the experts felt the survey asked all the relevant questions related to motivators, barriers, and interventions for adult students.
- Experts felt the instructions for the survey were comprehensible.
- The experts felt the survey's wording was competent, so that they made a few specific suggestions, some of which the researcher made while modifying the instrument.

Weaknesses revealed in Round 1

Using the survey software, the researcher recorded the amount of time taken to complete the survey. The researcher found that it took an average of 20 minutes. The researcher considered 20 minutes to be too long. To address this issue, she reduced the number of questions from 42 to 36.

Round 2

In Round 2 of the pilot, the researcher sent surveys via email to 20 randomly selected institutions. On August 11, 2011, the researcher sent the survey to the institutions. Reminders were sent on 8/22, 8/31, and 9/12. The language included in the reminders followed the IRB-approved language submitted communication exactly (Appendix B: Instrument and Correspondence). As of 9/18/2011, only 2 responses had been recorded. The researcher made a request to the Institutional Review Board for the Protection of Human Subjects at the Indiana

University of Pennsylvania on 9/13 to modify the pilot protocol to include a phone reminder and possible phone collection of the data. The researcher provided a script for the phone call to the IRB.

When the researcher received approval, she made phone calls to request participation in order to get a minimum of 6 useable responses so that the statistical test could be completed. When the researcher made calls, the potential participants stated that they did not serve adult students and felt their answers would be irrelevant. The researcher asked them to answer anyway. The needed 6 responses were obtained in late October.

Findings for Round 2

The low response rate was unexpected by the researcher, with the result that the pilot took far longer than planned. In retrospect, the delay was fortunate because the results of the second pilot led to important changes in the research instrument.

Strengths revealed in Round 2

The Qualtrics-based data were uploaded to SPSS. Cronbach's alpha was used for reliability or internal consistency analysis on all items. The items were grouped according to the categories of motivators, barriers, and interventions. Cronbach's alpha was run in each category by question type and across question types with better than .8 revealed in each category with .9 received on all the Likert-scale questions. The research instrument proved to be both reliable and valid; therefore, it was adequate for the final study. The statistical and analytical processes proposed were found to be effective for the purposes of this pilot.

Weaknesses revealed in Round 2

As a result of the lack of responses, the researcher had to reconsider the recruitment techniques and how to obtain a sample of the population.

Ideas for Improvement

Improving the Response Rate:

As a result of the pilot, the researcher further explored methods for improving the response rate. Numerous ideas were considered in determining a possible solution to the low response rate.

First it was important to reduce, revise, and discard any and all unnecessary, difficult, or ambiguous questions in order to reduce the time taken to complete the survey. In addition, the idea of asking highly placed people or organizations to endorse the study was considered. This would require inviting a well-respected person in the field to endorse the study. In addition, the researcher could look for relevant professional organizations to invite either members or national conferences attendees to participate. If such organizations were found not to be adult-focused, a possible strategy would be to determine whether they had any sub-groups that did focus on adults. In some cases, professional organizations partner with group consortia. If a professional organization proved to be willing, the researcher could request a pre-invitation to endorse the project and to announce that it was coming. In addition, the researcher could craft the initial letter so that the organization could send it to members. Another possible improvement was to offer incentives for participation. Ideas for incentives included:

- Offer either a small gift to each participant or a enter everyone's name in a drawing for one gift
- Offer institutions a copy of the results pertaining specifically to them and comparing their results to the national averages.
- Offer institutions the opportunity to draw on the survey and the results for their own purposes to determine whether the adult students agreed on the level of effort. Explain that the institutions could use the survey to improve their efforts.
- Partner with a national foundation, e.g., the Lumina Foundation, or other organization (not professional group) to provide funding for incentives to answer.

In this pilot, a set of emails was created in order to get the attention of potential participants. When it was necessary to send reminders, the same reminder was sent multiple times. A revision could be prepared and a series of emails for reminders each being unique, with a slightly different message. In addition after participation, the researcher should have expressed her gratitude for participation, with a thank-you note sent afterward.

The pilot showed that the selected titles for the institutional employees were perhaps not the right ones. The need to change the sample recipients became evident. The researcher needed to consider changing the target audience. Instead of aiming for the top of hierarchy, i.e., presidents, she decided to target people with titles such director of continuing education, director of student affairs, and then director of institutional research.

The contact schedule was also reconsidered, and the idea of sending an email to the sample in advance of the full study to explain the benefits of participating considered likewise. With this a pre-survey with only two questions could be included: (1) Are you the right person? (2) If not, who is? Please provide name and email? If a different person is named send that person an email suggesting that x person suggested them and ask them to participate.

Finally the researcher considered partnering with a benchmarking study firm or research organization like studentvoice.com, GBI Educational Benchmarking, Stamats, or the Center for Adult and Experiential Learning.

Implications of the Pilot

The implications of the pilot study for the research project were significant and required the researcher to consider making adjustments to the plan as noted above. The final study and the IRB human subjects request were adjusted in five primary ways. First a two-part plan for contacting possible participants was created. In the first part, the researcher could partner with

professional organizations to invite participation in the study either via email or by including information about participating in the annual conference packet. Professional organizations that were considered for this purpose included:

- American Association for Adult and Continuing Education (AAACE)
- Adult Higher Education Alliance (AHEA)
- Association for Continuing Higher Education (ACHE)
- University Professional and Continuing Education Association (UPCEA)
- American Council on Education (ACE)
- Adult Education Research Conference (AERC)
- Student Affairs Administrators in Higher Education (NASPA)
- Association for Institutional Research (AIR)

In the second round, after these organizations had been invited to participate and answers seemed to be coming to an end, a pre-sent invitation with a request for participation or a request for the name and email of an appropriate staff member was sent to the remaining institutions. Multiple email reminders were sent using different languages requesting participation (Appendix B: Instrument and Correspondence). For the present invitation, there was a change in population to add director of student aid as first consideration, then director of continuing education as second, director of institutional research as third, and only when an institution did not have any of these roles was the invitation sent to the president.

An incentive was offered to people to participate; i.e., the institutions were offered a copy of the results specifically comparing their institution to the national averages. They were also offered the opportunity to use the survey and the results for their institution in order to determine whether the adult students were in agreement with the institution's own assessment of its level of effort on behalf of adult students. The researcher explained that they could use the survey to improve their efforts

Finally, the instrument was revised to reduce the amount of time needed to complete the survey by eliminating questions and considering each suggestion made on individual survey instrument questions by experts.

APPENDIX F

Large Tables

Table F- 1

Percent of Institutions Offering Alternative Academic Program Types/Locations

	0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
Night/ Weekend Programs	72	21.5%	34	10.1%	32	9.6%	16	4.8%	21	6.3%	24	7.2%	43	12.8%	68	20.3%
Accelerated Degree Programs	123	36.7%	28	8.4%	19	5.7%	10	3.0%	9	2.7%	22	6.6%	33	9.9%	60	17.9%
Distance Online Education	80	23.9%	36	10.7%	33	9.9%	25	7.5%	32	9.6%	24	7.2%	41	12.2%	42	12.5%
Contract Programs	186	55.5%	40	11.9%	23	6.9%	17	5.1%	12	3.6%	10	3.0%	9	2.7%	9	2.7%
Satellite Campuses	145	43.3%	26	7.8%	29	8.7%	19	5.7%	16	4.8%	15	4.5%	26	7.8%	27	8.1%

Note. n = 329.

Table F- 2

Extent to Which Institution Provide Counseling, Academic Advising, and Student Services by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Counseling	14	30.4%	14	30.4%	13	28.3%	5	10.9%
	Academic Advising	29	63.0%	6	13.0%	6	13.0%	5	10.9%
	Student Services	22	47.7%	13	27.3%	7	15.9%	4	9.1%
1000-4999	Counseling	34	30.9%	33	30.0%	25	22.7%	18	16.4%
	Academic Advising	71	64.5%	22	20.0%	9	8.2%	8	7.3%
	Student Services	38	34.5%	43	39.1%	23	20.9%	6	5.5%
5000-9999	Counseling	9	27.2%	9	27.3%	9	27.3%	6	18.2%
	Academic Advising	15	45.4%	11	33.3%	4	12.1%	3	9.1%
	Student Services	8	25.0%	18	53.1%	4	12.5%	3	9.4%
10000-19999	Counseling	7	25.0%	11	39.3%	6	21.4%	4	14.3%
	Academic Advising	10	35.7%	10	35.7%	5	17.9%	3	10.7%
	Student Services	8	29.6%	10	37.0%	7	25.9%	2	7.4%
20000 and above	Counseling	11	42.3%	10	38.5%	4	15.4%	1	3.8%
	Academic Advising	16	61.5%	8	30.8%	2	7.7%	0	0.0%
	Student Services	17	65.4%	8	30.8%	1	3.8%	0	0.0%
n=244, p=	Counseling	0.724							
	Academic Advising	0.313							
	Student Services	0.119							

Table F- 3

Extent to Which Institutions Provide Counseling, Academic Advising, and Student Services by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Counseling	3	23.1%	2	15.4%	8	61.5%	0	0.0%
	Academic Advising	7	53.8%	3	23.1%	3	23.1%	0	0.0%
	Student Services	3	23.1%	8	61.5%	2	15.4%	0	0.0%
Mid East	Counseling	12	29.3%	14	34.1%	6	14.6%	9	22.0%
	Academic Advising	21	51.2%	11	26.8%	5	12.2%	4	9.8%
	Student Services	17	41.5%	13	31.7%	5	12.2%	6	14.6%
Great Lakes	Counseling	8	21.0%	14	36.8%	7	18.4%	9	23.7%
	Academic Advising	23	60.5%	10	26.3%	2	5.3%	3	7.9%
	Student Services	14	37.8%	15	40.5%	6	16.2%	2	5.4%
Plains	Counseling	8	22.2%	11	30.6%	10	27.8%	7	19.4%
	Academic Advising	22	61.1%	6	16.7%	5	13.9%	3	8.3%
	Student Services	11	31.4%	14	40.0%	8	22.9%	2	5.7%
Southeast	Counseling	26	36.6%	22	31.0%	18	25.4%	5	7.0%
	Academic Advising	40	56.3%	18	25.4%	6	8.5%	7	9.9%
	Student Services	28	40.0%	26	37.1%	12	17.1%	4	5.7%
Southwest	Counseling	9	50.0%	7	38.9%	2	11.1%	0	0.0%
	Academic Advising	11	61.2%	5	27.8%	2	11.1%	0	0.0%
	Student Services	10	52.9%	5	29.4%	3	17.6%	0	0.0%

Rocky Mountains	Counseling	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Academic Advising	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Student Services	2	33.3%	3	50.0%	1	16.7%	0	0.0%
Far West	Counseling	6	30.0%	6	30.0%	4	20.0%	4	20.0%
	Academic Advising	15	75.0%	2	10.0%	1	5.0%	2	10.0%
	Student Services	8	40.0%	6	30.0%	5	25.0%	1	5.0%
n=244, p=	Counseling	0.211							
	Academic Advising	0.953							
	Student Services	0.878							

Table F- 4

Extent to Which Institutions Provide Counseling, Academic Advising and Student Services Outside 8-5 by Institutional Size

Institutional Size		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Counseling Outside 8-5	10	21.7%	10	21.7%	14	30.4%	12	26.1%
	Academic Advising Outside 8-5	13	28.2%	15	32.6%	12	26.1%	6	13.0%
	Student Services Outside 8-5	13	28.2%	18	39.1%	10	21.7%	5	10.9%
1000-4999	Counseling Outside 8-5	12	10.9%	31	28.2%	39	35.5%	28	25.5%
	Academic Advising Outside 8-5	36	32.7%	29	26.4%	28	25.5%	17	15.5%
	Student Services Outside 8-5	21	19.1%	39	35.5%	42	38.2%	8	7.3%
5000-9999	Counseling Outside 8-5	5	15.1%	9	27.3%	9	27.3%	10	30.3%
	Academic Advising Outside 8-5	11	33.3%	9	27.3%	8	24.2%	5	15.2%
	Student Services Outside 8-5	5	15.1%	12	36.4%	12	36.4%	4	12.1%
10000-19999	Counseling Outside 8-5	6	21.5%	6	21.4%	11	39.3%	5	17.9%
	Academic Advising Outside 8-5	5	17.9%	9	32.1%	12	42.9%	2	7.1%
	Student Services Outside 8-5	4	14.3%	12	42.9%	11	39.3%	1	3.6%
20000 and	Counseling Outside 8-5	4	15.4%	10	38.5%	8	30.8%	4	15.4%

above	Academic Advising Outside 8-5	9	34.6%	9	34.6%	6	23.1%	2	7.7%
	Student Services Outside 8-5	8	30.8%	11	42.3%	6	23.1%	1	3.8%
<hr/>									
n=244, p=	Counseling Outside 8-5	0.802							
	Academic Advising Outside 8-5	0.474							
	Student Services Outside 8-5	0.625							

Table F- 5

Extent to Which Institutions Provide Counseling, Academic Advising, and Student Services Outside of Monday through Friday from 8 am to 5 pm by Geographic Region

Geographic Region		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Counseling Outside 8-5	2	15.4%	1	7.7%	4	30.8%	6	46.2%
	Academic Advising Outside 8-5	3	23.1%	4	30.8%	5	38.5%	1	7.7%
	Student Services Outside 8-5	1	7.7%	6	46.2%	6	46.2%	0	0.0%
Mid East	Counseling Outside 8-5	9	22.0%	14	34.1%	10	24.4%	8	19.5%
	Academic Advising Outside 8-5	15	36.6%	14	34.1%	10	24.4%	2	4.9%
	Student Services Outside 8-5	12	29.3%	20	48.8%	7	17.1%	2	4.9%
Great Lakes	Counseling Outside 8-5	3	7.9%	7	18.4%	16	42.1%	12	31.6%
	Academic Advising Outside 8-5	11	28.9%	12	31.6%	9	23.7%	6	15.8%
	Student Services Outside 8-5	12	31.6%	7	18.4%	15	39.5%	4	10.5%
Plains	Counseling Outside 8-5	7	19.5%	8	22.2%	11	30.6%	10	27.8%
	Academic Advising Outside 8-5	13	36.1%	10	27.8%	8	22.2%	5	13.9%
	Student Services Outside 8-5	5	13.9%	14	38.9%	13	36.1%	4	11.1%
Southeast	Counseling Outside 8-5	8	11.3%	20	28.2%	25	35.2%	18	25.4%

