



# Adult Learner Standard: Self- Assessment

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Tennessee Tech University 2015-2016

Tennessee Tech University  
Academic Affairs / Office of University Assessment  
Prepared by: Dr. Theresa Ennis, Director  
July 15, 2016

## Adult Learner Success Standard

### Year 1: Self-Assessment

**Institutions will submit a self-assessment that includes the current state of adult learner access and success including baseline quantitative data and qualitative measures.**

#### Comprehensive Introduction to the Campus Environment

##### *Overview of how serving adult learners is incorporated into the institution's unique mission*

Tennessee Tech University has a long standing history serving the adult learner population. The mission ([Appendix A](#)) of the university describes an emphasis on leadership and outstanding programs in engineering, sciences and related areas that benefit the people of Tennessee and the nation. Although Tennessee Tech is committed to students from the state, nation, and many other countries, the university has a special commitment to the lives and people in the Upper Cumberland region. With this in mind, the university has provided numerous courses in Extended Programs and Regional Development to fulfill the needs of the adult learner population in regards to workforce development and job skills.

As stated in our [mission](#), Tennessee Tech is committed to the life-long success of all of our students. Specifically in the case of adult learners, the College of Interdisciplinary Studies provide programs that directly serve the adult learner population for the completion or advancement of their educational goals and career plans. The university provides education opportunities to all eligible persons regardless of age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The university welcomes the adult learner population and strives to provide resources and opportunities for success.

The Tennessee Tech University [vision](#) states that the university will be nationally recognized for providing academic, economic, and cultural leadership in the region and producing practical, ready-to-work graduates. The vision emphasizes a commitment to improve workforce development and traditional/professional education of adult learners in the state.

##### *Explanation of how serving adult learners aligns with the state high education master plan*

Tennessee Tech University is currently participating in the "Drive to 55" state initiatives to increase the postsecondary education attainment. Following the September 2015 Reconnect and Complete launch meeting, the Tennessee Tech Reconnect team met two additional times to plan the outreach efforts. After receiving a targeted list of adult learners whom had not completed their degree and county-specific data, we focused on improving the list's accuracy. Enrollment Management's ("EMSS") System Support Analyst and the Office of Financial Aid reevaluated the list using university databases and resources. This reduced the contact list to 187, who were mailed push cards by EMSS on January 19, 2016. The Admissions Office at TTU also considered and completed secondary outreach efforts such as emails, direct calling, and participation in college fairs. The Admissions Office determined that these strategies are best utilized when adult students requested to speak with a counselor and/or requested additional information about Tennessee Tech and degree completion ([Appendix B](#)).

Tennessee Tech University also developed a campaign to reengage previously enrolled adult learners. The website <https://www.tnitech.edu/em/reconnect/> was developed to highlight Governor Haslam's "Drive to 55" initiatives and Tennessee Tech's partnership in the Upper Cumberland Reconnect Community. Relevant information is highlighted for Adult/Non-traditional Learners and Veterans/Active Duty Military. Services are offered for these learners including Reconnect resources, degree offerings, financial aid, advising and counseling. Reconnect Coaches have been identified in each of Tennessee Tech's colleges, and have been specifically trained to assist returning adult students with reengaging with our university <https://www.tnitech.edu/em/reconnect/resources-for-advising-and-student-services>.

Promoting and building a relationship with the Council on Adult and Experiential Learning (CAEL) is a priority for the university. Participation in the **Adult Learner Focused Institution (ALFI)** survey tools allowed us to take a candid look at the campus culture for adult learners and survey a cohort of adult learners registered the 2015-2016 academic year. IN addition to data, the ALFI report covers internal comparisons, external comparisons, institutional strengths, and challenges. Using survey results and CAEL recommendations, a targeted plan based on best practices, the campus environment, and adult learner needs is progressing for submission to THEC next year.

### ***Information on how data regarding adult learner experiences are currently collected and evaluated***

Current data on the adult learner population is collected in various ways at the university. The Office of Institutional Research provides data on adult learners which can be tracked throughout all data points. The data shows that enrollment has gone down in the last five years, most of the degrees awarded to adult learners are in the Colleges of Education and Interdisciplinary Studies, and retention rates are lower than the traditional first-time full-time freshmen. The university sufficiently tracks credit awarded for prior learning in line with state recommendations. The National Survey of Student Engagement (NSSE) can also provide information about the undergraduate experience. The information collected is used to evaluate the success of these students as well as monitor adult learning programs and look for ways to improve their success.

The College of Interdisciplinary Studies continually interviews and tracks adult learners to support the success of each student. In a recent survey of a cohort of adult learners (n=19) in this program, 100% of students reported that they felt they were supported and advised appropriately, and had a good understanding of the program. The information collected is used to evaluate the success of these students as well as monitor adult learning programs and look for ways to improve their success.

## **Analysis of Baseline Quantitative Measures**

### ***Number of adult learners enrolled***

The enrollment of adult learners at the institution for the last 5 years is presented in [Table 1](#). Tennessee Tech University saw a decline of adult learners in 2013, similar to state findings. The number of those that enroll has increased in the last three years; however, Tennessee Tech University has prioritized this population of students for marketing, recruitment, enrollment, and competition.

