



Adult Student Satisfaction: Targeting Initiatives to Improve Non-Traditional Student Success


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 @JulieBryantNL • #StudentSatisfaction • #RNLSPS • #RNLNC19

Presentation Outline

1. Overall Student Satisfaction
 - Definition
 - Importance
2. Adult Student Satisfaction
 - Lumina's Interest
 - Rationale for Study
3. Preliminary Study Findings
4. Potential Action Items for Institutions




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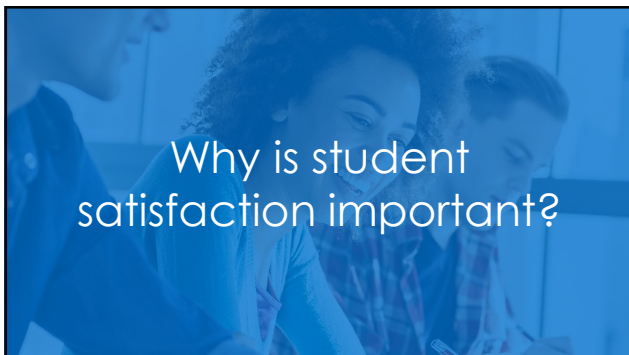
Definition of Satisfaction:

“ When expectations are met or exceeded by the student's perception of the campus reality”

Schreiner & Juillerat, 1994




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Student Satisfaction is Linked With:

Individual student retention (higher)	Institutional graduation rates (higher)	Institutional alumni giving (higher)	Institutional loan default rates (lower)
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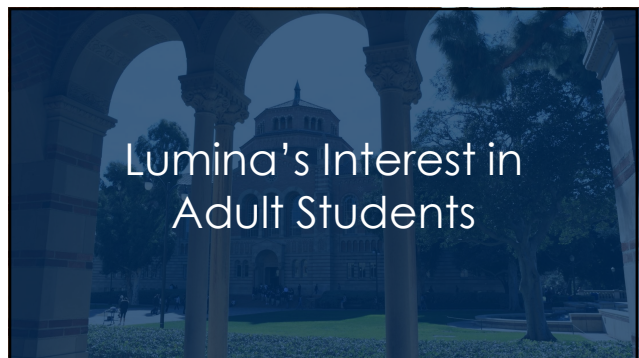
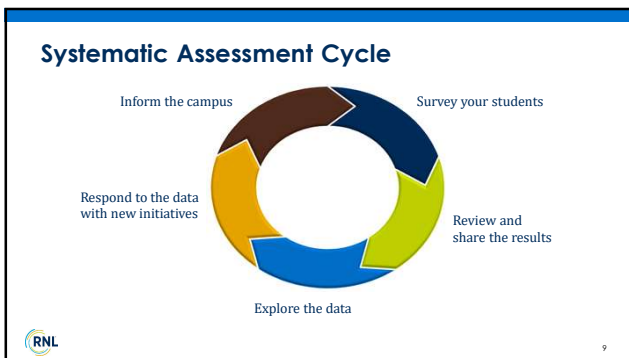
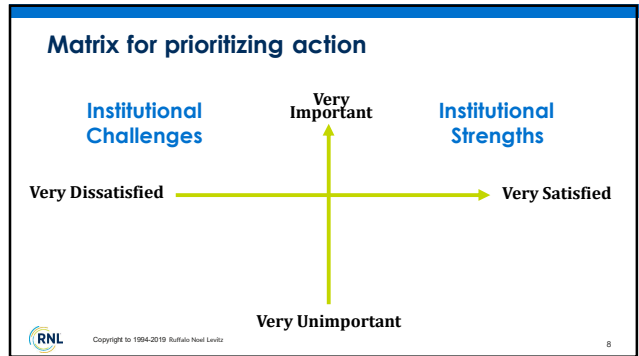
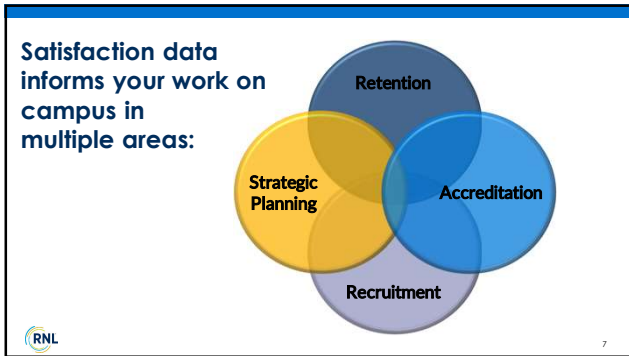
Learn more here: www.RuffaloNL.com/benchmark