	Academic Advising Outside 8-5	17	23.9%	17	23.9%	21	29.6%	16	22.5%
	Student Services Outside 8-5	12	16.9%	26	36.6%	27	38.0%	6	8.5%
Southwest	Counseling Outside 8-5	4	22.3%	8	44.4%	5	27.8%	1	5.6%
	Academic Advising Outside 8-5	6	33.4%	6	33.3%	6	33.3%	0	0.0%
	Student Services Outside 8-5	5	27.8%	6	33.3%	7	38.9%	0	0.0%
Rocky Mountains	Counseling Outside 8-5	1	16.7%	2	33.3%	2	33.3%	1	16.7%
	Academic Advising Outside 8-5	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Student Services Outside 8-5	1	16.7%	3	50.0%	2	33.3%	0	0.0%
Far West	Counseling Outside 8-5	3	15.0%	6	30.0%	8	40.0%	0	0.0%
	Academic Advising Outside 8-5	8	40.0%	5	25.0%	5	25.0%	2	10.0%
	Student Services Outside 8-5	4	20.0%	9	45.0%	4	20.0%	3	15.0%
n=244, p=	Counseling Outside 8-5		0.696						
	Academic Advising Outside 8-5		0.874						
	Student Services Outside 8-5		0.579						

Table F- 6

Extent of Institutions Offer Student and Academic Services or Counseling to Address Motivators by Sector

Sector		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Extended On-Line Student Services, I.E., Counseling, Advising	30	34.1%	24	27.3%	27	30.7%	7	8.0%
	Expanded Course Offerings	31	35.2%	29	33.0%	19	21.6%	9	10.2%
	Flexibility In Course Delivery, I.E., Times	34	38.7%	35	39.8%	15	17.0%	4	4.5%
	Institutional Early-Warning Systems For Academic Intervention And Support	41	46.6%	26	29.5%	16	18.2%	5	5.7%
	Smaller Classes	39	44.3%	22	25.0%	15	17.0%	12	13.6%
	Interactive Electronic Tutoring	20	22.7%	27	30.7%	29	33.0%	12	13.6%
	Workshops To Help Alleviate Fears About Obtaining Employment	28	31.8%	21	23.9%	21	23.9%	18	20.5%
	Mentoring Programs, With Community Members And Faculty	19	21.6%	24	27.3%	26	29.5%	19	21.6%
	Employer Endorsement Of The Program	18	20.5%	20	22.7%	18	20.5%	32	36.4%
	Professional/Career Growth And Development	32	36.4%	26	29.5%	18	20.5%	12	13.6%
	Peer /Co-Student Support Programs	26	29.5%	25	28.4%	24	27.3%	13	14.8%
	Financial Aid	47	53.4%	22	25.0%	17	19.3%	2	2.3%
	Study Skills Workshops	38	43.2%	23	26.1%	22	25.0%	5	5.7%
	Remedial Courses	38	43.2%	19	21.6%	16	18.2%	15	17.0%
	Balancing School With Work Responsibilities	27	30.7%	23	26.1%	23	26.1%	15	17.0%
	Deal With Time-Management Pressures	29	33.0%	21	23.9%	28	31.8%	10	11.4%
	Orientation To The Program And Institution	46	52.3%	24	27.3%	14	15.9%	4	4.5%

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Private Non-profit	Extended On-Line Student Services, I.E., Counseling, Advising	46	32.0%	26	18.1%	36	25.0%	36	25.0%
	Expanded Course Offerings	38	26.4%	48	33.3%	29	20.1%	29	20.1%
	Flexibility In Course Delivery, I.E., Times	63	43.8%	31	21.5%	25	17.4%	25	17.4%
	Institutional Early-Warning Systems For Academic Intervention And Support	74	51.4%	47	32.6%	14	9.7%	9	6.3%
	Smaller Classes	94	65.3%	24	16.7%	9	6.3%	17	11.8%
	Interactive Electronic Tutoring	34	23.7%	21	14.6%	38	26.4%	51	35.4%
	Workshops To Help Alleviate Fears About Obtaining Employment	34	23.7%	46	31.9%	39	27.1%	25	17.4%
	Mentoring Programs, With Community Members And Faculty	34	23.7%	30	20.8%	35	24.3%	45	31.3%
	Employer Endorsement Of The Program	38	26.4%	27	18.8%	32	22.2%	47	32.6%
	Professional/Career Growth And Development	54	37.5%	45	31.3%	31	21.5%	14	9.7%
	Peer /Co-Student Support Programs	44	30.6%	41	28.5%	27	18.8%	32	22.2%
	Financial Aid	91	63.2%	26	18.1%	16	11.1%	11	7.6%
	Study Skills Workshops	54	37.2%	47	32.6%	33	22.9%	17	11.8%
	Remedial Courses	43	29.9%	31	21.6%	26	18.2%	24	17.0%
	Balancing School With Work Responsibilities	47	32.7%	35	24.3%	39	27.1%	23	16.0%
	Deal With Time-Management Pressures	44	30.6%	47	32.6%	36	25.0%	17	11.8%
	Orientation To The Program And Institution	93	64.6%	31	21.5%	13	9.0%	7	4.9%
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Private For-profit	Extended On-Line Student Services, I.E., Counseling, Advising	5	41.7%	1	8.3%	4	33.3%	2	16.7%
	Expanded Course Offerings	4	33.3%	4	33.3%	2	16.7%	2	16.7%
	Flexibility In Course Delivery, I.E., Times	6	50.0%	3	25.0%	1	8.3%	2	16.7%
	Institutional Early-Warning Systems For Academic Intervention And Support	9	75.0%	2	16.7%	1	8.3%	0	0.0%

	Smaller Classes	10	83.3%	2	16.7%	0	0.0%	0	0.0%
	Interactive Electronic Tutoring	6	50.0%	1	8.3%	3	25.0%	2	16.7%
	Workshops To Help Alleviate Fears About Obtaining Employment	5	41.7%	2	16.7%	3	25.0%	2	16.7%
	Mentoring Programs, With Community Members And Faculty	5	41.7%	2	16.7%	3	25.0%	2	16.7%
	Employer Endorsement Of The Program	6	50.0%	3	25.0%	0	0.0%	3	25.0%
	Professional/Career Growth And Development	6	50.0%	3	25.0%	2	16.7%	1	8.3%
	Peer /Co-Student Support Programs	5	41.7%	4	33.3%	2	16.7%	1	8.3%
	Financial Aid	12	100.0%	0	0.0%	0	0.0%	0	0.0%
	Study Skills Workshops	6	50.0%	3	25.0%	2	16.7%	1	8.3%
	Remedial Courses	6	50.0%	2	16.7%	2	16.7%	2	16.7%
	Balancing School With Work Responsibilities	7	58.3%	2	16.7%	1	8.3%	2	16.7%
	Deal With Time-Management Pressures	5	41.7%	4	33.3%	1	8.3%	2	16.7%
	Orientation To The Program And Institution	8	66.7%	2	16.7%	2	16.7%	0	0.0%
n=244, p=	Extended On-Line Student Services, I.E., Counseling, Advising	0.11							
	Expanded Course Offerings	0.49							
	Flexibility In Course Delivery, I.E., Times	0.052							
	Institutional Early-Warning Systems For Academic Intervention And Support	0.495							
		0.009*							
	Smaller Classes	v=.17							
		0.001*							
	Interactive Electronic Tutoring	v=.23							
	Workshops To Help Alleviate Fears About Obtaining Employment	0.488							
	Mentoring Programs, With Community Members And Faculty	0.435							
	Employer Endorsement Of The Program	0.114							

Professional/Career Growth And Development	0.989
Peer /Co-Student Support Programs	0.736
Financial Aid	0.35
Study Skills Workshops	0.526
Remedial Courses	0.163
Balancing School With Work Responsibilities	0.719
Deal With Time-Management Pressures	0.771
Orientation To The Program And Institution	0.528

Table F- 7

Extent of Institutions Offer Student and Academic Services or Counseling to Address Motivators by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Extended On-Line Student Services, I.E., Counseling, Advising	11	23.9%	9	19.6%	14	30.4%	12	26.1%
		7	15.2%	20	43.5%	11	23.9%	8	17.4%
	Expanded Course Offerings								
	Flexibility In Course Delivery, I.E., Times	15	32.6%	13	28.3%	9	19.6%	9	19.6%
	Institutional Early-Warning Systems For Academic Intervention And Support	26	56.5%	13	28.3%	5	10.9%	2	4.3%
	Smaller Classes	32	69.6%	8	17.4%	1	2.2%	5	10.9%
	Interactive Electronic Tutoring	9	19.6%	4	8.7%	14	30.4%	19	41.3%
	Workshops To Help Alleviate Fears About Obtaining Employment	10	21.7%	13	28.3%	17	37.0%	6	13.3%
	Mentoring Programs, With Community Members And Faculty	11	23.9%	7	15.2%	17	37.0%	11	23.9%
	Employer Endorsement Of The Program	13	28.3%	4	8.7%	10	21.7%	19	41.3%
	Professional/Career Growth And Development	19	41.3%	11	23.9%	13	28.3%	3	6.5%
	Peer /Co-Student Support Programs	9	20.4%	17	37.0%	10	21.7%	5	10.9%
	Financial Aid	32	69.5%	10	21.7%	2	4.3%	2	4.3%
	Study Skills Workshops	17	37.0%	9	20.5%	9	19.6%	5	10.9%
	Remedial Courses	18	39.1%	7	15.2%	8	17.4%	13	28.3%
	Balancing School With Work Responsibilities	13	28.2%	13	28.3%	11	23.9%	9	19.6%
	Deal With Time-Management Pressures	11	23.9%	17	37.0%	12	26.1%	6	13.0%
	Orientation To The Program And Institution	28	60.9%	13	28.3%	3	6.5%	2	4.3%

1000-4999	Extended On-Line Student Services, I.E., Counseling, Advising	38	34.6%	19	17.3%	26	23.6%	27	24.5%
	Expanded Course Offerings	20	18.0%	33	30.0%	19	17.3%	25	22.7%
	Flexibility In Course Delivery, I.E., Times	50	45.5%	26	23.6%	17	15.5%	17	15.5%
	Institutional Early-Warning Systems For Academic Intervention And Support	54	49.1%	39	35.5%	9	8.2%	8	7.3%
	Smaller Classes	70	63.7%	16	14.5%	9	8.2%	15	13.6%
	Interactive Electronic Tutoring	25	22.8%	24	21.8%	27	24.5%	34	30.9%
	Workshops To Help Alleviate Fears About Obtaining Employment	26	23.7%	35	31.8%	26	23.6%	23	20.9%
	Mentoring Programs, With Community Members And Faculty	24	21.9%	29	26.4%	20	18.2%	37	33.6%
	Employer Endorsement Of The Program	26	23.7%	25	22.7%	23	20.9%	36	32.7%
	Professional/Career Growth And Development	38	34.6%	37	33.6%	21	19.1%	14	12.7%
	Peer /Co-Student Support Programs	33	30.0%	31	28.2%	19	17.3%	27	24.5%
	Financial Aid	66	60.0%	23	20.9%	12	10.9%	9	8.2%
	Study Skills Workshops	33	30.0%	36	32.7%	29	26.4%	12	10.9%
	Remedial Courses	16	14.2%	26	23.6%	21	19.1%	32	29.1%
	Balancing School With Work Responsibilities	39	35.5%	25	22.7%	28	25.5%	18	16.4%
	Deal With Time-Management Pressures	37	33.7%	29	26.4%	30	27.3%	14	12.7%
	Orientation To The Program And Institution	67	61.0%	26	23.6%	11	10.0%	6	5.5%
5000-9999	Extended On-Line Student Services, I.E., Counseling, Advising	11	33.3%	7	21.2%	10	30.3%	5	15.2%
	Expanded Course Offerings	13	39.4%	9	27.3%	6	18.2%	5	15.2%
	Flexibility In Course Delivery, I.E., Times	13	39.4%	13	39.4%	3	9.1%	4	12.1%
	Institutional Early-Warning Systems For Academic Intervention And Support	16	48.5%	11	33.3%	6	18.2%	0	0.0%
	Smaller Classes	19	57.5%	7	21.2%	4	12.1%	3	9.1%

	Interactive Electronic Tutoring	10	30.3%	8	24.2%	8	24.2%	7	21.2%
	Workshops To Help Alleviate Fears About Obtaining Employment	11	33.3%	7	21.2%	8	24.2%	7	21.2%
	Mentoring Programs, With Community Members And Faculty	7	21.2%	4	12.1%	12	36.4%	10	30.3%
	Employer Endorsement Of The Program	8	24.2%	7	21.2%	6	18.2%	12	36.4%
	Professional/Career Growth And Development	12	36.4%	9	27.3%	7	21.2%	5	15.2%
	Peer /Co-Student Support Programs	9	27.3%	9	27.3%	8	24.2%	7	21.2%
	Financial Aid	19	57.6%	6	18.2%	7	21.2%	1	3.0%
	Study Skills Workshops	13	39.4%	7	21.2%	9	27.3%	4	12.1%
	Remedial Courses	11	33.3%	5	15.2%	6	18.2%	11	33.3%
	Balancing School With Work Responsibilities	10	30.3%	7	21.2%	9	27.3%	7	21.2%
	Deal With Time-Management Pressures	10	30.3%	10	30.3%	7	21.2%	6	18.2%
	Orientation To The Program And Institution	22	66.7%	6	18.2%	4	12.1%	1	3.0%
10000-19999	Extended On-Line Student Services, I.E., Counseling, Advising	8	28.5%	7	25.0%	13	46.4%	0	0.0%
	Expanded Course Offerings	8	28.5%	11	39.3%	9	32.1%	0	0.0%
	Flexibility In Course Delivery, I.E., Times	10	35.7%	9	32.1%	9	32.1%	0	0.0%
	Institutional Early-Warning Systems For Academic Intervention And Support	14	50.0%	5	17.9%	7	25.0%	2	7.1%
	Smaller Classes	11	39.3%	8	28.6%	6	21.4%	3	10.7%
	Interactive Electronic Tutoring	7	25.0%	7	25.0%	11	39.3%	3	10.7%
	Workshops To Help Alleviate Fears About Obtaining Employment	10	35.7%	7	25.0%	5	17.9%	6	21.4%
	Mentoring Programs, With Community Members And Faculty	8	28.5%	6	21.4%	10	35.7%	4	14.3%
	Employer Endorsement Of The Program	7	25.0%	6	21.4%	6	21.4%	9	32.1%
	Professional/Career Growth And	11	39.3%	7	25.0%	6	21.4%	4	14.3%