Table 1

## Undergraduate Enrollment Adult Learners

Age	2011-12	2012-13	2013-14	2014-15	2015-16
25-29	659	661	607	628	634
30-39	530	452	423	389	393
40-49	268	204	159	181	165
50-59	132	99	60	62	55
60+	33	27	14	23	35
<b>Total</b>	<b>1622</b>	<b>1443</b>	<b>1263</b>	<b>1283</b>	<b>1282</b>
<b>%&gt;= 25</b>	<b>16.4%</b>	<b>14.5%</b>	<b>12.6%</b>	<b>12.4%</b>	<b>13.1%</b>

**Adult learner completion rates**

Completion rates for adult learners at Tennessee Tech University are indicated in [Table 2](#). As related to enrollment above, approximately 1/3 of adult learners enrolled each year graduate (26%, 34%, 31%, 34%, and 34% respectively). The programs with the largest number of graduates are Multidisciplinary Studies, Interdisciplinary Studies, College of Business and Nursing which corresponds with enrollment in these areas.

Table 2

## No. of Bachelor's Degrees Conferred to Adult Learners

Academic Year	No. of Degrees Conferred	Program with Largest No. of Adult Degrees			
		Second	Third	Fourth	
11-12	415	MDS	LIST	BMGT	ACCT
12-13	493	MDS	LIST	BMGT	ACCT
13-14	388	MDS	LIST	ACCT	ME
14-15	440	MDS	LIST	BMGT	ME
15-16	440	LIST	MDS	NURS	ME

ACCT	Accounting
BMGT	Business Management
LIST	Interdisciplinary Studies
MDS	Multidisciplinary Studies
ME	Mechanical Engineering
NURS	Nursing

**Adult Learner First Year Retention Rates**

First Year retention rates for adult learners at Tennessee Tech University are presented in [Table 3](#). In the last five years, first year retention rates varied by year, and were reported as low as 40% in 2013 to as high as 84% in Fall 2012. Tennessee Tech University as a whole for first year retention rates averaged at 74% over the last 5 years, whereas first year retention rates for adult learners averaged 68%. The renewed focus on strengthening programs and services for adult learners in our state and at our university is a priority and these rates are continuously monitored.

Table 3

First-Time Full-Time Freshmen Adult Learners Retention Rates				All TTU Freshmen
	Cohort Size	Returned for Next Fall Term	Fall-to-Fall Retention	Fall-to-Fall Retention
Fall 2010	22	17	77.3%	72.8%
Fall 2011	13	6	46.2%	69.9%
Fall 2012	19	16	84.2%	74.6%
Fall 2013	10	4	40.0%	75.7%
Fall 2014	5	4	80.0%	74.6%
5-yr Avg	69	47	68.1%	73.5%

### Prior Learning Assessment (PLA) utilization rates

Tennessee Tech has several academic programs that allow students to request academic credit for knowledge, experience and skills acquired through professional work experience. This evaluation process, called prior-learning assessment (PLA), is completed in close collaboration with the academic department of student's major and the Office of Academic Services. [Table 4](#) presents data from the past six years (2011-2016) on categories are considered PLA and used for credit. Several categories have been developed to capture the experiences of students to award credit for prior learning. Categories include ACE Military Credit, ACT/SAT Achievement test scores, Advanced Placement, CLEP scores, Instructional Course Challenge Exam scores, Lifelong Learning, Other Credit Locally Assessed, Other Military Service Credit, and Other Credit by Assessment. At Tennessee Tech University, the majority of Prior Learning Credits are awarded for Lifelong Learning (51%), CLEP scores (21%), and Other Military Service Credit (13%). In this timeframe, the average age of adult learners utilizing PLA was 35 years. The majority of our adult learners utilizing PLA were between 25-40 years old. PLA is engaged in various departments and programs across campus. The departments of Interdisciplinary Studies, Nursing, Education, and English are crediting for Prior learning at a high rate as applicable. Credit hours awarded span from 1-8 credits hours, with 87% being a 3 credit award.

Table 4

### Prior Learning Assessment (PLA) Utilization Rates

Code	2011		2012		2013		2014		2015		2016 *		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
ACE Military Credit	12	6.5	1	0.5	2	1.5	1	0.5	2	1.3			16	1.7
ACT/SAT Achievement Test	6	3.2	16	17.7	3	2.2	2	1.0					29	3.0
Advanced Placement	7	3.8	14	6.8	1	0.7	2	1.0	1	0.7			25	2.6
CLEP Score	60	32.4	63	30.4	35	25.7	13	6.4	18	11.8	8	10.7	197	20.6
Dantes Subj Test Credit Exam	1	0.5											1	0.1
Inst Course Challenge Exam					1	0.7	4	2.0	29	19.1			34	3.5
Lifelong Learning	37	20.0	69	33.3	69	50.7	169	83.3	87	57.2	59	78.7	490	51.1
Oth Cred Locally Assessed Trng					1	0.7							1	0.1
Other Military Service Credit	51	27.6	37	17.9	16	11.8	8	3.9	8	5.3	2	2.7	122	12.7
Othr Crd By Assess	11	5.9	7	3.4	8	5.9	4	2.0	7	4.6	6	8.0	43	4.5
<b>Total</b>	<b>185</b>	<b>100.0</b>	<b>207</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>	<b>203</b>	<b>100.0</b>	<b>152</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>	<b>958</b>	<b>100.0</b>

\* Does not include Fall 2016

## Analysis of Qualitative Measures

### *Evaluation of the inventory of academic and co-curricular programs and services provided specifically to adult learners*

During the 2016 Academic Year, Tennessee Tech University completed the Adult Learner Inventory (ALI), to be addressed in the adult survey section below, which measured the perceptions of the university's adult learners. The institution also completed another survey, the Institutional Self-Assessment Survey (ISAS), to be addressed in this section, which measured the perceptions of the faculty, staff, and administrators on the campus. The combination of both constitutes the Adult Learner Focused Institution (ALFI) assessment process. A team of faculty, staff, and administrators completed the ISAS and the results are reported in the following subsections.