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Lumina's Work

- Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all.
- We envision (and are working to create) a postsecondary system that is:
 - easy to navigate,
 - delivers fair results, and
 - meets the nation's need for talent through a broad range of credentials.

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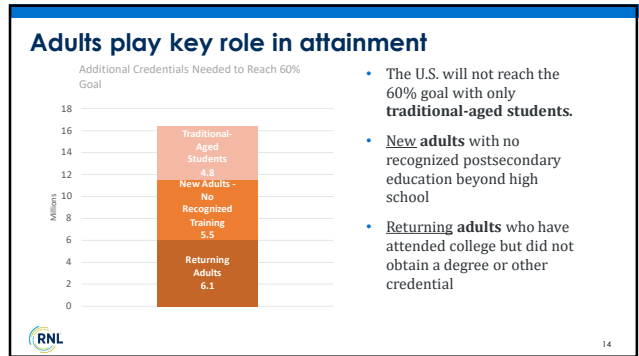
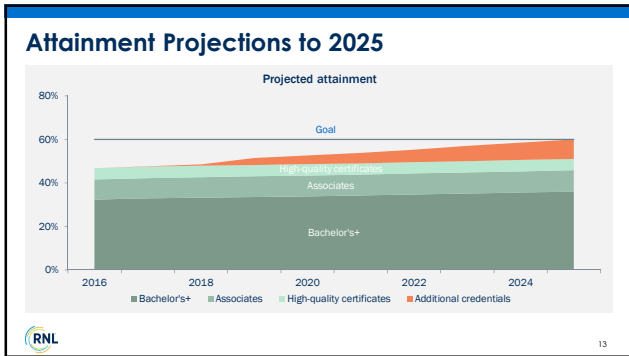
National Attainment Goal

- To meet that need, many more people must earn college degrees, postsecondary certificates, industry certifications and other high-quality credentials.
- That's why Lumina works to ensure that, by 2025, **60 percent of U.S. adults hold a high-quality credential beyond high school.**
- The current **national post-high school educational attainment rate** for 25-64 year-olds is 47.6%.

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Rationale for Study

- Based on the important role adults play in increasing the national attainment rate, Lumina partnered with Ruffalo Noel Levitz to better understand the satisfaction levels of currently enrolled adult students.
- While Lumina has efforts underway to help re-engage adults who started college but did not finish, we also want to make sure we help institutions take the best care of their current adult students.



Three questions we will answer today:

- How does student satisfaction vary for adult student populations?
- How does race/ethnicity impact the adult student perspective?
- What can campuses do in response to the unique experiences of their adult students?

The Student Satisfaction Inventory™ (SSI)

- Comprehensive assessment across class levels
- Captures experiences both inside and outside of the classroom
- Completed during the academic year with either an online or paper administration
- Administered by more than 600 institutions annually; most institutions survey on an every-other-year cycle


Learn more at www.RuffaloNL.com/SSI

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Opportunities to Survey Other Populations:

- **Student Satisfaction Inventory™ (SSI)** is for traditional students, primarily enrolled on campus
- **Adult Student Priorities Survey™ (ASPS)** appropriate for undergraduate or graduate adult students.
- **Priorities Survey for Online Learners™ (PSOL)** for students in online distance learning programs. (Online only)
- **Institutional Priorities Survey™ (IPS)** for campus faculty, administration and staff is directly parallel to the SSI.
- **Parent Satisfaction Inventory™ (PSI)** for parents of currently enrolled students at four-year institutions (Online only)



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2019 National Adult Student Satisfaction and Priorities Report



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Source of data
Student Satisfaction Inventory Community College Data
133,531 student records from 185 institutions

Community Colleges	Number of Students	Percentage of Total
24 and under	81,903	61.34%
25 and over	51,628	38.66%
TOTAL	133,531	100%

	African-American	Hispanic	White
24 and under	7,288	13,656	48,411
25 and over	6,581	5,564	29,778




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Source of data
Student Satisfaction Inventory Four-Year Public Data
51,905 undergraduate student records from 60 institutions

Four-Year Publics	Number of Students	Percentage of Total
24 and under	44,044	84.86%
25 and over	7,861	15.14%
TOTAL	51,905	100%

	African-American	Hispanic	White
24 and under	5,860	4,159	27,604
25 and over	1,186	824	4,405




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Source of data
Student Satisfaction Inventory Four-Year Private Data
183,329 undergraduate student records from 318 institutions

Four-Year Private	Number of Students	Percentage of Total
24 and under	156,889	85.58%
25 and over	26,440	14.42%
TOTAL	183,329	100%

	African-American	Hispanic	White
24 and under	15,408	18,185	98,220
25 and over	4,930	3,822	11,360



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A look at overall student satisfaction

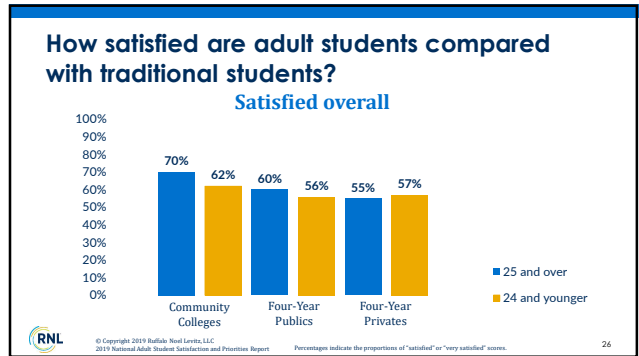
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Summary Satisfaction Scores

SSI Four-Year Public Sample

Category	25 and over	24 and younger
Overall	60%	56%
Community Colleges	70%	62%
Four-Year Publics	60%	56%
Four-Year Privates	55%	57%



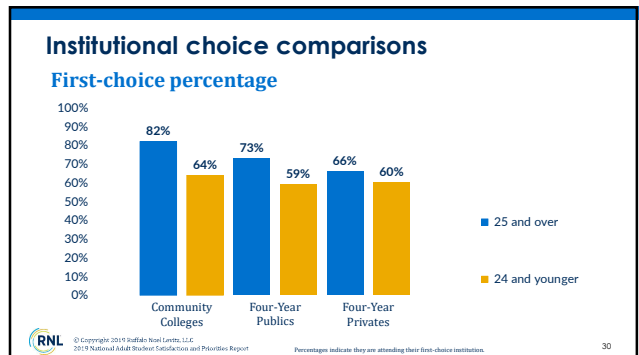
Race/ethnicity variations for students 25 and older

Four-year public institutions have the greatest variation

Satisfaction	Overall	African-Americans	Hispanics	Whites
Community Colleges	70%	72%	75%	71%
Four-year Publics	60%	57%	66%	63%
Four-year Privates	55%	59%	57%	58%

2 Institutional choice indications

Students attending their first choice institution tend to have higher satisfaction levels



Race/ethnicity variations for students 25 and older

White students were most likely to be attending their first-choice institution across institutional types