	Development								
	Peer /Co-Student Support Programs	10	35.7%	6	21.4%	9	32.1%	3	10.7%
	Financial Aid	16	57.1%	1	3.6%	11	39.3%	0	0.0%
	Study Skills Workshops	12	42.8%	9	32.1%	7	25.0%	0	0.0%
	Remedial Courses	14	50.0%	6	21.4%	5	17.9%	3	10.7%
	Balancing School With Work Responsibilities	8	28.5%	9	32.1%	8	28.6%	3	10.7%
	Deal With Time-Management Pressures	9	32.1%	9	32.1%	9	32.1%	1	3.6%
	Orientation To The Program And Institution	13	46.4%	7	25.0%	7	25.0%	1	3.6%
20000 and above	Extended On-Line Student Services, I.E., Counseling, Advising	12	46.2%	9	34.6%	4	15.4%	1	3.8%
	Expanded Course Offerings	11	42.3%	8	30.8%	5	19.2%	2	7.7%
	Flexibility In Course Delivery, I.E., Times	14	53.9%	8	30.8%	3	11.5%	1	3.8%
	Institutional Early-Warning Systems For Academic Intervention And Support	13	50.0%	7	26.9%	4	15.4%	2	7.7%
	Smaller Classes	10	38.5%	9	34.6%	4	15.4%	3	11.5%
	Interactive Electronic Tutoring	8	30.8%	6	23.1%	10	38.5%	2	7.7%
	Workshops To Help Alleviate Fears About Obtaining Employment	9	34.6%	7	26.9%	7	26.9%	3	11.5%
	Mentoring Programs, With Community Members And Faculty	7	26.9%	10	38.5%	5	19.2%	4	15.4%
	Employer Endorsement Of The Program	7	26.9%	8	30.8%	5	19.2%	6	23.1%
	Professional/Career Growth And Development	11	42.3%	10	38.5%	4	15.4%	1	3.8%
	Peer /Co-Student Support Programs	8	30.8%	7	26.9%	7	26.9%	4	15.4%
	Financial Aid	16	61.6%	8	30.8%	1	3.8%	1	3.8%
	Study Skills Workshops	15	57.7%	6	23.1%	3	11.5%	2	7.7%
	Remedial Courses	12	46.2%	2	7.7%	7	26.9%	5	19.2%
	Balancing School With Work Responsibilities	10	38.5%	6	23.1%	7	26.9%	3	11.5%

	Deal With Time-Management Pressures	10	38.5%	7	26.9%	7	26.9%	2	7.7%
	Orientation To The Program And Institution	16	61.6%	5	19.2%	4	15.4%	1	3.8%
n=244, p=	Extended On-Line Student Services, I.E., Counseling, Advising	0							
	Expanded Course Offerings	0.1							
	Flexibility In Course Delivery, I.E., Times	0.2							
	Institutional Early-Warning Systems For Academic Intervention And Support	0.5							
	Smaller Classes	0.1							
	Interactive Electronic Tutoring	0.2							
	Workshops To Help Alleviate Fears About Obtaining Employment	0.8							
	Mentoring Programs, With Community Members And Faculty	0.1							
	Employer Endorsement Of The Program	0.8							
	Professional/Career Growth And Development	0.8							
	Peer /Co-Student Support Programs	0.7							
	Financial Aid	0							
	Study Skills Workshops	0.6							
	Remedial Courses	0.5							
	Balancing School With Work Responsibilities	0.9							
	Deal With Time-Management Pressures	0.9							
	Orientation To The Program And Institution	0.8							

Table F- 8

Extent of Institutions Offer Student and Academic Services or Counseling to Address Motivators by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Extended On-Line Student Services, I.E., Counseling, Advising	3	23.1%	3	23.1%	6	46.2%	1	7.7%
	Expanded Course Offerings	6	46.2%	2	15.4%	2	15.4%	3	23.1%
	Flexibility In Course Delivery, I.E., Times	6	46.2%	4	30.8%	0	0.0%	3	23.1%
	Institutional Early-Warning Systems For Academic Intervention And Support	6	46.2%	4	30.8%	2	15.4%	1	7.7%
	Smaller Classes	8	61.6%	1	7.7%	1	7.7%	3	23.1%
	Interactive Electronic Tutoring	4	30.8%	2	15.4%	2	15.4%	5	38.5%
	Workshops To Help Alleviate Fears About Obtaining Employment	3	23.1%	1	7.7%	5	38.5%	4	30.8%
	Mentoring Programs, With Community Members And Faculty	4	30.8%	0	0.0%	4	30.8%	5	38.5%
	Employer Endorsement Of The Program	3	23.1%	1	7.7%	4	30.8%	5	38.5%
	Professional/Career Growth And Development	4	30.8%	3	23.1%	5	38.5%	1	7.7%
	Peer /Co-Student Support Programs	3	23.1%	2	15.4%	4	30.8%	4	30.8%
	Financial Aid	7	53.9%	1	7.7%	4	30.8%	1	7.7%
	Study Skills Workshops	4	30.8%	2	15.4%	5	38.5%	2	15.4%
	Remedial Courses	3	23.1%	3	23.1%	2	15.4%	5	38.5%
	Balancing School With Work	4	30.8%	2	15.4%	4	30.8%	3	23.1%

	Responsibilities								
	Deal With Time-Management Pressures	4	30.8%	1	7.7%	5	38.5%	3	23.1%
	Orientation To The Program And Institution	7	53.9%	5	38.5%	1	7.7%	0	0.0%
Mid East	Extended On-Line Student Services, I.E., Counseling, Advising	12	29.3%	8	19.5%	13	31.7%	8	19.5%
	Expanded Course Offerings	10	24.4%	15	36.6%	8	19.5%	8	19.5%
	Flexibility In Course Delivery, I.E., Times	15	36.6%	14	34.1%	8	19.5%	4	9.8%
	Institutional Early-Warning Systems For Academic Intervention And Support	18	43.9%	14	34.1%	5	12.2%	4	9.8%
	Smaller Classes	21	51.3%	10	24.4%	4	9.8%	6	14.6%
	Interactive Electronic Tutoring	7	17.1%	10	24.4%	14	34.1%	10	24.4%
	Workshops To Help Alleviate Fears About Obtaining Employment	10	24.4%	12	29.3%	14	34.1%	5	12.2%
	Mentoring Programs, With Community Members And Faculty	5	12.2%	11	26.8%	15	36.6%	10	24.4%
	Employer Endorsement Of The Program	6	14.6%	14	34.1%	5	12.2%	16	39.0%
	Professional/Career Growth And Development	13	31.7%	13	31.7%	12	29.3%	3	7.3%
	Peer /Co-Student Support Programs	9	22.0%	14	34.1%	11	26.8%	7	17.1%
	Financial Aid	20	48.8%	9	22.0%	9	22.0%	3	7.3%
	Study Skills Workshops	10	24.4%	14	34.1%	14	34.1%	3	7.3%
	Remedial Courses	12	29.3%	8	19.5%	7	17.1%	14	34.1%
	Balancing School With Work Responsibilities	9	21.9%	14	34.1%	13	31.7%	5	12.2%
	Deal With Time-Management Pressures	9	21.9%	12	29.3%	16	39.0%	4	9.8%

	Orientation To The Program And Institution	21	51.3%	12	29.3%	6	14.6%	2	4.9%
Great Lakes	Extended On-Line Student Services, I.E., Counseling, Advising	12	31.6%	7	18.4%	14	36.8%	5	13.2%
	Expanded Course Offerings	10	26.3%	13	34.2%	10	26.3%	5	13.2%
	Flexibility In Course Delivery, I.E., Times	16	42.1%	13	34.2%	3	7.9%	6	15.8%
	Institutional Early-Warning Systems For Academic Intervention And Support	20	52.7%	11	28.9%	4	10.5%	3	7.9%
	Smaller Classes	22	57.9%	6	15.8%	3	7.9%	7	18.4%
	Interactive Electronic Tutoring	6	15.8%	7	18.4%	14	36.8%	11	28.9%
	Workshops To Help Alleviate Fears About Obtaining Employment	7	18.4%	13	34.2%	11	28.9%	7	18.4%
	Mentoring Programs, With Community Members And Faculty	7	18.1%	11	28.9%	8	21.1%	12	31.6%
	Employer Endorsement Of The Program	7	18.5%	9	23.7%	10	26.3%	12	31.6%
	Professional/Career Growth And Development	14	36.8%	14	36.8%	6	15.8%	4	10.5%
	Peer /Co-Student Support Programs	11	28.9%	8	21.1%	9	23.7%	10	26.3%
	Financial Aid	24	63.1%	6	15.8%	4	10.5%	4	10.5%
	Study Skills Workshops	14	36.8%	10	26.3%	9	23.7%	5	13.2%
	Remedial Courses	10	26.3%	8	21.1%	10	26.3%	10	26.3%
	Balancing School With Work Responsibilities	13	34.2%	9	23.7%	10	26.3%	6	15.8%
	Deal With Time-Management Pressures	14	36.8%	10	26.3%	9	23.7%	5	13.2%
	Orientation To The Program And Institution	25	65.8%	3	7.9%	7	18.4%	3	7.9%
Plains	Extended On-Line Student Services,	17	47.3%	7	19.4%	9	25.0%	3	8.3%

	I.E., Counseling, Advising							
	Expanded Course Offerings	15	41.7%	11	30.6%	6	16.7%	4 11.1%
	Flexibility In Course Delivery, I.E., Times	21	58.4%	5	13.9%	5	13.9%	5 13.9%
	Institutional Early-Warning Systems For Academic Intervention And Support	22	61.2%	7	19.4%	4	11.1%	3 8.3%
	Smaller Classes	26	72.3%	5	13.9%	3	8.3%	2 5.6%
	Interactive Electronic Tutoring	13	36.2%	8	22.2%	7	19.4%	8 22.2%
	Workshops To Help Alleviate Fears About Obtaining Employment	15	41.7%	9	25.0%	8	22.2%	4 11.1%
	Mentoring Programs, With Community Members And Faculty	14	38.9%	5	13.9%	9	25.0%	8 22.2%
	Employer Endorsement Of The Program	15	41.6%	5	13.9%	8	22.2%	8 22.2%
	Professional/Career Growth And Development	17	47.3%	12	33.3%	5	13.9%	2 5.6%
	Peer /Co-Student Support Programs	17	47.3%	10	27.8%	7	19.4%	2 5.6%
	Financial Aid	23	63.9%	9	25.0%	3	8.3%	1 2.8%
	Study Skills Workshops	12	33.4%	16	44.4%	7	19.4%	1 2.8%
	Remedial Courses	17	47.2%	4	11.1%	9	25.0%	6 16.7%
	Balancing School With Work Responsibilities	14	38.9%	10	27.8%	9	25.0%	3 8.3%
	Deal With Time-Management Pressures	14	38.9%	10	27.8%	11	30.6%	1 2.8%
	Orientation To The Program And Institution	25	69.5%	7	19.4%	2	5.6%	2 5.6%
Southeast	Extended On-Line Student Services, I.E., Counseling, Advising	22	31.0%	15	21.1%	15	21.1%	19 26.8%
	Expanded Course Offerings	21	29.6%	22	31.0%	14	19.7%	14 19.7%
	Flexibility In Course Delivery, I.E.,	29	40.8%	19	26.8%	13	18.3%	10 14.1%

	Times								
	Institutional Early-Warning Systems For Academic Intervention And Support	38	53.5%	24	33.8%	6	8.5%	3	4.2%
	Smaller Classes	41	57.7%	14	19.7%	8	11.3%	8	11.3%
	Interactive Electronic Tutoring	19	26.7%	12	16.9%	21	29.6%	19	26.8%
	Workshops To Help Alleviate Fears About Obtaining Employment	17	23.9%	22	31.0%	14	19.7%	18	25.4%
	Mentoring Programs, With Community Members And Faculty	18	25.3%	19	26.8%	13	18.3%	21	29.6%
	Employer Endorsement Of The Program	17	23.9%	15	21.1%	11	15.5%	28	39.4%
	Professional/Career Growth And Development	25	35.2%	19	26.8%	16	22.5%	11	15.5%
	Peer /Co-Student Support Programs	20	28.2%	25	35.2%	10	14.1%	16	22.5%
	Financial Aid	47	66.2%	14	19.7%	7	9.9%	3	4.2%
	Study Skills Workshops	34	47.9%	17	23.9%	12	16.9%	8	11.3%
	Remedial Courses	29	40.8%	14	19.7%	9	12.7%	19	26.8%
	Balancing School With Work Responsibilities	25	35.2%	16	22.5%	14	19.7%	16	22.5%
	Deal With Time-Management Pressures	23	32.4%	24	33.8%	15	21.1%	9	12.7%
	Orientation To The Program And Institution	43	60.5%	18	25.4%	7	9.9%	3	4.2%
Southwest	Extended On-Line Student Services, I.E., Counseling, Advising	9	50.0%	3	16.7%	3	16.7%	3	16.7%
	Expanded Course Offerings	6	33.3%	9	50.0%	1	5.6%	2	11.1%
	Flexibility In Course Delivery, I.E., Times	10	55.5%	4	22.2%	3	16.7%	1	5.6%
	Institutional Early-Warning Systems For Academic Intervention And	11	61.1%	4	22.2%	3	16.7%	0	0.0%

	Support								
	Smaller Classes	12	66.6%	3	16.7%	1	5.6%	2	11.1%
	Interactive Electronic Tutoring	7	38.9%	1	5.6%	6	33.3%	4	22.2%
	Workshops To Help Alleviate Fears About Obtaining Employment	8	44.4%	6	33.3%	2	11.1%	2	11.1%
	Mentoring Programs, With Community Members And Faculty	7	38.9%	4	22.2%	6	33.3%	1	5.6%
	Employer Endorsement Of The Program	9	50.0%	1	5.6%	4	22.2%	4	22.2%
	Professional/Career Growth And Development	12	66.6%	5	27.8%	0	0.0%	1	5.6%
	Peer /Co-Student Support Programs	7	38.9%	5	27.8%	5	27.8%	1	5.6%
	Financial Aid	14	77.7%	2	11.1%	2	11.1%	0	0.0%
	Study Skills Workshops	9	50.0%	3	16.7%	4	22.2%	2	11.1%
	Remedial Courses	9	50.0%	3	16.7%	3	16.7%	3	16.7%
	Balancing School With Work Responsibilities	8	44.4%	3	16.7%	4	22.2%	3	16.7%
	Deal With Time-Management Pressures	8	44.4%	5	27.8%	3	16.7%	2	11.1%
	Orientation To The Program And Institution	12	66.6%	3	16.7%	2	11.1%	1	5.6%
Rocky Mountains	Extended On-Line Student Services, I.E., Counseling, Advising	1	16.7%	1	16.7%	3	50.0%	1	16.7%
	Expanded Course Offerings	0	0.0%	2	33.3%	3	50.0%	1	16.7%
	Flexibility In Course Delivery, I.E., Times	2	33.3%	0	0.0%	3	50.0%	1	16.7%
	Institutional Early-Warning Systems For Academic Intervention And Support	3	50.0%	2	33.3%	1	16.7%	0	0.0%
	Smaller Classes	1	16.7%	3	50.0%	1	16.7%	1	16.7%
	Interactive Electronic Tutoring	0	0.0%	2	33.3%	2	33.3%	2	33.3%