In the recruitment of adult learners, Tennessee Tech University utilizes our specialized webpage to serve adult learners, recruitment fair pamphlets for adult learners, and employment sites to reach these perspective students. Recruitment services include providing specific information pertaining to easy enrollment, financial aid, information on programs with degrees that complement the adult learner lifestyle, and one-on-one meetings are encouraged to better understand the specifics aspirations of each adult learner. In financial aid, options for funding adult learner student include but are not limited to federal aid, state aid, institutional scholarships and grants, deferred/flexible tuition payments are available, tuition reimbursement by employer is an option, and credit card payments are flexible. Designated specifically to adult learners, funding includes non-traditional student lottery funding, and Institutional scholarships.

Academic Services for adult learners at Tennessee Tech University mainly take place in the College of Interdisciplinary Studies, which offers numerous opportunities to support adult learning, and in the School of Nursing, which awards credit for prior nursing experience. The Interdisciplinary Studies B.S. program allows flexibility for anyone to complete a degree. The Interdisciplinary College and its departments offer resources in finishing a degree, credit for prior learning, flexible course delivery, and distance education.

Principles of effectiveness for serving adults learners were development by the Council for Adult and Experiential Learning (CAEL) through a national benchmarking study that identified best practices in recruiting, supporting, and providing effective instruction for adults. [Table 5](#) presents the index score for Tennessee Tech University on the ISAS for each principle together with comparative benchmark statistics that include a national mean from all other institutions completing the ISAS survey. For Tennessee Tech University, the principles Financing, Student Support Systems, and Strategic Partnerships exceeds that of the mean performance at similar institutions, and fell in the 70<sup>th</sup>, 59<sup>th</sup>, and 81<sup>st</sup> percentile respectively. Several principles were below the national mean and fell in lower percentiles, which indicates where improvements can be made to strengthen services in these areas.

Tennessee Tech University utilizes Strategic Partnerships to engage in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners. Career Services has made concerted efforts in this area hosting career and recruitment fairs, scheduling interview opportunities, and offering TechWorks, a resume and job database. In Financing, Tennessee Tech University promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility. Tennessee Tech University Student Support Systems assist adult learners using comprehensive academic and student support in order to enhance students' capabilities to become self-directed, life-long learners, as also indicated as a focus in the Tennessee Tech University mission.

**Table 5**  
**Principles of Effectiveness for Serving Adult Learners**

ALFI Principle	TTU Mean	National Mean	Percentile in National Comparison
Outreach	36.8	41.3	45%
Life & Career Planning	41.3	43.6	58%
Financing	54.9	50.0	70%
Assessment of Learning Outcomes	29.5	37.1	39%
Teaching - Learning Process	34.1	40.3	40%
Student Support Systems	43.5	42.4	59%
Technology	32.9	57.2	23%
Strategic Partnership	43.9	32.3	81%
Transitions	46.2	46.9	60%

***Explanation of resources and professional development opportunities provided to staff and faculty to better serve adult learners***

Presentations and training opportunities are offered to each College/School, Financial Aid, Admissions, Veterans Affairs, faculty and staff. This included resources for advising (<https://www.tntech.edu/em/reconnect/resources-for-advising-and-student-services>) and for admission and financial aid (<https://www.tntech.edu/em/reconnect/resources-for-admissions-and-financial-aid>). Experts in adult learning from the College of Interdisciplinary students are currently collaborating with faculty members from each discipline to enhance adult learning support using “Ten Characteristics of Adults as Learners” ([Appendix C](#)). Collaboration on Adult Learner Best Practices occurs in department faculty meetings, Campus service units, Advising Centers, and at any individual’s request for one-on- one discussions.

***Status of institutional policy and practice alignment with the Recommended Standards in PLA Policy and Practice for Tennessee Public Colleges and Universities***

Tennessee Tech University has aligned the use of Prior Learning Credit with the Recommended Standards in PLA Policy and Practice for Tennessee Public Colleges and Universities. The university awards credit for the prescribed common definitions/types of accepted prior learning experiences for credit. Tennessee Tech University policy number 261, Academic Credit from other Institutions, presents the guidelines for awarding credit for prior learning experience ([Appendix D](#)). A committee is currently working on a specific policy on Prior Learning Assessment (PLA) and adapting information from the Policy 261 Academic Credit from Other Institutions, to enhance the focus and process of PLA.

As indicated above in the PLA usage data presented in [Table 4](#), credit awarded through prior learning experiences are coded and tracked by staff in Enrollment Management. Several categories have been developed to capture the experiences of students to award credit for prior learning in relation to state recommendations. Categories include ACE Military Credit, ACT/SAT Achievement test scores, Advanced Placement, CLEP scores, Instructional Course Challenge Exam scores, Lifelong Learning, Other Credit Locally Assessed, Other Military Service Credit, and Other Credit by Assessment. The University uses the recommended state standards to guide our policy and practice for awarding credit for PLA. Therefore, the university is aligned with recommendations of standards for PLA practice in Tennessee institutions.