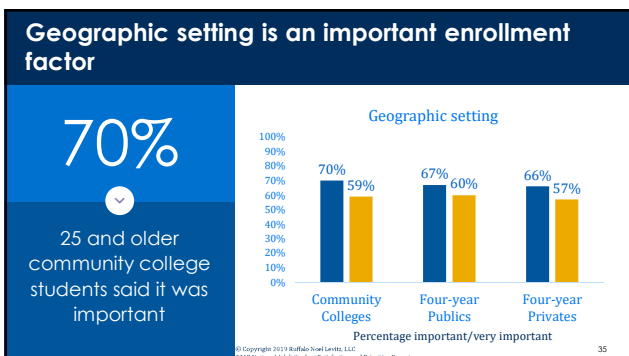
First-choice indication	Overall	African-Americans	Hispanics	Whites
Community Colleges	82%	77%	81%	85%
Four-year Publics	73%	65%	70%	78%
Four-year Privates	66%	65%	63%	71%

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- ### Campus opportunities:
- Consider options for positioning the institution as a first-choice institution in the recruitment process.
 - Establish choice-tracking mechanisms during the enrollment process (example: include indicator on the admissions application)
 - Target non-first-choice students with value messaging early and often.
 - Provide advisors/coaches throughout the marketing, recruitment and retention life cycles to promote high touch, continuous engagement to support adult students in overcoming attainment barriers and to proactively anticipate student needs.
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3 Factors in the decision to enroll


- ### General observations
- Adult and traditional students at all three institution types placed similarly high priorities on these factors in the decision to enroll:
 - Cost
 - Financial aid
 - Academic reputation
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Race/ethnicity variations for students 25 and older

Personalized attention prior to enrollment is much more important to African-American and Hispanic students

Personalized attention prior to enrollment	Overall	African-Americans	Hispanics	Whites
Community Colleges	62%	73%	71%	56%
Four-year Publics	57%	70%	69%	50%
Four-year Privates	68%	74%	76%	64%




4 Student Perceptions: *Select Findings*

Overview of the report

The full report will provide details on the identified strengths and challenges for adult and traditional students across institution types, clustered by categories:

- **Financial aid**
- Academic advising
- **Instruction**
- **Registration**
- **Campus climate**




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Definition of strengths and challenges

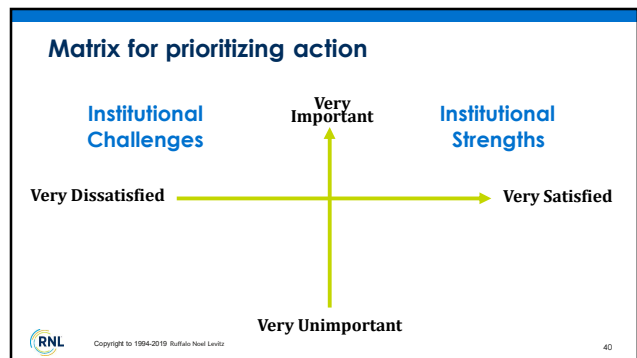
Strengths = High importance and high satisfaction

Challenges = High importance and low satisfaction/large performance gap

Neither = not indicated as either in the data set




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FINANCIAL AID: Adequate financial aid is available for most students.

Overall view of students

	Adequate financial aid
Community College 25 and older	Challenge
Community College 24 and younger	Challenge
Four-year Public 25 and older	Challenge
Four-year Public 24 and younger	Challenge
Four-year Private 25 and older	Challenge
Four-year Private 24 and younger	Challenge




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FINANCIAL AID: Adequate financial aid is available for most students.

Consistent issue across all race/ethnicities.

25 and older	Overall	African-Americans	Hispanics	Whites
Community Colleges	Challenge	Challenge	Challenge	Challenge
Four-year Publics	Challenge	Challenge	Challenge	Challenge
Four-year Privates	Challenge	Challenge	Challenge	Challenge



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Campus opportunities:

- Recognize the importance of financial aid for students of all ages and provide appropriate support services throughout the process.
- If the campus can't change the amount of financial aid that is being distributed, look for ways to improve the processes and communication about financial aid.
- Be intentional with continuing student awards. You should be awarding as the student completes the FAFSA; don't hold continuing student awards until new students are packaged.
- Restructure financial aid staff schedules to meet the demands of adult students, including evenings, weekends and/or virtual hours.