	Workshops To Help Alleviate Fears About Obtaining Employment	1	16.7%	2	33.3%	2	33.3%	1	16.7%
	Mentoring Programs, With Community Members And Faculty	0	0.0%	2	33.3%	2	33.3%	2	33.3%
	Employer Endorsement Of The Program	1	16.7%	1	16.7%	2	33.3%	2	33.3%
	Professional/Career Growth And Development	1	16.7%	2	33.3%	2	33.3%	1	16.7%
	Peer /Co-Student Support Programs	1	16.7%	2	33.3%	2	33.3%	1	16.7%
	Financial Aid	4	66.7%	1	16.7%	1	16.7%	0	0.0%
	Study Skills Workshops	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Remedial Courses	1	16.7%	1	16.7%	2	33.3%	2	33.3%
	Balancing School With Work Responsibilities	1	16.7%	2	33.3%	3	50.0%	0	0.0%
	Deal With Time-Management Pressures	0	0.0%	3	50.0%	3	50.0%	0	0.0%
	Orientation To The Program And Institution	1	16.7%	4	66.7%	1	16.7%	0	0.0%
Far West	Extended On-Line Student Services, I.E., Counseling, Advising	5	25.0%	7	35.0%	3	15.0%	5	25.0%
	Expanded Course Offerings	5	25.0%	7	35.0%	5	25.0%	3	15.0%
	Flexibility In Course Delivery, I.E., Times	4	20.0%	10	50.0%	5	25.0%	1	5.0%
	Institutional Early-Warning Systems For Academic Intervention And Support	6	30.0%	9	45.0%	5	25.0%	0	0.0%
	Smaller Classes	11	55.0%	6	30.0%	3	15.0%	0	0.0%
	Interactive Electronic Tutoring	4	20.0%	7	35.0%	3	15.0%	6	30.0%
	Workshops To Help Alleviate Fears About Obtaining Employment	6	30.0%	3	15.0%	7	35.0%	4	20.0%
	Mentoring Programs, With	3	15.0%	4	20.0%	6	30.0%	7	35.0%

Community Members And Faculty								
Employer Endorsement Of The Program	4	20.0%	4	20.0%	5	25.0%	7	35.0%
Professional/Career Growth And Development	6	30.0%	5	25.0%	5	25.0%	4	20.0%
Peer /Co-Student Support Programs	7	35.0%	3	15.0%	5	25.0%	5	25.0%
Financial Aid	11	55.0%	5	25.0%	3	15.0%	1	5.0%
Study Skills Workshops	7	35.0%	7	35.0%	4	20.0%	2	10.0%
Remedial Courses	6	30.0%	5	25.0%	4	20.0%	5	25.0%
Balancing School With Work Responsibilities	7	35.0%	4	20.0%	6	30.0%	3	15.0%
Deal With Time-Management Pressures	6	30.0%	7	35.0%	3	15.0%	4	20.0%
Orientation To The Program And Institution	13	65.0%	5	25.0%	2	10.0%	0	0.0%
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n=244, p=	Extended On-Line Student Services, I.E., Counseling, Advising		0.336					
	Expanded Course Offerings		0.57					
	Flexibility In Course Delivery, I.E., Times		0.103					
	Institutional Early-Warning Systems For Academic Intervention And Support		0.422					
	Smaller Classes		0.701					
	Interactive Electronic Tutoring		0.701					
	Workshops To Help Alleviate Fears About Obtaining Employment		0.416					
	Mentoring Programs, With Community Members And Faculty		0.552					
	Employer Endorsement Of The Program		0.295					

Professional/Career Growth And Development	0.364
Peer /Co-Student Support Programs	0.409
Financial Aid	0.475
Study Skills Workshops	0.118
Remedial Courses	0.576
Balancing School With Work Responsibilities	0.51
Deal With Time-Management Pressures	0.114
Orientation To The Program And Institution	0.209

Table F- 9

Extent of Institutions Offer Services or Counseling to Help Adults Address Issue by Sector

Sector		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Use Of Their Faith And Personal Dedication Or Determination	24	27.3%	15	17.0%	23	26.1%	26	29.5%
	Draw On Supportive Family And Social Networks	26	29.5%	18	20.5%	26	29.5%	18	20.5%
	Finish An Education That Was Started In Past	49	55.7%	24	27.3%	13	14.8%	2	2.3%
	Obtain Knowledge/Skill	53	60.2%	22	25.0%	8	9.1%	5	5.7%
	Fulfill A Personal Goal	47	53.5%	21	23.9%	13	14.8%	7	8.0%
	Attend A Preferred Institution Including Location And Reputation	30	34.1%	23	26.1%	22	25.0%	13	14.8%
	Be A Role Model For Children	19	21.6%	14	15.9%	22	25.0%	26	29.5%
Private Non-profit	Use Of Their Faith And Personal Dedication Or Determination	12	8.0%	27	18.8%	22	15.3%	19	13.2%
	Draw On Supportive Family And Social Networks	61	42.6%	41	28.5%	26	18.1%	15	10.4%
	Finish An Education That Was Started In Past	87	60.5%	31	21.5%	18	12.5%	8	5.6%
	Obtain Knowledge/Skill	102	70.8%	24	16.7%	10	6.9%	8	5.6%
	Fulfill A Personal Goal	96	66.6%	29	20.1%	10	6.9%	9	6.3%
	Attend A Preferred Institution Including	72	50.0%	32	22.2%	16	11.1%	24	16.7%

	Location And Reputation Be A Role Model For Children	60	41.6%	36	25.0%	22	15.3%	26	18.0%
Private For- profit	Use Of Their Faith And Personal Dedication Or Determination	6	50.0%	1	8.3%	1	8.3%	4	33.3%
	Draw On Supportive Family And Social Networks	6	50.0%	2	16.7%	2	16.7%	2	16.7%
	Finish An Education That Was Started In Past	10	83.3%	1	8.3%	1	8.3%	0	0.0%
	Obtain Knowledge/Skill	9	78.0%	2	16.7%	0	0.0%	1	8.3%
	Fulfill A Personal Goal	8	66.6%	3	25.0%	0	0.0%	1	8.3%
	Attend A Preferred Institution Including	6	50.0%	4	33.3%	1	8.3%	1	8.3%
	Location And Reputation Be A Role Model For Children	5	41.6%	3	25.0%	2	16.7%	2	16.7%
n=244, p=	Use Of Their Faith And Personal Dedication Or Determination			0					
	Draw On Supportive Family And Social Networks		0.042*						
	Finish An Education That Was Started In Past		v=.18						
	Obtain Knowledge/Skill		0.62						
	Fulfill A Personal Goal		0.662						
	Attend A Preferred Institution Including		0.314						
	Location And Reputation Be A Role Model For Children		0.039*						
			v=.18						
				0.042*					
				v=.18					

Table F- 10

Extent of Institutions Offer Services or Counseling to Help Adults Address Issue by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Use Of Their Faith And Personal Dedication Or Determination	19	41.3%	9	19.6%	6	13.0%	12	26.1%
	Draw On Supportive Family And Social Networks	16	34.8%	13	28.3%	9	19.6%	8	17.4%
	Finish An Education That Was Started In Past	23	50.0%	11	23.9%	9	19.6%	3	6.5%
	Obtain Knowledge/Skill	30	65.2%	10	21.7%	3	6.5%	3	6.5%
	Fulfill A Personal Goal	28	60.9%	11	23.9%	4	8.7%	3	6.5%
	Attend A Preferred Institution Including Location And Reputation	15	32.6%	16	34.8%	6	13.0%	9	19.6%
	Be A Role Model For Children	13	28.3%	12	26.1%	7	15.2%	14	30.4%
1000-4999	Use Of Their Faith And Personal Dedication Or Determination	56	50.9%	21	19.1%	14	12.7%	19	17.3%
	Draw On Supportive Family And Social Networks	46	41.8%	30	27.3%	21	19.1%	13	11.8%
	Finish An Education That Was Started In Past	72	65.5%	22	20.0%	10	9.1%	6	5.5%
	Obtain Knowledge/Skill	77	70.0%	19	17.3%	7	6.4%	7	6.4%
	Fulfill A Personal Goal	70	63.7%	23	20.9%	7	6.4%	10	9.1%
	Attend A Preferred Institution Including Location And Reputation	56	50.9%	23	20.9%	14	12.7%	17	15.5%
	Be A Role Model For Children	50	45.5%	24	21.8%	18	16.4%	18	16.4%
5000-9999	Use Of Their Faith And Personal Dedication Or Determination	14	42.5%	2	6.1%	10	30.3%	7	21.2%

	Draw On Supportive Family And Social Networks	15	45.5%	2	6.1%	10	30.3%	6	18.2%
	Finish An Education That Was Started In Past	19	57.6%	9	27.3%	5	15.2%	0	0.0%
	Obtain Knowledge/Skill	24	72.8%	4	12.1%	4	12.1%	1	3.0%
	Fulfill A Personal Goal	20	60.6%	8	24.2%	4	12.1%	1	3.0%
	Attend A Preferred Institution Including Location And Reputation	16	48.5%	7	21.2%	6	18.2%	4	12.1%
	Be A Role Model For Children	11	33.4%	5	15.2%	8	24.2%	9	27.3%
10000-19999	Use Of Their Faith And Personal Dedication Or Determination	10	35.7%	5	17.9%	7	25.0%	6	21.4%
	Draw On Supportive Family And Social Networks	7	25.0%	11	39.3%	5	17.9%	5	17.9%
	Finish An Education That Was Started In Past	14	50.0%	9	32.1%	4	14.3%	1	3.6%
	Obtain Knowledge/Skill	16	57.1%	8	28.6%	2	7.1%	2	7.1%
	Fulfill A Personal Goal	18	64.3%	5	17.9%	3	10.7%	2	7.1%
	Attend A Preferred Institution Including Location And Reputation	10	34.3%	6	21.4%	5	17.9%	6	21.4%
	Be A Role Model For Children	7	25.0%	7	25.0%	6	21.4%	8	28.6%
20000 and above	Use Of Their Faith And Personal Dedication Or Determination	6	23.0%	6	23.1%	9	34.6%	5	19.2%
	Draw On Supportive Family And Social Networks	9	34.6%	5	19.2%	9	34.6%	3	11.5%
	Finish An Education That Was Started In Past	17	65.4%	5	19.2%	4	15.4%	0	0.0%
	Obtain Knowledge/Skill	16	61.5%	7	26.9%	2	7.7%	1	3.8%
	Fulfill A Personal Goal	14	53.8%	6	23.1%	5	19.2%	1	3.8%
	Attend A Preferred Institution	9	34.6%	7	26.9%	8	30.8%	2	7.7%

	Including Location And Reputation								
	Be A Role Model For Children	9	34.6%	5	19.2%	7	26.9%	5	19.2%
n=244, p=	Use Of Their Faith And Personal Dedication Or Determination		0.043*						
	Draw On Supportive Family And Social Networks		v=.18						
	Finish An Education That Was Started In Past		0.148						
	Obtain Knowledge/Skill		0.489						
	Fulfill A Personal Goal		0.868						
	Attend A Preferred Institution		0.874						
	Including Location And Reputation		0.377						
	Be A Role Model For Children		0.169						

Table F- 11

Extent of Institutions Offer Services or Counseling to Help Adults Address Issue by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Use Of Their Faith And Personal Dedication Or Determination	5	38.5%	1	7.7%	3	23.1%	4	30.8%
	Draw On Supportive Family And Social Networks	4	30.8%	2	15.4%	4	30.8%	3	23.1%
	Finish An Education That Was Started In Past	8	61.6%	3	23.1%	2	15.4%	0	0.0%
	Obtain Knowledge/Skill	9	69.3%	1	7.7%	3	23.1%	0	0.0%
	Fulfill A Personal Goal	7	53.9%	3	23.1%	2	15.4%	1	7.7%
	Attend A Preferred Institution Including Location And Reputation	6	46.2%	3	23.1%	1	7.7%	3	23.1%
	Be A Role Model For Children	5	38.5%	1	7.7%	4	30.8%	3	23.1%
Mid East	Use Of Their Faith And Personal Dedication Or Determination	13	31.7%	9	22.0%	9	22.0%	10	24.4%
	Draw On Supportive Family And Social Networks	13	31.7%	7	17.1%	16	39.0%	5	12.2%
	Finish An Education That Was Started In Past	23	56.1%	11	26.8%	7	17.1%	0	0.0%
	Obtain Knowledge/Skill	26	63.4%	10	24.4%	3	7.3%	2	4.9%
	Fulfill A Personal Goal	23	56.1%	12	29.3%	4	9.8%	2	4.9%
	Attend A Preferred Institution Including Location And Reputation	19	46.3%	7	17.1%	12	29.3%	3	7.3%
	Be A Role Model For Children	14	34.2%	8	19.5%	11	26.8%	8	19.5%
Great Lakes	Use Of Their Faith And Personal Dedication Or Determination	16	42.1%	6	15.8%	7	18.4%	9	23.7%
	Draw On Supportive Family And Social	15	39.4%	11	28.9%	7	18.4%	5	13.2%

Networks									
Plains	Finish An Education That Was Started In Past	22	57.9%	9	23.7%	5	13.2%	2	5.3%
	Obtain Knowledge/Skill	26	68.4%	7	18.4%	2	5.3%	3	7.9%
	Fulfill A Personal Goal	25	65.8%	7	18.4%	3	7.9%	3	7.9%
	Attend A Preferred Institution Including Location And Reputation	17	44.8%	10	26.3%	6	15.8%	5	13.2%
	Be A Role Model For Children	14	36.9%	12	31.6%	4	10.5%	8	21.1%
	Use Of Their Faith And Personal Dedication Or Determination	19	52.7%	6	16.7%	4	11.0%	7	19.4%
	Draw On Supportive Family And Social Networks	17	47.2%	11	30.6%	3	8.3%	5	13.9%
	Finish An Education That Was Started In Past	21	58.3%	9	25.0%	3	8.3%	3	8.3%
	Obtain Knowledge/Skill	27	75.0%	6	16.7%	2	5.6%	1	2.8%
	Fulfill A Personal Goal	24	66.6%	7	19.4%	2	5.6%	3	8.3%
Southeast	Attend A Preferred Institution Including Location And Reputation	19	52.7%	8	22.2%	2	5.6%	7	19.4%
	Be A Role Model For Children	18	50.0%	6	16.7%	6	16.7%	6	16.7%
	Use Of Their Faith And Personal Dedication Or Determination	37	52.1%	11	15.5%	11	15.5%	12	16.9%
	Draw On Supportive Family And Social Networks	31	43.6%	19	26.8%	8	11.3%	13	18.3%
	Finish An Education That Was Started In Past	44	61.9%	16	22.5%	8	11.3%	3	4.2%
	Obtain Knowledge/Skill	48	67.6%	15	21.1%	2	2.8%	6	8.5%
	Fulfill A Personal Goal	48	67.6%	13	18.3%	4	5.6%	6	8.5%
	Attend A Preferred Institution Including Location And Reputation	32	45.0%	16	22.5%	10	14.1%	13	18.3%
Southwest	Be A Role Model For Children	28	39.5%	16	22.5%	9	12.7%	18	25.4%
	Use Of Their Faith And Personal	10	55.5%	3	16.7%	3	16.7%	2	11.1%