**Institutions will conduct a survey among the adult learner population and utilize the results of the survey to assess student perceptions of the following qualitative measures.**

## **Explanation of the Adult Learner Survey**

### ***Design***

During the 2016 Academic Year, Tennessee Tech University completed the Adult Learner Inventory (ALI), which measured the perceptions of the university's adult learners, as part of the Adult Learner Focused Institution (ALFI) assessment process. The ALI was developed by Ruffalo Noel Levitz and CAEL, and is appropriate for students 25 years of age and older, primarily in undergraduate programs at adult focused institutions. CAEL's Principles of Effectiveness for Serving Adult Learners served as the basis for the inventory's construction.

The structure of the ALI included 47 standard items that students were asked to rate for importance and satisfaction, 10 items which were defined by our institution, and 20 items for students to indicate how important factors were in their decision to enroll in Tennessee Tech University programs. In addition, information was collected on overall satisfaction with the university, and if students would recommend the university to other adult learners. Demographic information was additionally collected.

### ***Distribution and Methodology***

Tennessee Tech University followed the ALFI assessment procedures and gave the Adult Learner Inventory (ALI) in the Spring 2016 semester, along with completing the ISAS survey. Working with Ruffalo Noel Levitz, the ALI was distributed to the university's 2015-16 undergraduate adult learner population directly from the assessment company using an online format. Tennessee Tech University, for the purpose of this study, defined adult learners as being 25 years of age or higher. The survey link was delivered electronically to the students' email address on file and received the invitation each week for a period of 4 weeks.

Tennessee Tech University adult learner students responded to each item in relation to importance and satisfaction using a 1-7 point Likert scale, with 1 being "not important at all/not satisfied at all" to 7 being "very important/very satisfied". The items were analyzed statistically and conceptually to produce scale scores (Outreach, Life and Career Planning, Teaching-Learning Process, Financing, Technology, Transitions, Student Support Systems, and Assessment of Learning Outcomes). The scales provided a big picture overview of what matters to students and a way to identify how satisfied students are when comparing to other 4-year universities.

Performance gaps were analyzed for discrepancies between what students expect and their level of satisfaction with the current situation at the university. Mean differences were analyzed to investigate the difference between Tennessee Tech University's satisfaction means and the national 4-year comparison group means. The university then drilled down to the actual items to determine specific initiatives to be put in place as a result of the data. [Appendix E](#) contains a full report of results to the ALI study.

## **Analysis of Adult Student Perceptions**

### ***Course availability and value***

Adult student learners indicated that they are somewhat satisfied (5.2) with the flexibility to pace their studies to fit their life and work schedules, and choosing course delivery (4.75). Although students are somewhat satisfied, there



was a large performance gap (1.16) between how important the item was and their satisfaction, which placed the university significantly lower when comparing to other universities in these areas. Sufficient course offerings within their program of study were also rated by students as somewhat satisfied but the performance gap indicates that there may be an opportunity to improve in this area. Course availability in small programs at the university tailored to adult learners tends to be concentrated in the College of Interdisciplinary Studies. Overall, Tennessee Tech University is seen as being affordable/a good value, and has specific degrees that are attainable by adult learners, but is lacking in the diversity of the degrees/programs attainable with flexible offerings and format. Research on incorporating more “adult learner friendly” degrees/programs is sought to enable the university to devise a proposed plan that will meet the interests of these type students.

### ***Campus culture and outreach to adult students***

All indicated as important aspects of the university, helpful staff (5.36), accessible information by phone, fax, email, or online (5.69), and convenient processes for enrollment (5.25) were all rated with somewhat satisfaction and had a significant performance gap when compared to other institutions. Students receive the help they need to stay on track (5.20) and to make decisions about course and programs that interest them (5.42). When investigating campus outreach to adult learners, it is evident that it happens in programs in the college of interdisciplinary studies. Though we are improving in adult learner campus outreach, and outreach with the state campaign and initiatives to bring back adult learners, there is a need to educate campus programs and services to better understand and serve adult learners enrolled or planning to enroll.

### ***Institutional support services and resources***

Student support services and resources at Tennessee Tech University were found to be similar for all students no matter what the age. A drive to enhance service that are different and more appropriate for adult learners was recognized and is a priority. Specifically, offering strategies to help adult learners cope with the multiple pressures of home and work combined with studies (3.84) received a somewhat dissatisfied to neutral rating. In addition, receiving help needed to develop academic skills (5.28), initiating opportunities for interacting with other adult learners (4.70), and offering services at more convenient times and places (4.80), were also rated with somewhat satisfaction. As indicated in the data, adult students prefer a “one-stop shopping” for most student services, so this could indicate that we might improve in this area. Recent partnerships (Upper Cumberland TN Reconnect Community) and programs aid in the improvement of these items as we grow in adult learner enrollment, and again, there is a need to educate campus programs and services to better understand and serve adult learners enrolled or planning to enroll.

### ***Policies and procedures concerning prior learning assessment***

The policies and procedures at Tennessee Tech University concerning prior learning assessment (PLA) are aligned with the state recommendations. As a result of this process, the university recognizes the need to clarify these policies and procedures for a consistent and sustainable use of PLA. However, from the ALI survey results, adult students reported a somewhat dissatisfied to neutral rating to receiving credit for learning derived from their previous life and work experiences (3.83). PLA was indicated as an important by adult learners and the university had a performance gap significantly lower than other institutions. A committee is currently working on a specific policy named Prior Learning Assessment (PLA) and adapting information from the Policy 261 Academic Credit from Other Institutions along with the state recommendations, to clarify the focus and process of PLA.