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INSTRUCTION: Faculty are fair and unbiased in their treatment of individual students.
Overall view of students

	Faculty are fair/unbiased
Community College 25 and older	Neither
Community College 24 and younger	Neither
Four-year Public 25 and older	Challenge
Four-year Public 24 and younger	Challenge
Four-year Private 25 and older	Neither
Four-year Private 24 and younger	Challenge

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INSTRUCTION: Faculty are fair and unbiased in their treatment of individual students.
More of an issue for students of color 25 and older

25 and older	Overall	African-Americans	Hispanics	Whites
Community Colleges	Neither	Challenge	Neither	Neither
Four-year Publics	Challenge	Challenge	Challenge	Neither
Four-year Privates	Neither	Challenge	Neither	Neither

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Campus opportunities:

- Be sure that faculty are sensitive to perceptions of their being fair and unbiased with all of the students that they interact with.
- Embed cultural competencies as part of faculty development programs.
- Provide faculty training on best practices for teaching and supporting adult learners and the unique obstacles/barriers that may impede attainment for adult learners.

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REGISTRATION: I am able to register for classes with few conflicts.
Overall view of students

	Register with few conflicts
Community College 25 and older	Challenge
Community College 24 and younger	Neither
Four-year Public 25 and older	Challenge
Four-year Public 24 and younger	Challenge
Four-year Private 25 and older	Challenge
Four-year Private 24 and younger	Challenge

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Campus opportunities:

- Institutions have an opportunity to explore what conflicts students identify:
 - Pre-requisites?
 - Courses being offered at the same time?
 - Work schedules and family commitments?
 - Capacity or frequency of course offerings to meet schedule needs?
 - Issues with self-registration?
 - Issues with advisor guidance during the registration process?
 - Issues technical or system-related?
- Would hybrid or fully online courses/programs be more conducive to adult scheduling demands?
- Publish a guaranteed schedule; students often get off their guided pathway tracks when sequenced courses are cancelled at the last minute.

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CAMPUS CLIMATE: I seldom get the “run-around” when seeking information on this campus.

Overall view of students

	Campus run-around
Community College 25 and older	Challenge
Community College 24 and younger	Neither
Four-year Public 25 and older	Challenge
Four-year Public 24 and younger	Neither
Four-year Private 25 and older	Challenge
Four-year Private 24 and younger	Neither

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CAMPUS CLIMATE: I seldom get the “run-around” when seeking information on this campus.

More of an issue for White students.


25 and older	Overall	African-Americans	Hispanics	Whites
Community Colleges	Challenge	Neither	Neither	Challenge
Four-year Publics	Challenge	Neither	Neither	Challenge
Four-year Privates	Challenge	Neither	Neither	Challenge

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Campus opportunities:

- Stay mindful of the limited time available to adult students, who are managing school activities in addition to work and family commitments.
- Identify areas of “run-around”:
 - Processes and procedures
 - Access to information on the Website
 - Support services providing timely information
 - Convenient access to onboarding
- Cross-train front-line staff to answer questions and provide clear direction.
- Create a dedicated, one-stop center or resource for adult learners to minimize or eliminate run-around.

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What can you do on your campus?

What can you do on your campus?

- Include adult students in your satisfaction assessment activities.
- Slice your data to look at the perceptions of your adult students separately from your traditional students.
- Target activities specifically to improve the experience for students 25 years of age and older.
- Establish an individual, a department, a committee to be responsible for supporting and improving processes and procedures to best recruit and serve adult students.
- Monitor if your actions improve student satisfaction and student success.

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Thank you for joining us today!



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