	Dedication Or Determination								
	Draw On Supportive Family And Social Networks	8	44.4%	5	27.8%	3	16.7%	2	11.1%
	Finish An Education That Was Started In Past	13	72.2%	3	16.7%	1	5.6%	1	5.6%
	Obtain Knowledge/Skill	14	77.7%	1	5.6%	2	11.1%	1	5.6%
	Fulfill A Personal Goal	13	72.2%	3	16.7%	1	5.6%	1	5.6%
	Attend A Preferred Institution Including Location And Reputation	9	50.0%	4	22.2%	2	11.1%	3	16.7%
	Be A Role Model For Children	9	50.0%	3	16.7%	2	11.1%	4	22.2%
Rocky Mountains	Use Of Their Faith And Personal Dedication Or Determination	0	0.0%	1	16.7%	3	50.0%	2	33.3%
	Draw On Supportive Family And Social Networks	1	16.7%	2	33.3%	3	50.0%	0	0.0%
	Finish An Education That Was Started In Past	4	66.7%	1	16.7%	1	16.7%	0	0.0%
	Obtain Knowledge/Skill	4	66.7%	2	33.3%	0	0.0%	0	0.0%
	Fulfill A Personal Goal	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Attend A Preferred Institution Including Location And Reputation	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Be A Role Model For Children	0	0.0%	2	33.3%	3	50.0%	1	16.7%
Far West	Use Of Their Faith And Personal Dedication Or Determination	6	30.0%	6	30.0%	6	30.0%	2	10.0%
	Draw On Supportive Family And Social Networks	5	25.0%	4	20.0%	9	45.0%	2	10.0%
	Finish An Education That Was Started In Past	11	55.0%	4	20.0%	4	20.0%	1	5.0%
	Obtain Knowledge/Skill	10	50.0%	5	25.0%	4	20.0%	1	5.0%
	Fulfill A Personal Goal	9	45.0%	5	25.0%	5	25.0%	1	5.0%
	Attend A Preferred Institution Including Location And Reputation	5	25.0%	7	35.0%	5	25.0%	3	15.0%

n=244, p=	Be A Role Model For Children	3	15.0%	5	25.0%	6	30.0%	6	30.0%
	Use Of Their Faith And Personal Dedication Or Determination		0.445						
	Draw On Supportive Family And Social Networks		0.08						
	Finish An Education That Was Started In Past		0.621						
	Obtain Knowledge/Skill		0.32						
	Fulfill A Personal Goal		0.477						
	Attend A Preferred Institution Including Location And Reputation		0.169						
	Be A Role Model For Children		0.294						

Table F- 12

Percent to Which Flexibility is Available in Admissions Processes, Admissions Requirements, Residency Requirements, and Academic Program Requirements by Institutional Size

			0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%
Under 1000	Admissions Processes	27	58.7%	3	6.5%	3	6.5%	0	0.0%	0	0.0%	3	6.5%	4	8.7%	6	13.0%
	Admissions Requirements	26	56.5%	6	13.0%	2	4.3%	0	0.0%	0	0.0%	2	4.3%	4	8.7%	6	13.0%
	Residency Requirements	26	56.5%	2	4.3%	1	2.2%	0	0.0%	1	2.2%	0	0.0%	1	2.2%	13	28.3%
	Academic Program Requirements	31	67.4%	5	10.9%	1	2.2%	1	2.2%	1	2.2%	0	0.0%	2	4.3%	5	10.9%
1000-4999	Admissions Processes	55	50.0%	11	10.0%	10	9.1%	2	1.8%	3	2.7%	5	4.5%	14	12.7%	10	9.1%
	Admissions Requirements	60	54.5%	10	9.1%	8	7.3%	2	1.8%	7	6.4%	6	5.5%	9	8.2%	8	7.3%
	Residency Requirements	61	55.5%	3	2.7%	4	3.6%	1	0.9%	2	1.8%	3	2.7%	9	8.2%	27	24.5%
	Academic Program Requirements	76	69.1%	10	9.1%	6	5.5%	3	2.7%	2	1.8%	2	1.8%	6	5.5%	5	4.5%
5000-9999	Admissions Processes	22	66.7%	3	9.1%	0	0.0%	0	0.0%	1	3.0%	1	3.0%	1	3.0%	5	15.2%
	Admissions Requirements	19	57.6%	2	6.1%	1	3.0%	2	6.1%	2	6.1%	2	6.1%	1	3.0%	4	12.1%
	Residency Requirements	22	66.7%	2	6.1%	0	0.0%	0	0.0%	0	0.0%	1	3.0%	1	3.0%	7	21.2%
	Academic Program Requirements	22	66.7%	1	3.0%	3	9.1%	0	0.0%	0	0.0%	3	9.1%	2	6.1%	2	6.1%

10000-19999	Admissions Processes	18	64.3%	2	7.1%	2	7.1%	0	0.0%	0	0.0%	1	3.6%	1	3.6%	4	14.3%
	Admissions Requirements	16	57.1%	2	7.1%	2	7.1%	2	7.1%	0	0.0%	0	0.0%	1	3.6%	5	17.9%
	Residency Requirements	22	78.6%	1	3.6%	0	0.0%	1	3.6%	0	0.0%	1	3.6%	0	0.0%	3	10.7%
	Academic Program Requirements	18	64.3%	5	17.9%	1	3.6%	0	0.0%	1	3.6%	2	7.1%	0	0.0%	1	3.6%
20000 and above	Admissions Processes	14	53.8%	1	3.8%	1	3.8%	1	3.8%	1	3.8%	5	19.2%	2	7.7%	1	3.8%
	Admissions Requirements	14	53.8%	1	3.8%	1	3.8%	2	7.7%	0	0.0%	4	15.4%	2	7.7%	2	7.7%
	Residency Requirements	16	61.5%	1	3.8%	1	3.8%	2	7.7%	0	0.0%	1	3.8%	4	15.4%	1	3.8%
	Academic Program Requirements	18	69.2%	0	0.0%	0	0.0%	1	3.8%	0	0.0%	2	7.7%	3	11.5%	2	7.7%
n=244, p=	Admissions Processes	0.798															
	Admissions Requirements	0.824															
	Residency Requirements	0.537															
	Academic Program Requirements	0.807															

Table F- 13

Percent to Which Flexibility is Available in Admissions Processes, Admissions Requirements, Residency Requirements, and Academic Program Requirements by Geographic Region

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
New England	Admissions Processes	7	53.8%	2	15.4%	0	0.0%	0	0.0%	1	7.0%	0	0.0%	0	0.0%	3	23.1%
	Admissions Requirements	6	46.2%	2	15.4%	0	0.0%	0	0.0%	1	7.7%	0	0.0%	2	15.4%	2	15.4%
	Residency Requirements	6	46.2%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	1	7.7%	1	7.7%	4	30.8%
	Academic Program Requirements	9	69.2%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	1	7.7%	1	7.7%	1	7.7%
Mid East	Admissions Processes	17	41.5%	2	4.9%	5	12.2%	0	0.0%	2	4.9%	3	7.3%	4	9.8%	8	19.5%
	Admissions Requirements	20	48.8%	3	7.3%	2	4.9%	0	0.0%	2	4.9%	6	14.6%	2	4.9%	6	14.6%
	Residency Requirements	27	65.9%	0	0.0%	0	0.0%	1	2.4%	1	2.4%	2	4.9%	1	2.4%	9	22.0%
	Academic Program Requirements	27	65.9%	1	2.4%	2	4.9%	2	4.9%	0	0.0%	3	7.3%	1	2.4%	5	12.2%
Great Lakes	Admissions Processes	25	65.8%	2	5.3%	1	2.6%	1	2.6%	0	0.0%	1	2.6%	5	13.2%	3	7.9%
	Admissions Requirements	27	71.1%	2	5.3%	1	2.6%	1	2.6%	0	0.0%	2	5.3%	3	7.9%	2	5.3%
	Residency Requirements	23	60.5%	1	2.6%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	4	10.5%	9	23.7%
	Academic Program Requirements	27	71.1%	3	7.9%	1	2.6%	0	0.0%	0	0.0%	3	7.9%	3	7.9%	1	2.6%
Plains	Admissions Processes	18	50.0%	4	11.1%	1	2.8%	0	0.0%	0	0.0%	3	8.3%	6	16.7%	4	11.1%
	Admissions Requirements	17	47.2%	4	11.1%	1	2.8%	2	5.6%	0	0.0%	2	5.6%	4	11.1%	6	16.7%
	Residency Requirements	19	52.8%	1	2.8%	1	2.8%	1	2.8%	0	0.0%	0	0.0%	3	8.3%	11	30.6%
	Academic Program Requirements	21	58.3%	5	13.9%	4	11.1%	0	0.0%	0	0.0%	1	2.8%	2	5.6%	3	8.3%
Southeast	Admissions Processes	47	66.2%	4	5.6%	4	5.6%	1	1.4%	2	2.8%	5	7.0%	4	5.6%	4	5.6%
	Admissions Requirements	42	59.2%	4	5.6%	6	8.5%	3	4.2%	5	7.0%	3	4.2%	3	4.2%	5	7.0%
	Residency Requirements	47	66.2%	3	4.2%	1	1.4%	2	2.8%	1	1.4%	1	1.4%	3	4.2%	13	18.3%

	Academic Program Requirements	54	76.1%	6	8.5%	0	0.0%	2	2.8%	0	0.0%	1	1.4%	6	8.5%	2	2.8%
Southwest	Admissions Processes	10	55.6%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	2	11.1%	1	5.6%	4	22.2%
	Admissions Requirements	9	50.0%	2	11.1%	1	5.6%	0	0.0%	1	5.6%	0	0.0%	1	5.6%	4	22.2%
	Residency Requirements	10	55.6%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	1	5.6%	2	11.1%	4	22.2%
	Academic Program Requirements	12	66.7%	1	5.6%	1	5.6%	1	5.6%	1	5.6%	0	0.0%	0	0.0%	2	11.1%
Rocky Mountains	Admissions Processes	5	83.3%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Admissions Requirements	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Residency Requirements	5	83.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Academic Program Requirements	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Far West	Admissions Processes	8	40.0%	5	25.0%	4	20.0%	1	5.0%	0	0.0%	1	5.0%	1	5.0%	0	0.0%
	Admissions Requirements	9	45.0%	4	20.0%	3	15.0%	2	10.0%	0	0.0%	1	5.0%	1	5.0%	0	0.0%
	Residency Requirements	11	55.0%	2	10.0%	3	15.0%	0	0.0%	1	5.0%	0	0.0%	0	0.0%	3	15.0%
	Academic Program Requirements	10	50.0%	4	20.0%	3	15.0%	0	0.0%	3	15.0%	0	0.0%	0	0.0%	0	0.0%
n=244, p=	Admissions Processes	0.012* v=.2															
	Admissions Requirements	0.031* v=.19															
	Residency Requirements	0.043 v=.19*															
	Academic Program Requirements	0.001* v=.22															

Table F- 14

Percent of Institutions Offering Credit by Alternative Means by Sector

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
Public	Transfer	14	15.9%	8	9.1%	3	3.4%	3	3.4%	5	5.7%	5	5.7%	13	14.8%	37	42.0%
	Articulation Agreement	18	20.5%	9	10.2%	4	4.5%	4	4.5%	5	5.7%	9	10.2%	11	12.5%	28	31.8%
	Experience for Prior Learning	49	55.7%	9	10.2%	6	6.8%	5	5.7%	1	1.1%	0	0.0%	5	5.7%	13	14.8%
Private Non-profit	Transfer	21	14.6%	5	3.5%	8	5.6%	1	0.7%	9	6.3%	11	7.6%	24	16.7%	65	45.1%
	Articulation Agreement	41	28.5%	13	9.0%	7	4.9%	5	3.5%	7	4.9%	8	5.6%	17	11.8%	46	31.9%
	Experience for Prior Learning	69	47.9%	19	13.2%	11	7.6%	3	2.1%	5	3.5%	10	6.9%	8	5.6%	19	13.2%
Private For-profit	Transfer	1	8.3%	0	0.0%	0	0.0%	1	8.3%	1	8.3%	3	25.0%	0	0.0%	6	50.0%
	Articulation Agreement	4	33.3%	2	16.7%	0	0.0%	0	0.0%	1	8.3%	2	16.7%	0	0.0%	3	25.0%
	Experience for Prior Learning	10	83.3%	0	0.0%	0	0.0%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%
n=244, p=	Transfer	0.24															
	Articulation Agreement	0.875															
	Experience for Prior Learning	0.18															

Table F- 15

Percent of Institution Offering Credit by Alternative Means by Institutional Size

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
Under 1000	Transfer	6	13.0%	1	2.2%	3	6.5%	2	4.3%	3	6.5%	7	15.2%	6	13.0%	18	39.1%
	Articulation Agreement	19	41.3%	7	15.2%	1	2.2%	1	2.2%	3	6.5%	0	0.0%	1	2.2%	14	30.4%
	Experience for Prior Learning	22	47.8%	8	17.4%	3	6.5%	2	4.3%	2	4.3%	4	8.7%	1	2.2%	4	8.7%
1000-4999	Transfer	18	16.4%	4	3.6%	6	5.5%	0	0.0%	8	7.3%	7	6.4%	16	14.5%	51	46.4%
	Articulation Agreement	25	22.7%	7	6.4%	7	6.4%	5	4.5%	6	5.5%	10	9.1%	17	15.5%	33	30.0%
	Experience for Prior Learning	53	48.2%	15	13.6%	8	7.3%	2	1.8%	4	3.6%	4	3.6%	8	7.3%	16	14.5%
5000-9999	Transfer	5	15.2%	0	0.0%	0	0.0%	2	6.1%	3	9.1%	3	9.1%	5	15.2%	15	45.5%
	Articulation Agreement	11	33.3%	3	9.1%	0	0.0%	2	6.1%	2	6.1%	5	15.2%	1	3.0%	9	27.3%
	Experience for Prior Learning	20	60.6%	0	0.0%	4	12.1%	1	3.0%	1	3.0%	1	3.0%	0	0.0%	6	18.2%
10000-19999	Transfer	4	14.3%	5	17.9%	1	3.6%	1	3.6%	0	0.0%	1	3.6%	5	17.9%	11	39.3%
	Articulation Agreement	3	10.7%	4	14.3%	3	10.7%	0	0.0%	1	3.6%	1	3.6%	5	17.9%	11	39.3%
	Experience for Prior Learning	15	53.6%	3	10.7%	0	0.0%	2	7.1%	0	0.0%	1	3.6%	2	7.1%	5	17.9%
20000 and above	Transfer	3	11.5%	3	11.5%	1	3.8%	0	0.0%	1	3.8%	1	3.8%	4	15.4%	13	50.0%
	Articulation Agreement	4	15.4%	3	11.5%	0	0.0%	1	3.8%	1	3.8%	3	11.5%	4	15.4%	10	38.5%
	Experience for Prior Learning	17	65.4%	2	7.7%	2	7.7%	1	3.8%	0	0.0%	0	0.0%	2	7.7%	2	7.7%

n=244, p=	Transfer	0.379
	Articulation	0.226
	Agreement	
	Experience for Prior Learning	0.859