### ***Quality of coursework and faculty***

The teaching and learning process and the assessment of learning outcomes were both highlighted by the ALFI process (both the ISAS and the ALI) as areas where the university could improve learning and success for adult students. Items that impacted these principles were found to be similar for all students no matter what the age. A drive to enhance teaching and learning and the assessment of student learning outcomes that are different and more appropriate for adult learners was recognized and is a priority. Overall, when combining all items for teaching and learning and then the same for items in the assessment of learning outcomes, students indicated that they were somewhat satisfied with both the teaching and learning process (5.20), and the assessment of learning outcomes (4.95).

## **Examination of Survey Findings**

### ***Response rates***

A response rate of 12% was reported (120 out of 979 students). In addition to receiving the link to participate from the testing company Ruffalo Noel Levitz, the Office of Assessment asked department chairpersons to remind students to complete the survey. Also as an incentive to complete the survey, t-shirts were handed out. 58% of the respondents were between the ages of 25-34, 20% were between the ages of 35-44, and 18% were between the ages of 45-54 years of age. Approximately one half of the respondents were married (55%) and had dependents (49%) which varied in age. 70 % of the respondents were attending the university full-time, and hours worked varied from 1-10 hours per week to more than 40 hours per week. 84% were attending the university with the goal of achieving a bachelor's degree, and 71% were preparing for a new or different career.

### ***Institutional strengths***

Results of the ALI data show there were numerous items and services the university had when serving adult learners that were rated as highly important and with high satisfaction. [Strengths](#) are specifically identified as part of the ALI assessment as items above the midpoint in importance (top half) and in the upper quartile (25 percent) of our satisfaction scores (Ruffalo Noel Levitz). Advisors were rated highly and were seen as being flexible in their availability by phone, email, or online when help was needed, and were reported as being knowledgeable about requirements for courses and programs. In fact, adult students felt that it was important and reported being satisfied with the university as a whole concerning the options to obtain information whether by phone, fax, email, and online.

Adult students also reported that overall the university explained what is needed to complete their respective programs, and received help needed to make decisions about courses and programs that interest the individual student, and received timely responses to requests for help and information. Students indicated a high importance and rated they were highly satisfied with university processes for evaluating transcripts in a timely manner.

Another strength that was reported for adult learning at the university was that learning experiences within their individual programs of study challenge adult learners to reach beyond what they already know, and their studies were closely related to their life and work goals. Interaction with faculty was rated as satisfactory. High importance and satisfaction with staff was reported as being available to solve the unique problems of each adult student.

### ***Institutional Weaknesses (Challenges)***

The implementation of the ALI enabled the university to identify areas where improvements can be made by examining items of high importance and low satisfaction, or with a large performance gap. [Challenges](#) are specifically identified as items above the mid-point in importance (top half) and in the lower quartile (25%) of our satisfaction scores

or items above the mid-point in importance (top half) and in the top quartile (25%) of our performance gap scores (Ruffalo Noel Levitz). The following items were ranked as important but received a low satisfaction score.

Adult students reported that having a program that allows them to pace studies that fit life and work schedules was ranked highly important, however, rated it low in satisfaction. Another challenge concerns instructors providing timely feedback. Adult students deem this an important aspect to their success and need feedback quickly and accurately in order to fit requirements into their lifestyle. Offering sufficient courses within programs of study each term is an important item for adult learners, and low satisfaction in this area is an indication where the university can improve.

Receiving credit for learning derived from students' previous life and work experiences, PLA, is ranked important to adult learners in this study. This is a concern for the university as this item received a very low satisfaction score and is also significantly lower than other 4-year universities in the comparison group. In addition, offering sufficient courses within programs of study that are available each term, and the ability to choose course delivery to meet specific student needs was reported as important by student respondents, however was rated with low satisfaction as far as limited degree/program options available at the university suited for adult learners.

Concerning financing, billing for tuition and fees tailored to student needs, and receiving adequate information about sources of financial assistance, are all ranked important to students. The university received a lower satisfaction rating in this area when compared to other 4-year institutions.

Tennessee Tech University is continuing the ALFI process with a consultation meeting with CAEL staff, Reconnect Community Staff, and campus constituents that impact adult learning on campus. The TTU Reconnect Taskforce and the Adult Learner Planning Committee are continually meeting to analyze the results more and gain a better understanding of the data. Researching best practices along with the university's ALFI results impacts the formulation of the university's proposed plan to improve the success of adult learners and impact retention and completion.

## APPENDICES:

- A. [Mission and Vision of Tennessee Tech University](#)
- B. [Outreach Tracking and Reporting](#)
- C. [Ten Characteristics of Adult Learners](#)
- D. [Policy Number 261: Academic Credit from Other Institutions](#)
- E. [Adult Learner Inventory Results](#)

## APPENDIX A

### MISSION OF TENNESSEE TECH UNIVERSITY

Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.

The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.

The University's three interdisciplinary Accomplished Centers of excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.


The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.

Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Board of Regents. The mission statement was reviewed by the Tennessee Board of Regents on March 25, 2011, with the Strategic Plan.

### VISION STATEMENT

Tennessee Tech will be nationally recognized as a leading technological university in the South, providing academic, economic and cultural leadership in the region and producing practical, ready-to-work graduates from a broad range of academic disciplines prepared to compete in a technologically driven world.

## APPENDIX B

	<h2 style="margin: 0;">Outreach Tracking &amp; Reporting</h2> <p style="margin: 0; color: red;">Due April 29, 2016 to Jessica.Gibson@tn.gov</p>													
	<b>Institution Name:</b> Tennessee Technological University													
<b>Primary Outreach (Push Cards)</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Item</th> <th style="width: 35%;">Number</th> <th style="width: 35%;">Percent</th> </tr> </thead> <tbody> <tr> <td># of Adult Noncompleters<sup>1</sup></td> <td style="text-align: center;">778</td> <td style="text-align: center;">NA</td> </tr> <tr> <td># of Push Cards Sent</td> <td style="text-align: center;">187</td> <td style="text-align: center;">24.0%</td> </tr> <tr> <td># of Responses from Push Cards</td> <td style="text-align: center;">unknown</td> <td style="text-align: center;">#VALUE!</td> </tr> </tbody> </table>			Item	Number	Percent	# of Adult Noncompleters <sup>1</sup>	778	NA	# of Push Cards Sent	187	24.0%	# of Responses from Push Cards	unknown	#VALUE!
Item	Number	Percent												
# of Adult Noncompleters <sup>1</sup>	778	NA												
# of Push Cards Sent	187	24.0%												
# of Responses from Push Cards	unknown	#VALUE!												
<p><sup>1</sup>This is the <i>original</i> number of adult noncompleters from the list THEC sent back to your institution.</p>														
<b>Narrative</b>														
<p>Following the September 2015 Reconnect+Complete launch meeting, the Tennessee Tech Reconnect team met two additional times to complete the outreach efforts. The team had concerns about the validity of the list received since: 1) a vast majority (71.6%) of contacts did not have current mailing addresses and 2) upon visual inspection several students with completed degrees were discovered on the list. After have some difficulty understanding the process used to create the list by our ITS &amp; THEC, it was confirmed by THEC that we did not have to try to recreate the list. We focused on improving the list's accuracy: Enrollment Management's ("EMSS") System Support Analyst and the Office of Financial Aid reevaluate the list using TTU databases and resources. 34 students were removed from the list after confirming they were either currently enrolled in or had completely a post-secondary program. This reduced the contact list to only 187, who were mailed push cards by EMSS on January 19, 2016.</p> <p>The primary challenges to fully engaging in Reconnect+Complete were the data and our existing infrastructure to support adult students. When the team had issues and concerns with the data, it created barriers to fully engaging with this initiative from the launch meeting. TTU also has limited existing infrastructure (e.g., night/weekend classes, childcare, accelerated programs, etc.) to support adult learners; this made many concerned about recruiting a population before resources we available to support their success.</p>														
<b>Secondary Outreach (Emails, Phone Calls, College Fairs, etc.)</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Item</th> <th style="width: 25%;">Number</th> <th style="width: 25%;">Percent</th> </tr> </thead> <tbody> <tr> <td># of Students who Received Secondary Outreach</td> <td style="text-align: center;">187</td> <td style="text-align: center;">24%</td> </tr> </tbody> </table>			Item	Number	Percent	# of Students who Received Secondary Outreach	187	24%						
Item	Number	Percent												
# of Students who Received Secondary Outreach	187	24%												
<b>Narrative</b>														
<p>In addition to the push cards mailed in January, the admissions office at TTU also considered and completed secondary outreach efforts such as emails, direct calling, and participation in college fairs. The leaders in the admissions office determined that these strategies were best utilized when adult students requested to speak with a counselor and/or requested additional information about Tennessee Tech and degree completion. All 187 students who received push cards were placed into a cohort in Banner and added to the prospective student communication plan. Although phone conversations were not tracked, the admissions counselors spoke with several adult students who were interested in more information about the program. Finally, college fairs specifically set up at satellite campuses and online were attended and/or monitored by the TTU admissions counselors; for example, they attended an event at Crossville, Cookeville, and McMinnville. Although these events were not well attended, several questions were answered and information about Tennessee Reconnect + Complete was provided to all who attended. Invitations were specifically sent by TTU to all adult students who were currently enrolled at the Cookeville Higher Education facility. The efforts made by the admissions staff resulted in 1 applicant from the original list of 187 students..</p>														
<b>Overall Outreach</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Item</th> <th style="width: 25%;">Number</th> <th style="width: 25%;">Percent</th> </tr> </thead> <tbody> <tr> <td>Total # of Students Contacted through Outreach<sup>2</sup></td> <td style="text-align: center;">187</td> <td style="text-align: center;">24.0%</td> </tr> <tr> <td>Total # of Students who Applied to Institution</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.1%</td> </tr> </tbody> </table>			Item	Number	Percent	Total # of Students Contacted through Outreach <sup>2</sup>	187	24.0%	Total # of Students who Applied to Institution	1	0.1%			
Item	Number	Percent												
Total # of Students Contacted through Outreach <sup>2</sup>	187	24.0%												
Total # of Students who Applied to Institution	1	0.1%												
<p><sup>2</sup>This is the total number of adults contacted through this outreach campaign from January 11- March 30 through any method.</p>														
<b>Narrative</b>														
<p>At this time, we have not performed any in-depth analysis of this contact list to determine if any student on this list had earned enough credits to complete a degree.</p>														

## APPENDIX C

### 10 Characteristics of Adults as Learners

The following information was taken from course content written by Dr. Gary Kuhne for "ADTED 460 - Introduction to Adult Education," a course offered through [Penn State's World Campus](#).

#### **Characteristic #1 - Adults Generally Desire to Take More Control Over Their Learning than Youth**

Adults tend to be self-directed in their lives, although responsibilities with jobs, families, and other organizations can remove a degree of their freedom to act. Adulthood brings an increasing sense of the need to take responsibility for our lives and adults strongly resent it when others take away their rights to choose. This fact is clearly seen in educational efforts among adults. When not given some control over their learning, most adults will resist learning and some will even attempt to sabotage education efforts.