Table F- 16

Percent of Institution Offering Credit by Alternative Means by Geographic Region

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
New England	Transfer	4	30.8%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	15.4%	6	46.2%
	Articulation Agreement	5	38.5%	2	15.4%	0	0.0%	1	7.7%	0	0.0%	2	15.4%	1	7.7%	2	15.4%
	Experience for Prior Learning	7	53.8%	0	0.0%	2	15.4%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	3	23.1%
Mid East	Transfer	6	14.6%	1	2.4%	2	4.9%	1	2.4%	1	2.4%	6	14.6%	2	4.9%	22	53.7%
	Articulation Agreement	12	29.3%	1	2.4%	3	7.3%	1	2.4%	3	7.3%	7	17.1%	2	4.9%	12	29.3%
	Experience for Prior Learning	14	34.1%	8	19.5%	1	2.4%	1	2.4%	3	7.3%	2	4.9%	3	7.3%	9	22.0%
Great Lakes	Transfer	2	5.3%	3	7.9%	1	2.6%	0	0.0%	3	7.9%	1	2.6%	5	13.2%	23	60.5%
	Articulation Agreement	5	13.2%	3	7.9%	1	2.6%	1	2.6%	2	5.3%	2	5.3%	9	23.7%	15	39.5%
	Experience for Prior Learning	20	52.6%	3	7.9%	3	7.9%	2	5.3%	0	0.0%	2	5.3%	5	13.2%	3	7.9%
Plains	Transfer	6	16.7%	1	2.8%	2	5.6%	0	0.0%	3	8.3%	2	5.6%	8	22.2%	14	38.9%
	Articulation Agreement	8	22.2%	2	5.6%	1	2.8%	1	2.8%	4	11.1%	2	5.6%	5	13.9%	13	36.1%
	Experience for Prior Learning	19	52.8%	4	11.1%	3	8.3%	0	0.0%	0	0.0%	4	11.1%	3	8.3%	3	8.3%
Southeast	Transfer	9	12.7%	4	5.6%	3	4.2%	2	2.8%	6	8.5%	5	7.0%	12	16.9%	30	42.3%
	Articulation Agreement	19	26.8%	11	15.5%	3	4.2%	3	4.2%	2	2.8%	4	5.6%	6	8.5%	23	32.4%
	Experience for Prior Learning	40	56.3%	9	12.7%	6	8.5%	1	1.4%	2	2.8%	1	1.4%	1	1.4%	11	15.5%
Southwest	Transfer	6	33.3%	1	5.6%	0	0.0%	0	0.0%	2	11.1%	3	16.7%	2	11.1%	4	22.2%
	Articulation Agreement	7	38.9%	1	5.6%	0	0.0%	0	0.0%	1	5.6%	1	5.6%	2	11.1%	6	33.3%

	Experience for Prior Learning	14	77.8%	0	0.0%	0	0.0%	1	5.6%	1	5.6%	0	0.0%	0	0.0%	2	11.1%
Rocky Mountains	Transfer	0	0.0%	1	16.7%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	2	33.3%	2	33.3%
	Articulation Agreement	1	16.7%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	2	33.3%
	Experience for Prior Learning	5	83.3%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Far West	Transfer	3	15.0%	1	5.0%	3	15.0%	1	5.0%	0	0.0%	1	5.0%	4	20.0%	7	35.0%
	Articulation Agreement	5	25.0%	4	20.0%	1	5.0%	2	10.0%	1	5.0%	1	5.0%	2	10.0%	4	20.0%
	Experience for Prior Learning	9	45.0%	4	20.0%	1	5.0%	1	5.0%	1	5.0%	1	5.0%	1	5.0%	2	10.0%
n=244, p=	Transfer	0.063															
	Articulation Agreement	0.374															
	Experience for Prior Learning	0.007* v=.21															

Table F- 17

Percent of Institutions Offering Alternative Academic Program Types/Locations by Sector.

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
Public	Night/Weekend Programs	24	27.3%	12	13.6%	19	21.6%	3	3.4%	8	9.1%	8	9.1%	5	5.7%	9	10.2%
	Accelerated Degree Programs	48	54.5%	10	11.4%	10	11.4%	5	5.7%	3	3.4%	5	5.7%	2	2.3%	6	6.8%
	Distance/Online Education	15	17.0%	12	13.6%	10	11.4%	11	12.5%	14	15.9%	10	11.4%	10	11.4%	6	6.8%
	Contract Programs	2	2.3%	52	59.1%	16	18.2%	7	8.0%	3	3.4%	2	2.3%	3	3.4%	1	1.1%
	Satellite Campuses	35	39.8%	12	13.6%	13	14.8%	3	3.4%	8	9.1%	7	8.0%	2	2.3%	8	9.1%
Private Non-profit	Night/Weekend Programs	42	29.2%	13	9.0%	7	4.9%	9	6.3%	10	6.9%	8	5.6%	21	14.6%	34	23.6%
	Accelerated Degree Programs	63	43.8%	11	7.6%	4	2.8%	3	2.1%	5	3.5%	10	6.9%	20	13.9%	28	19.4%
	Distance/Online Education	65	45.1%	15	10.4%	10	6.9%	9	6.3%	8	5.6%	9	6.3%	15	10.4%	13	9.0%
	Contract Programs	1	0.7%	96	66.7%	16	11.1%	9	6.3%	10	6.9%	4	2.8%	3	2.1%	4	2.8%
	Satellite Campuses	89	61.8%	5	3.5%	9	6.3%	11	7.6%	5	3.5%	4	2.8%	14	9.7%	7	4.9%
Private For-profit	Night/Weekend Programs	6	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	16.7%	2	16.7%	2	16.7%
	Accelerated Degree Programs	3	25.0%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%	0	0.0%	7	58.3%
	Distance/Online Education	2	16.7%	1	8.3%	2	16.7%	0	0.0%	1	8.3%	1	8.3%	2	16.7%	3	25.0%
	Contract Programs	1	8.3%	7	58.3%	0	0.0%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	1	8.3%
	Satellite Campuses	7	58.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	8.3%	1	8.3%	3	25.0%

n=244, p=	Night/Weekend	0.002*
	Programs	v=.26
	Accelerated	0
	Degree Programs	
	Distance/Online	0.004*
	Education	v=.25
		0.03*
	Contract Programs	v=.24
	Satellite	0
	Campuses	

Table F- 18

Percent of Institutions Offering Alternative Academic Program Types/Locations by Institutional Size

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
Under 1000	Night/Weekend Programs	17	37.0%	3	6.5%	5	10.9%	2	4.3%	2	4.3%	3	6.5%	5	10.9%	9	19.6%
	Accelerated Degree Programs	24	52.2%	4	8.7%	1	2.2%	1	2.2%	0	0.0%	3	6.5%	3	6.5%	10	21.7%
	Distance/Online Education	19	41.3%	5	10.9%	5	10.9%	2	4.3%	3	6.5%	2	4.3%	4	8.7%	6	13.0%
	Contract Programs	35	76.1%	3	6.5%	3	6.5%	1	2.2%	1	2.2%	1	2.2%	1	2.2%	1	2.2%
	Satellite Campuses	34	73.9%	0	0.0%	4	8.7%	1	2.2%	0	0.0%	1	2.2%	3	6.5%	3	6.5%
1000-4999	Night/Weekend Programs	31	28.2%	11	10.0%	5	4.5%	8	7.3%	8	7.3%	6	5.5%	14	12.7%	27	24.5%
	Accelerated Degree Programs	46	41.8%	9	8.2%	5	4.5%	2	1.8%	6	5.5%	7	6.4%	12	10.9%	23	20.9%
	Distance/Online Education	46	41.8%	10	9.1%	9	8.2%	7	6.4%	6	5.5%	9	8.2%	13	11.8%	10	9.1%
	Contract Programs	74	67.3%	14	12.7%	5	4.5%	8	7.3%	2	1.8%	2	1.8%	3	2.7%	2	1.8%
	Satellite Campuses	60	54.5%	4	3.6%	8	7.3%	11	10.0%	3	2.7%	6	5.5%	8	7.3%	10	9.1%
5000-9999	Night/Weekend Programs	12	36.4%	6	18.2%	4	12.1%	0	0.0%	0	0.0%	4	12.1%	4	12.1%	3	9.1%
	Accelerated Degree Programs	18	54.5%	1	3.0%	2	6.1%	1	3.0%	1	3.0%	3	9.1%	4	12.1%	3	9.1%
	Distance/Online Education	9	27.3%	4	12.1%	3	9.1%	5	15.2%	4	12.1%	2	6.1%	5	15.2%	1	3.0%
	Contract Programs	17	51.5%	6	18.2%	3	9.1%	3	9.1%	2	6.1%	1	3.0%	1	3.0%	0	0.0%

	Satellite Campuses	13	39.4%	6	18.2%	2	6.1%	1	3.0%	5	15.2%	1	3.0%	4	12.1%	1	3.0%
10000-19999	Night/Weekend Programs	6	21.4%	3	10.7%	6	21.4%	2	7.1%	4	14.3%	1	3.6%	3	10.7%	3	10.7%
	Accelerated Degree Programs	15	53.6%	2	7.1%	2	7.1%	3	10.7%	1	3.6%	1	3.6%	2	7.1%	2	7.1%
	Distance/Online Education	4	14.3%	5	17.9%	3	10.7%	4	14.3%	6	21.4%	3	10.7%	2	7.1%	1	3.6%
	Contract Programs	15	53.6%	7	25.0%	4	14.3%	1	3.6%	1	3.6%	0	0.0%	0	0.0%	0	0.0%
	Satellite Campuses	10	35.7%	5	17.9%	6	21.4%	1	3.6%	2	7.1%	1	3.6%	2	7.1%	1	3.6%
20000 and above	Night/Weekend Programs	6	23.1%	2	7.7%	6	23.1%	0	0.0%	4	15.4%	3	11.5%	2	7.7%	3	11.5%
	Accelerated Degree Programs	10	38.5%	5	19.2%	5	19.2%	1	3.8%	0	0.0%	1	3.8%	1	3.8%	3	11.5%
	Distance/Online Education	4	15.4%	4	15.4%	2	7.7%	2	7.7%	3	11.5%	4	15.4%	3	11.5%	4	15.4%
	Contract Programs	17	65.3%	2	7.7%	1	3.8%	1	3.8%	0	0.0%	2	7.7%	1	3.8%	2	7.7%
	Satellite Campuses	13	50.0%	2	7.7%	2	7.7%	0	0.0%	3	11.5%	3	11.5%	0	0.0%	3	11.5%
n=244, p=	Night/Weekend Programs		0.061														
	Accelerated Degree Programs		0.505														
	Distance/Online Education		0.234														
	Contract Programs		0.889														
	Satellite Campuses		0.013*														
			v-.21														

Table F- 19

Percent of Institutions Offering Alternative Academic Program Types/Locations by Geographic Region

		0-4%		5-9%		10-14%		15-19%		20-29%		30-49%		50-74%		75-100%	
New England	Night/Weekend Programs	6	46.2%	2	15.4%	3	23.1%	0	0.0%	0	0.0%	1	7.7%	0	0.0%	1	7.7%
	Accelerated Degree Programs	7	53.8%	3	23.1%	1	7.7%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	1	7.7%
	Distance/Online Education	5	38.5%	2	15.4%	2	15.4%	1	7.7%	1	7.7%	0	0.0%	2	15.4%	0	0.0%
	Contract Programs	0	0.0%	10	76.9%	3	23.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Satellite Campuses	8	61.5%	1	7.7%	2	15.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	15.4%
Mid East	Night/Weekend Programs	7	17.1%	3	7.3%	4	9.8%	1	2.4%	1	2.4%	5	12.2%	6	14.6%	14	34.1%
	Accelerated Degree Programs	15	36.6%	3	7.3%	0	0.0%	2	4.9%	0	0.0%	5	12.2%	7	17.1%	9	22.0%
	Distance/Online Education	13	31.7%	4	9.8%	2	4.9%	3	7.3%	5	12.2%	2	4.9%	6	14.6%	6	14.6%
	Contract Programs	18	43.9%	7	17.1%	6	14.6%	0	0.0%	3	7.3%	2	4.9%	3	7.3%	2	4.9%
	Satellite Campuses	20	48.8%	5	12.2%	2	4.9%	2	4.9%	4	9.8%	1	2.4%	2	4.9%	5	12.2%
Great Lakes	Night/Weekend Programs	7	18.4%	7	18.4%	5	13.2%	4	10.5%	3	7.9%	1	2.6%	5	13.2%	6	15.8%
	Accelerated Degree Programs	18	47.4%	4	10.5%	3	7.9%	1	2.6%	1	2.6%	2	5.3%	2	5.3%	7	18.4%
	Distance/Online Education	12	31.6%	6	15.8%	3	7.9%	4	10.5%	3	7.9%	1	2.6%	4	10.5%	5	13.2%
	Contract Programs	25	65.8%	5	13.2%	1	2.6%	4	10.5%	0	0.0%	2	5.3%	0	0.0%	1	2.6%
	Satellite Campuses	21	55.3%	3	7.9%	2	5.3%	3	7.9%	1	2.6%	3	7.9%	4	10.5%	1	2.6%
Plains	Night/Weekend Programs	14	38.9%	4	11.1%	1	2.8%	2	5.6%	4	11.1%	1	2.8%	6	16.7%	4	11.1%
	Accelerated Degree Programs	19	52.8%	1	2.8%	1	2.8%	1	2.8%	3	8.3%	2	5.6%	6	16.7%	3	8.3%

Southeast	Distance/Online Education	10	27.8%	5	13.9%	2	5.6%	2	5.6%	4	11.1%	5	13.9%	5	13.9%	3	8.3%
	Contract Programs	22	61.2%	4	11.1%	4	11.1%	5	13.9%	1	2.8%	0	0.0%	0	0.0%	0	0.0%
	Satellite Campuses	19	52.8%	0	0.0%	5	13.9%	3	8.3%	2	5.6%	1	2.8%	5	13.9%	1	2.8%
	Night/Weekend Programs	25	35.2%	5	7.0%	10	14.1%	3	4.2%	6	8.5%	6	8.5%	4	5.6%	12	16.9%
	Accelerated Degree Programs	37	52.1%	5	7.0%	6	8.5%	2	2.8%	2	2.8%	4	5.6%	4	5.6%	11	15.5%
Southwest	Distance/Online Education	29	40.8%	7	9.9%	7	9.9%	4	5.6%	6	8.5%	8	11.3%	5	7.0%	5	7.0%
	Contract Programs	49	69.0%	10	14.1%	2	2.8%	4	5.6%	0	0.0%	1	1.4%	3	4.2%	2	2.8%
	Satellite Campuses	40	56.3%	5	7.0%	7	9.9%	5	7.0%	2	2.8%	4	5.6%	3	4.2%	5	7.0%
	Night/Weekend Programs	7	38.9%	0	0.0%	2	11.1%	0	0.0%	2	11.1%	1	5.6%	4	22.2%	2	11.1%
	Accelerated Degree Programs	10	55.6%	0	0.0%	2	11.1%	0	0.0%	1	5.6%	1	5.6%	0	0.0%	4	22.2%
Rocky Mountains	Distance/Online Education	7	38.9%	0	0.0%	2	11.1%	2	11.1%	3	16.7%	1	5.6%	3	16.7%	0	0.0%
	Contract Programs	15	83.3%	1	5.6%	1	5.6%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	0	0.0%
	Satellite Campuses	9	50.0%	1	5.6%	2	11.1%	0	0.0%	3	16.7%	0	0.0%	1	5.6%	2	11.1%
	Night/Weekend Programs	3	50.0%	2	33.3%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
	Accelerated Degree Programs	2	33.3%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
Far West	Distance/Online Education	1	16.7%	1	16.7%	3	50.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%
	Contract Programs	5	83.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Satellite Campuses	3	50.0%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%
	Night/Weekend Programs	3	15.0%	2	10.0%	1	5.0%	1	5.0%	1	5.0%	3	15.0%	3	15.0%	6	30.0%
	Accelerated Degree	6	30.0%	3	15.0%	1	5.0%	0	0.0%	1	5.0%	1	5.0%	3	15.0%	5	25.0%

	Programs																
	Distance/Online Education	5	25.0%	2	10.0%	1	5.0%	4	20.0%	1	5.0%	2	10.0%	2	10.0%	3	15.0%
	Contract Programs	14	70.0%	1	5.0%	2	10.0%	1	5.0%	1	5.0%	1	5.0%	0	0.0%	0	0.0%
	Satellite Campuses	10	50.0%	0	0.0%	2	10.0%	1	5.0%	1	5.0%	2	10.0%	2	10.0%	2	10.0%
n=244, p=	Night/Weekend		0.025*														
	Programs		v=.21														
	Accelerated Degree		0.018*														
	Programs		v=.21														
	Distance/Online Education		0.236														
	Contract Programs		0.334														
	Satellite Campuses		0.714														

n=244, p=

Table F- 20

Extent of Institutions Offering Services or Counseling for Adult Students to Overcome Doubts and Issues by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Ability Due To Prior Educational Attainment	28	31.8%	31	35.2%	25	28.4%	4	4.5%
	Course Relevance	35	39.8%	24	27.3%	20	22.7%	9	10.2%
	Confidence In Ability To Succeed After Graduation	34	38.7%	32	36.4%	20	22.7%	2	2.3%
	Ability Due To Age	31	35.2%	22	25.0%	18	20.5%	17	19.3%
	Academic Progress	47	53.4%	30	34.1%	7	8.0%	4	4.5%
	Technology Skills	29	32.9%	35	39.8%	21	23.9%	3	3.4%
Private Non-profit	Ability Due To Prior Educational Attainment	62	43.1%	49	34.0%	35	24.6%	12	8.3%
	Course Relevance	68	47.2%	47	32.6%	11	7.6%	18	12.5%
	Confidence In Ability To Succeed After Graduation	63	43.8%	60	41.7%	13	9.0%	8	5.6%
	Ability Due To Age	56	38.9%	39	27.1%	19	13.2%	30	20.8%
	Academic Progress	96	66.7%	33	22.9%	7	4.9%	8	5.6%
	Technology Skills	52	36.2%	59	41.0%	25	17.4%	8	5.6%
Private For-profit	Ability Due To Prior Educational Attainment	4	33.3%	6	50.0%	0	0.0%	2	16.7%
	Course Relevance	6	50.0%	5	41.7%	0	0.0%	1	8.3%
	Confidence In Ability To Succeed After Graduation	7	58.3%	4	33.3%	1	8.3%	0	0.0%
	Ability Due To Age	4	33.3%	4	33.3%	1	8.3%	3	25.0%
	Academic Progress	8	66.7%	4	33.3%	0	0.0%	0	0.0%
	Technology Skills	8	66.7%	2	16.7%	0	0.0%	2	16.7%
n=244, p=		0.042*							
		v=.18							
		0.053							

Confidence In Ability To Succeed After Graduation	0.157
Ability Due To Age	0.776
Academic Progress	0.401
Technology Skills	0.084

Table F- 21

Extent of Institutions Offering Services or Counseling for Adult Students to Overcome Doubts and Issues by Institutional Size

Institutional Size		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Ability Due To Prior Educational Attainment	15	32.6%	25	54.3%	1	2.2%	5	10.9%
	Course Relevance	23	50.0%	14	30.4%	3	6.5%	6	13.0%
	Confidence In Ability To Succeed After Graduation	18	39.2%	22	47.8%	3	6.5%	3	6.5%
	Ability Due To Age	14	29.9%	13	28.3%	6	13.0%	13	28.3%
	Academic Progress	28	60.8%	10	20.9%	0	0.0%	4	8.7%
	Technology Skills	15	32.6%	20	43.5%	7	15.2%	4	8.7%
1000-4999	Ability Due To Prior Educational Attainment	48	43.7%	34	30.9%	20	18.2%	8	7.3%
	Course Relevance	49	44.6%	36	32.7%	12	10.9%	13	11.8%
	Confidence In Ability To Succeed After Graduation	49	44.6%	42	38.2%	14	12.7%	5	4.5%
	Ability Due To Age	44	40.0%	31	28.2%	17	15.5%	18	16.4%
	Academic Progress	101	91.9%	41	37.3%	8	7.3%	4	3.6%
	Technology Skills	44	40.0%	39	35.5%	20	18.2%	7	6.4%
5000-9999	Ability Due To Prior Educational Attainment	12	36.4%	11	33.3%	9	27.3%	1	3.0%
	Course Relevance	15	45.5%	11	33.3%	4	12.1%	3	9.1%
	Confidence In Ability To Succeed After Graduation	16	48.4%	12	36.4%	4	12.1%	1	3.0%
	Ability Due To Age	13	39.4%	7	21.2%	4	12.1%	9	27.3%
	Academic Progress	19	57.5%	13	39.4%	1	3.0%	0	0.0%
	Technology Skills	12	36.3%	16	48.5%	5	15.2%	0	0.0%
10000-19999	Ability Due To Prior Educational Attainment	10	35.7%	9	32.1%	7	25.0%	2	7.1%
	Course Relevance	11	39.3%	9	32.1%	4	14.3%	4	14.3%
	Confidence In Ability To Succeed After	12	42.9%	9	32.1%	6	21.4%	1	3.6%

	Graduation								
	Ability Due To Age	10	35.7%	8	28.6%	4	14.3%	6	21.4%
	Academic Progress	14	50.0%	8	28.6%	3	10.7%	3	10.7%
	Technology Skills	9	32.1%	10	35.7%	8	28.6%	1	3.6%
20000 and above	Ability Due To Prior Educational Attainment	8	30.8%	7	26.9%	9	34.6%	2	7.7%
	Course Relevance	10	38.4%	6	23.1%	8	30.8%	2	7.7%
	Confidence In Ability To Succeed After Graduation	8	30.8%	11	42.3%	7	26.9%	0	0.0%
	Ability Due To Age	9	34.6%	6	23.1%	7	26.9%	4	15.4%
	Academic Progress	16	61.5%	7	26.9%	2	7.7%	1	3.8%
	Technology Skills	8	30.7%	11	42.3%	6	23.1%	1	3.8%
n=244, p=	Ability Due To Prior Educational Attainment		0.063						
	Course Relevance		0.303						
	Confidence In Ability To Succeed After Graduation		0.492						
	Ability Due To Age		0.709						
	Academic Progress		0.247						
	Technology Skills		0.543						

Table F- 22

Extent of Institutions Offering Services or Counseling for Adult Students to Overcome Doubts and Issues by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Ability Due To Prior Educational Attainment	4	30.8%	7	53.8%	2	15.4%	0	0.0%
	Course Relevance	5	38.5%	5	38.5%	2	15.4%	1	7.7%
	Confidence In Ability To Succeed After Graduation	5	38.5%	6	46.2%	1	7.7%	1	7.7%
	Ability Due To Age	5	38.5%	2	15.4%	3	23.1%	3	23.1%
	Academic Progress	9	69.3%	3	23.1%	1	7.7%	0	0.0%
	Technology Skills	4	30.8%	7	53.8%	2	15.4%	0	0.0%
Mid East	Ability Due To Prior Educational Attainment	13	31.7%	15	36.6%	10	24.4%	3	7.3%
	Course Relevance	17	41.4%	16	39.0%	3	7.3%	5	12.2%
	Confidence In Ability To Succeed After Graduation	15	36.6%	18	43.9%	7	17.1%	1	2.4%
	Ability Due To Age	14	34.2%	7	17.1%	10	24.4%	10	24.4%
	Academic Progress	26	63.5%	8	19.5%	4	9.8%	3	7.3%
	Technology Skills	11	26.9%	17	41.5%	10	24.4%	3	7.3%
Great Lakes	Ability Due To Prior Educational Attainment	17	44.7%	11	28.9%	5	13.2%	5	13.2%
	Course Relevance	15	39.5%	15	39.5%	3	7.9%	5	13.2%
	Confidence In Ability To Succeed After Graduation	15	39.4%	16	42.1%	5	13.2%	2	5.3%
	Ability Due To Age	13	34.2%	13	34.2%	6	15.8%	6	15.8%
	Academic Progress	24	63.1%	10	26.3%	1	2.6%	3	7.9%
	Technology Skills	15	39.4%	17	44.7%	3	7.9%	3	7.9%
Plains	Ability Due To Prior Educational Attainment	17	47.2%	10	27.8%	7	19.4%	2	5.6%
	Course Relevance	18	50.0%	9	25.0%	5	13.9%	4	11.1%
	Confidence In Ability To Succeed After	16	44.5%	15	41.7%	4	11.1%	1	2.8%

Graduation									
	Ability Due To Age	19	52.8%	7	19.4%	3	8.3%	7	19.4%
	Academic Progress	21	58.4%	12	33.3%	2	5.6%	1	2.8%
	Technology Skills	17	47.3%	11	30.6%	7	19.4%	1	2.8%
Southeast	Ability Due To Prior Educational Attainment	30	42.2%	22	31.0%	13	18.3%	6	8.5%
	Course Relevance	33	46.4%	20	28.2%	9	12.7%	9	12.7%
	Confidence In Ability To Succeed After Graduation	34	47.9%	23	32.4%	10	14.1%	4	5.6%
	Ability Due To Age	26	36.6%	21	29.6%	9	12.7%	15	21.1%
	Academic Progress	46	64.8%	18	25.4%	3	4.2%	4	5.6%
	Technology Skills	29	40.8%	27	38.0%	11	15.5%	4	5.6%
Southwest	Ability Due To Prior Educational Attainment	7	38.9%	6	33.3%	4	22.2%	1	5.6%
	Course Relevance	10	55.5%	4	22.2%	2	11.1%	2	11.1%
	Confidence In Ability To Succeed After Graduation	9	50.0%	8	44.4%	1	5.6%	0	0.0%
	Ability Due To Age	9	50.0%	4	22.2%	3	16.7%	2	11.1%
	Academic Progress	11	61.1%	6	33.3%	1	5.6%	0	0.0%
	Technology Skills	7	38.9%	6	33.3%	4	22.2%	1	5.6%
Rocky Mountains	Ability Due To Prior Educational Attainment	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Course Relevance	1	16.7%	1	16.7%	4	66.7%	0	0.0%
	Confidence In Ability To Succeed After Graduation	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Ability Due To Age	1	16.7%	2	33.3%	1	16.7%	2	33.3%
	Academic Progress	4	66.7%	2	33.3%	0	0.0%	0	0.0%
	Technology Skills	2	33.3%	1	16.7%	3	50.0%	0	0.0%
Far West	Ability Due To Prior Educational Attainment	5	25.0%	10	50.0%	4	20.0%	1	5.0%
	Course Relevance	10	50.0%	5	25.0%	3	15.0%	2	10.0%
	Confidence In Ability To Succeed After	8	40.0%	7	35.0%	4	20.0%	1	5.0%

	Graduation								
	Ability Due To Age	4	20.0%	8	40.0%	3	15.0%	5	25.0%
	Academic Progress	10	50.0%	7	35.0%	2	10.0%	1	5.0%
	Technology Skills	4	20.0%	10	50.0%	5	25.0%	1	5.0%
n=244, p=	Ability Due To Prior Educational Attainment			0.364					
	Course Relevance			0.253					
	Confidence In Ability To Succeed After Graduation			0.915					
	Ability Due To Age			0.685					
	Academic Progress			3698					
	Technology Skills			0.379					

Table F- 23

Extent of Institutions Offering Student/Academic Services or Counseling for Adult Students to Overcome Doubts and Issues by Sector

		Not at All		Very Little		Somewhat		To a Great Extent	
Public	Cost Of Education	38	43.2%	27	30.7%	17	19.3%	6	6.8%
	Social Costs Of Attendance	22	25.0%	19	21.6%	27	30.7%	20	22.7%
	Institutional Focus On Traditional Students	27	30.7%	20	22.7%	23	26.1%	18	20.5%
	Large Class Sizes	21	23.9%	16	18.2%	23	26.1%	28	31.8%
	Perceived Intensity Of Student Academic Demands	32	36.4%	26	29.5%	20	22.7%	10	11.4%
	Procedural Rigidity Regarding Degree Completion	32	36.4%	24	27.3%	23	26.1%	9	10.2%
	Concern About Being Able To Paying Back Student Loans	25	28.4%	22	25.0%	26	29.5%	15	17.0%
	Limited Accessibility (Scheduling) Of Courses	29	33.0%	31	35.2%	16	18.2%	12	13.6%
Private Non-profit	Instructor To Student Interactions	27	30.7%	25	28.4%	21	23.9%	15	17.0%
	Cost Of Education	89	61.8%	37	25.7%	11	7.6%	7	4.9%
	Social Costs Of Attendance	42	29.1%	42	29.2%	30	20.8%	30	20.8%
	Institutional Focus On Traditional Students	60	41.6%	36	25.0%	29	20.1%	19	13.2%
	Large Class Sizes	37	25.7%	13	9.0%	28	19.4%	66	45.8%
	Perceived Intensity Of Student Academic Demands	66	45.8%	48	33.3%	16	11.1%	14	9.7%
	Procedural Rigidity Regarding Degree Completion	61	42.3%	40	27.8%	23	16.0%	20	13.9%
	Concern About Being Able To Paying Back Student Loans	56	38.9%	48	33.3%	29	20.1%	11	7.6%