They do not like being relegated to a "passive" position.

##### *Implications:*

- Always seek to include the adult in the planning of educational efforts.
- Allow for self-assessment and evaluation
- Understand adult learners desire a peer relationship with instructors, rather than a hierarchical one.
- Recognize that adults also expect greater availability of instructors.

#### **Characteristic #2 - Adults Draw Upon Their Experiences as a Resource in Their Learning Efforts More Than Youth**

The adult's experience is a key resource in any learning effort. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. This is a critical distinction between adults and traditional learners. Consciously or unconsciously, adults tend to link any new learning to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept "fits" their experience.

##### *Implications:*

- Take the time to get to know more about the experiences of our learners and seek to help them to link new ideas to such prior learning.
- Encourage discussion on how new ideas fit the experience of learners.

### **Characteristic #3 - Adult Tend to be More Motivated in Learning Situations Than Youth**

Higher motivation is linked to the fact that most adult learning is voluntary. Adults are making personal choices to attend schooling, even when such schooling is tied to professional development or job skills. Whenever an individual is able to choose to learn, s/he is much more motivated to learn.

#### *Implication:*

- Spend less effort trying to motivate adult learners and concentrate our time on facilitating the learning they are already motivated to pursue.

### **Characteristic #4 - Adults Are More Pragmatic in Learning Than Youth**

Adults are particularly motivated to learn information that seems immediately applicable to their situation and needs. They tend to be frustrated with "theory" that needs to be stored away for future use or learning for the sake of learning. Certainly there are exceptions to this principle, but the percentage of exceptions is quite low.

#### *Implications:*

- Tie the content of programs to the application needs of the learners.
- Always use needs assessment strategies
- Weigh the content of education toward the utilitarian, not the theoretical.

### **Characteristic #5 - In Contrast to Youth, the Learner Role is Secondary for Adults**

For most adults, the "student" role is a minor and secondary role. This is in sharp contrast to traditional age learners for whom the learner role is both their primary social role and the main basis for their self-identity. Adults fulfill multiple roles and these multiple roles inevitably create conflicting and competing demands on the adult learner. Multiple roles will cause most adults to have far less time and energy to read, study, or learn.

#### *Implications:*

- More flexibility in adult education programs than in traditional education.
- Give assignments far ahead of time
- Accept that jobs and families can create obstacles for the learner, and be willing to extend deadlines for assignments.
- Accept that the learners will not see their educational efforts as necessarily the highest priority in their lives
- Accept that learners will be preoccupied at times with other roles and responsibilities.



### **Characteristic #6 - Adults Must Fit Their Learning into Life's "Margins"**

Adult roles take energy and time to fulfill. Everyone faces the reality that there are limits on their energy and time. An important principle to understand is that learning takes time and energy. If an adult is going to undertake a learning activity, s/he must realistically evaluate his/her life and see there is actually room for the added demands of the learning. Adult learners must learn to carve out some margin in their lives to allow learning to occur, a process of priority setting. If the existing demands on an adult require all the energy they possess, then the learning will be compromised.

#### *Implication:*

- Adult educators must prioritize student advising to provide guidance to help learners to be realistic about the demands of learning and provide time management and study suggestions.

### **Characteristic #7 - Many Adults Lack Confidence in Their Learning**

Many adults have had somewhat negative learning experiences in their traditional schooling. For a variety of reasons, they feel inadequate when comes to learning through formal educational programs. Still other adults, who may have done well in their earlier schooling, still lack confidence for further schooling efforts due to what they perceive as rusty study skills, poor reading skills, test anxiety, or other such learning barriers.

#### *Implications:*

- Employ learning strategies that build higher confidence in adult learners.
- Take the time to teach better study skills and ways of improving reading comprehension.
- Use collaborative learning approaches in the classroom can do much to alleviate anxiety.(i.e., turn the classroom from a competitive environment to a collaborative one)

### **Characteristic #8 - Adults are More Resistant to Change than Youth**

Learning often involves changes in our attitudes or actions. Adults tend to be somewhat resistant to such changes because life itself teaches us that change is not always for the better and that many of the outcomes of change are unpredictable. Youth tend to be more idealistic and are often open to change just for the sake of change.

#### *Implications:*

- Adult learners need more explanation of the "why" of changes, not just the "how."

- Link new concepts to older, understood, and accepted concepts for adult learners.
- Seek for incremental changes through our education efforts rather than global changes, allowing the "proof" gained from such incremental change to encourage the adult learner to explore yet more change.

### **Characteristic #9 - Adults Are More Diverse Than Youth**

Adults vary from each other as learners in terms of age and experiences much more than traditional age learners. Such differences can be used as a powerful resource for adult learning. Through collaboration in small groups, adults can benefit from their variety of experiences. Dialogue with other adults enables adult learners to perceive more nuances of application, and possible problems with new concepts, then could ever be gained from private reflection.

#### *Implications:*

- Allow more time for interaction between adults to allow learners to network together to sharing of perspectives and experiences.
- Make effort to present material in a variety of ways to accommodate different learning styles.

### **Characteristic #10 - Adults Must Compensate for Aging in Learning**

Aging brings with it a number of physical complications that can impact on adult learning efforts. The percentage of such complications increases with age. As we will see later, such complications are not really due to intelligence. Although the speed of learning tends to decrease with age, the depth of learning tends to increase. In other words, adults tend to learn less rapidly with age, but what they learn is learned at a deeper and more integrative level. As adults age, vision and hearing can also create barriers in educational programs. As adult educators, we must pay much more attention to sound and lighting when dealing with adult learners.