	Limited Accessibility (Scheduling) Of Courses	55	38.2%	47	32.6%	22	15.3%	20	13.9%
	Instructor To Student Interactions	52	36.1%	29	20.1%	25	17.4%	38	26.4%
Private For-profit	Cost Of Education	12	100.0%	0	0.0%	0	0.0%	0	0.0%
	Social Costs Of Attendance	5	41.6%	2	16.7%	3	25.0%	2	16.7%
	Institutional Focus On Traditional Students	7	58.3%	3	25.0%	1	8.3%	1	8.3%
	Large Class Sizes	5	41.6%	0	0.0%	3	25.0%	4	33.3%
	Perceived Intensity Of Student Academic Demands	6	50.0%	5	41.7%	0	0.0%	1	8.3%
	Procedural Rigidity Regarding Degree Completion	6	50.0%	3	25.0%	2	16.7%	1	8.3%
	Concern About Being Able To Paying Back Student Loans	9	75.0%	3	25.0%	0	0.0%	0	0.0%
	Limited Accessibility (Scheduling) Of Courses	6	50.0%	4	33.3%	0	0.0%	2	16.7%
	Instructor To Student Interactions	6	50.0%	2	16.7%	1	8.3%	3	25.0%
n=244, p=	Cost Of Education		0.005						
	Social Costs Of Attendance		0.647						
	Institutional Focus On Traditional Students		0.413						
	Large Class Sizes		0.192						
	Perceived Intensity Of Student Academic Demands		0.217						
	Procedural Rigidity Regarding Degree Completion		0.751						
	Concern About Being Able To Paying Back Student Loans		0.007						
	Limited Accessibility (Scheduling) Of Courses		0.836						
	Instructor To Student Interactions		0.476						

Table F- 24

Extent of Institutions Offering Student/Academic Services or Counseling for Adult Students to Overcome Doubts and Issues by Geographic Region

		Not at All		Very Little		Somewhat		To a Great Extent	
New England	Cost Of Education	6	46.2%	3	23.1%	3	23.1%	1	7.7%
	Social Costs Of Attendance	4	30.8%	2	15.4%	4	30.8%	3	23.1%
	Institutional Focus On Traditional Students	3	23.1%	4	30.8%	2	15.4%	4	30.8%
	Large Class Sizes	3	23.1%	2	15.4%	2	15.4%	6	46.2%
	Perceived Intensity Of Student Academic Demands	4	30.8%	5	38.5%	4	30.8%	0	0.0%
	Procedural Rigidity Regarding Degree Completion	4	30.8%	4	30.8%	4	30.8%	1	7.7%
	Concern About Being Able To Paying Back Student Loans	4	30.8%	2	15.4%	6	46.2%	1	7.7%
	Limited Accessibility (Scheduling) Of Courses	6	46.2%	4	30.8%	2	15.4%	1	7.7%
	Instructor To Student Interactions	6	46.2%	2	15.4%	2	15.4%	3	23.1%
Mid East	Cost Of Education	22	53.7%	14	34.1%	3	7.3%	2	4.9%
	Social Costs Of Attendance	11	26.8%	11	26.8%	12	29.3%	7	17.1%
	Institutional Focus On Traditional Students	11	26.8%	16	39.0%	11	26.8%	3	7.3%
	Large Class Sizes	9	21.9%	4	9.8%	13	31.7%	15	36.6%
	Perceived Intensity Of Student Academic Demands	18	43.9%	17	41.5%	4	9.8%	2	4.9%
	Procedural Rigidity Regarding Degree Completion	16	39.1%	13	31.7%	9	22.0%	3	7.3%
	Concern About Being Able To Paying Back Student Loans	14	34.2%	18	43.9%	6	14.6%	3	7.3%
	Limited Accessibility (Scheduling) Of Courses	15	36.6%	16	39.0%	5	12.2%	5	12.2%
	Instructor To Student Interactions	15	36.6%	11	26.8%	8	19.5%	7	17.1%
Great Lakes	Cost Of Education	21	55.2%	10	26.3%	6	15.8%	1	2.6%
	Social Costs Of Attendance	7	18.4%	13	34.2%	9	23.7%	9	23.7%
	Institutional Focus On Traditional Students	13	34.3%	8	21.1%	12	31.6%	5	13.2%

	Large Class Sizes	6	15.8%	2	5.3%	11	28.9%	19	50.0%
	Perceived Intensity Of Student Academic Demands	17	44.7%	12	31.6%	5	13.2%	4	10.5%
	Procedural Rigidity Regarding Degree Completion	14	36.8%	11	28.9%	9	23.7%	4	10.5%
	Concern About Being Able To Paying Back Student Loans	11	28.9%	10	26.3%	11	28.9%	6	15.8%
	Limited Accessibility (Scheduling) Of Courses	13	34.2%	15	39.5%	5	13.2%	5	13.2%
	Instructor To Student Interactions	11	29.0%	9	23.7%	10	26.3%	8	21.1%
Plains	Cost Of Education	22	61.1%	8	22.2%	5	13.9%	1	2.8%
	Social Costs Of Attendance	14	38.9%	6	16.7%	7	19.4%	9	25.0%
	Institutional Focus On Traditional Students	18	50.0%	6	16.7%	6	16.7%	6	16.7%
	Large Class Sizes	12	33.3%	3	8.3%	6	16.7%	15	41.7%
	Perceived Intensity Of Student Academic Demands	21	58.3%	8	22.2%	2	5.6%	5	13.9%
	Procedural Rigidity Regarding Degree Completion	16	44.4%	12	33.3%	3	8.3%	5	13.9%
	Concern About Being Able To Paying Back Student Loans	20	55.5%	7	19.4%	7	19.4%	2	5.6%
	Limited Accessibility (Scheduling) Of Courses	15	41.6%	11	30.6%	5	13.9%	5	13.9%
	Instructor To Student Interactions	14	38.9%	7	19.4%	5	13.9%	10	27.8%
Southeast	Cost Of Education	45	63.3%	14	19.7%	6	8.5%	6	8.5%
	Social Costs Of Attendance	21	29.6%	19	26.8%	16	22.5%	15	21.1%
	Institutional Focus On Traditional Students	33	46.4%	12	16.9%	13	18.3%	13	18.3%
	Large Class Sizes	22	31.0%	11	15.5%	12	16.9%	26	36.6%
	Perceived Intensity Of Student Academic Demands	29	40.8%	25	35.2%	10	14.1%	7	9.9%
	Procedural Rigidity Regarding Degree Completion	32	45.1%	16	22.5%	12	16.9%	11	15.5%
	Concern About Being Able To Paying Back Student Loans	25	35.3%	18	25.4%	16	22.5%	12	16.9%
	Limited Accessibility (Scheduling) Of Courses	28	39.5%	21	29.6%	11	15.5%	11	15.5%
	Instructor To Student Interactions	26	36.6%	18	25.4%	11	15.5%	16	22.5%
Southwest	Cost Of Education	13	72.2%	4	22.2%	0	0.0%	1	5.6%
	Social Costs Of Attendance	6	33.3%	5	27.8%	3	16.7%	4	22.2%

	Institutional Focus On Traditional Students	8	44.4%	3	16.7%	3	16.7%	4	22.2%
	Large Class Sizes	6	33.3%	1	5.6%	2	11.1%	9	50.0%
	Perceived Intensity Of Student Academic Demands	7	38.9%	4	22.2%	2	11.1%	5	27.8%
	Procedural Rigidity Regarding Degree Completion	9	50.0%	2	11.1%	3	16.7%	4	22.2%
	Concern About Being Able To Paying Back Student Loans	10	55.5%	6	33.3%	2	11.1%	0	0.0%
	Limited Accessibility (Scheduling) Of Courses	7	38.9%	4	22.2%	3	16.7%	4	22.2%
	Instructor To Student Interactions	7	38.9%	4	22.2%	2	11.1%	5	27.8%
Rocky Mountains	Cost Of Education	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Social Costs Of Attendance	0	0.0%	1	16.7%	4	66.7%	1	16.7%
	Institutional Focus On Traditional Students	2	33.3%	2	33.3%	2	33.3%	0	0.0%
	Large Class Sizes	0	0.0%	2	33.3%	3	50.0%	1	16.7%
	Perceived Intensity Of Student Academic Demands	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Procedural Rigidity Regarding Degree Completion	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Concern About Being Able To Paying Back Student Loans	0	0.0%	4	66.7%	2	33.3%	0	0.0%
	Limited Accessibility (Scheduling) Of Courses	1	16.7%	4	66.7%	1	16.7%	0	0.0%
	Instructor To Student Interactions	0	0.0%	2	33.3%	3	50.0%	1	16.7%
Far West	Cost Of Education	8	40.0%	7	35.0%	4	20.0%	1	5.0%
	Social Costs Of Attendance	5	25.0%	6	30.0%	5	25.0%	4	20.0%
	Institutional Focus On Traditional Students	5	25.0%	8	40.0%	4	20.0%	3	15.0%
	Large Class Sizes	4	20.0%	4	20.0%	5	25.0%	7	35.0%
	Perceived Intensity Of Student Academic Demands	6	30.0%	4	20.0%	8	40.0%	2	10.0%
	Procedural Rigidity Regarding Degree Completion	6	30.0%	5	25.0%	7	35.0%	2	10.0%
	Concern About Being Able To Paying Back Student Loans	5	25.0%	8	40.0%	5	25.0%	2	10.0%
	Limited Accessibility (Scheduling) Of Courses	4	20.0%	7	35.0%	6	30.0%	3	15.0%
	Instructor To Student Interactions	5	25.0%	3	15.0%	6	30.0%	6	30.0%

n=244, p=	Cost Of Education	0.378
	Social Costs Of Attendance	0.697
	Institutional Focus On Traditional Students	0.219
	Large Class Sizes	0.35
		0.022*
	Perceived Intensity Of Student Academic Demands	v=.22
	Procedural Rigidity Regarding Degree Completion	0.459
	Concern About Being Able To Paying Back Student Loans	0.101
	Limited Accessibility (Scheduling) Of Courses	0.691
	Instructor To Student Interactions	0.447

Table F- 25

Extent of Institutions Offering Student/Academic Services or Counseling for Adult Students to Overcome Doubts and Issues by Institutional Size

		Not at All		Very Little		Somewhat		To a Great Extent	
Under 1000	Cost Of Education	29	63.1%	12	26.1%	3	6.5%	2	4.3%
	Social Costs Of Attendance	13	28.2%	8	17.4%	12	26.1%	13	28.3%
	Institutional Focus On Traditional Students	15	32.6%	15	32.6%	8	17.4%	8	17.4%
	Large Class Sizes	10	21.7%	4	8.7%	10	21.7%	22	47.8%
	Perceived Intensity Of Student Academic Demands	18	39.2%	19	41.3%	6	13.0%	3	6.5%
	Procedural Rigidity Regarding Degree Completion	9	19.0%	14	30.4%	7	15.2%	8	17.4%
	Concern About Being Able To Paying Back Student Loans	18	39.2%	17	37.0%	7	15.2%	4	8.7%
	Limited Accessibility (Scheduling) Of Courses	17	37.0%	17	37.0%	5	10.9%	7	15.2%
	Instructor To Student Interactions	14	30.5%	11	23.9%	8	17.4%	13	28.3%
1000-4999	Cost Of Education	69	62.8%	26	23.6%	11	10.0%	4	3.6%
	Social Costs Of Attendance	31	28.2%	37	33.6%	23	20.9%	19	17.3%
	Institutional Focus On Traditional Students	45	40.9%	25	22.7%	23	20.9%	17	15.5%
	Large Class Sizes	26	23.6%	10	9.1%	28	25.5%	46	41.8%
	Perceived Intensity Of Student Academic Demands	52	47.3%	34	30.9%	11	10.0%	13	11.8%
	Procedural Rigidity Regarding Degree Completion	42	38.2%	33	30.0%	22	20.0%	13	11.8%
	Concern About Being Able To Paying Back Student Loans	42	38.2%	33	30.0%	26	23.6%	9	8.2%
	Limited Accessibility (Scheduling) Of Courses	37	33.6%	39	35.5%	17	15.5%	17	15.5%
	Instructor To Student Interactions	39	35.4%	25	22.7%	18	16.4%	28	25.5%
5000-9999	Cost Of Education	15	45.5%	10	30.3%	5	15.2%	3	9.1%
	Social Costs Of Attendance	10	30.3%	6	18.2%	7	21.2%	10	30.3%
	Institutional Focus On Traditional Students	15	45.5%	7	21.2%	6	18.2%	5	15.2%
	Large Class Sizes	12	36.4%	4	12.1%	3	9.1%	14	42.4%

	Perceived Intensity Of Student Academic Demands	15	45.5%	8	24.2%	7	21.2%	3	9.1%
	Procedural Rigidity Regarding Degree Completion	17	51.5%	8	24.2%	5	15.2%	3	9.1%
	Concern About Being Able To Paying Back Student Loans	13	39.4%	9	27.3%	7	21.2%	4	12.1%
	Limited Accessibility (Scheduling) Of Courses	15	45.5%	12	36.4%	4	12.1%	2	6.1%
	Instructor To Student Interactions	16	48.5%	3	9.1%	8	24.2%	6	18.2%
10000-19999	Cost Of Education	13	46.4%	6	21.4%	6	21.4%	3	10.7%
	Social Costs Of Attendance	7	25.0%	4	14.3%	9	32.1%	8	28.6%
	Institutional Focus On Traditional Students	9	32.1%	5	17.9%	9	32.1%	5	17.9%
	Large Class Sizes	7	25.0%	2	7.1%	8	28.6%	11	39.3%
	Perceived Intensity Of Student Academic Demands	9	32.1%	8	28.6%	6	21.4%	5	17.9%
	Procedural Rigidity Regarding Degree Completion	9	32.1%	7	25.0%	6	21.4%	6	21.4%
	Concern About Being Able To Paying Back Student Loans	7	25.0%	9	32.1%	8	28.6%	4	14.3%
	Limited Accessibility (Scheduling) Of Courses	10	35.7%	4	14.3%	8	28.6%	6	21.4%
	Instructor To Student Interactions	8	28.6%	6	21.4%	7	25.0%	7	25.0%
20000 and above	Cost Of Education	12	46.1%	10	38.5%	3	11.5%	1	3.8%
	Social Costs Of Attendance	7	26.9%	8	30.8%	9	34.6%	2	7.7%
	Institutional Focus On Traditional Students	9	34.6%	7	26.9%	7	26.9%	3	11.5%
	Large Class Sizes	7	26.9%	9	34.6%	5	19.2%	5	19.2%
	Perceived Intensity Of Student Academic Demands	9	34.6%	10	38.5%	6	23.1%	1	3.8%
	Procedural Rigidity Regarding Degree Completion	13	50.0%	5	19.2%	8	30.8%	0	0.0%
	Concern About Being Able To Paying Back Student Loans	9	34.6%	5	19.2%	7	26.9%	5	19.2%
	Limited Accessibility (Scheduling) Of Courses	10	38.5%	10	38.5%	4	15.4%	2	7.7%
	Instructor To Student Interactions	7	26.9%	11	42.3%	6	23.1%	2	7.7%
n=244, p=	Cost Of Education		0.271						

Social Costs Of Attendance	0.191
Institutional Focus On Traditional Students	0.796
Large Class Sizes	0.071
Perceived Intensity Of Student Academic Demands	0.389
Procedural Rigidity Regarding Degree Completion	0.584
Concern About Being Able To Paying Back	0.621
Student Loans	
Limited Accessibility (Scheduling) Of Courses	0.69
Instructor To Student Interactions	0.322