#### *Implication:*

- Pay more attention to the physical learning environment to compensate for aging issues.

## APPENDIX D

Policy No.: 261

Policy Name: Academic Credit from Other Institutions

Policy Subject: To establish consistency in awarding academic credit from other institutions

Date Revised: July 1, 2015

### I. Purpose

The purpose of this policy is to create uniform standards for the awarding of academic coursework.

### II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Associate Vice President for Enrollment Management and Student Success with recommendations for revision presented to the Academic Council and University Assembly.

### III. Definitions

Extra-Institutional Learning – Learning that may result in credit though it is not earned in a traditional classroom setting. Such learning may include but is not limited to Lifelong Learning, Portfolio Credit, Experiential Learning or Prior Learning Assessment.

### IV. Policy

- A. An applicant or student must submit to Tennessee Tech an official transcript showing all post-secondary coursework taken at any institution of higher education. Failure to submit any transcript of previous work will be considered as falsification of the record and may result in the dismissal of the student.
- B. Tennessee Tech will determine, in its sole discretion, which credits it will accept.
- C. Coursework accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those enrolled in Tennessee Tech's undergraduate degree programs.
- D. A transfer student whose transcript(s) indicate satisfactory completion of the [General Education program](#) prescribed by the [Tennessee Board of Regents](#) shall be exempted from taking additional courses that normally are a part of the general education requirements of Tennessee Tech, except where teacher certification regulations, major field requirements, or professional accreditation agencies require the inclusion of such courses in the program of studies.
- E. Matters regarding Extra-Institutional Learning

1. Tennessee Tech hereby adopts TBR Policy 2:01:00:04 (Awarding of Credits Earned through Extra-Institutional Learning to Community Colleges and Universities) as may be amended from time to time.
  2. A student may request credit for Extra-Institutional Learning by following the process found [here](#).
- F. Matters regarding Advanced Placement (AP) credit
1. A student may earn credit for English Composition courses based on the English test score of the ACT or the Critical Reading test score of the SAT. Information regarding such credit is available [here](#).
  2. A student may earn credit for satisfactory scores on the various Advanced Placement examinations offered by the College Board. Information regarding such credit is available [here](#).
  3. A student may earn credit for satisfactory scores on the various examinations offered by the College Level Examination Program (CLEP). Information regarding such credit is available [here](#).
  4. A student may earn credit for satisfactory scores on the various examinations offered by the International Baccalaureate Program (IB). Information regarding such credit is available [here](#).
  5. Tennessee Tech will accept the advanced placement credit awarded by another Tennessee Board of Regents university or a Tennessee Board of Regents community college.
  6. A student who has earned advanced placement credit at an institution outside the Tennessee Board of Regents System that uses a lesser score to award such credit may still have that credit transferred to Tennessee Tech, provided the student has completed the next successive course in the sequence with a grade of C or better.
- G. Students transferring to Tennessee Tech from a Tennessee Board of Regents community college
1. Tennessee Tech hereby adopts TBR Guideline A-030 (Articulation Among Community Colleges and Universities), as may be amended from time to time.
  2. Tennessee Tech fully supports the Tennessee Transfer Pathway (TTP) program designed by the Tennessee Board of Regents. A student who completes all the courses listed on a particular Transfer Pathway and earns an Associate of Arts or an Associate of Science degree from a TBR community college will have those courses accepted for credit and count toward the completion of the baccalaureate degree in the particular major.

- H. In addition to the requirements of Tennessee Tech Policy 260 (Requirements for a Baccalaureate Degree and Graduation), a student transferring credit from a two-year institution must complete a minimum of 60 semester hours at a four-year institution.
- I. Tennessee Tech reserves the right to limit transfer credit in religious studies to a maximum of 12 semester hours.
- J. Matters regarding credit earned during military service
  - 1. DANTES Examinations (Defense Activity for Non-Traditional Education Support)—A student may earn college credit for DANTES examinations administered by the Educational Testing Service and evaluated using American Council on Education (ACE) Guidelines. Credit through DANTES examinations may not be earned for courses in which a student was previously or is currently enrolled. DANTES examination scores must be sent to the Office of Admissions on an official transcript from the Educational Testing Service (ETS).
  - 2. Educational Experiences in the Armed Forces—In evaluating armed services credit, Tennessee Tech awards credit following the recommendations of the Guide to the Evaluation of Educational Experience in the Armed Services, published by ACE, provided there is equivalent course content at Tennessee Tech. Additional information regarding such credit is available by clicking on the “Transfer of Credit” link in the Admissions section of the Undergraduate Catalog [here](#).
- K. Matters regarding transfer credit from institutions abroad
  - 1. With the exception of a student enrolled in the Tennessee Tech Study Abroad Program, an undergraduate student (domestic, permanent resident or international) who completes coursework abroad is required to have that coursework evaluated by a member of the National Association of Credential Evaluation Services (NACES) [www.naces.org](http://www.naces.org). Tennessee Tech will not award credit without this course-by-course evaluation.
  - 2. Tennessee Tech will post credits and grades from institutions abroad only in accordance with the evaluation received from the NACES member organization.
  - 3. A student must submit transcripts to the Undergraduate Admissions Office or to the Office of International Education, as appropriate. The Undergraduate Admissions Office can answer questions related to this requirement.
  - 4. A student must submit to Tennessee Tech an official transcript showing all post-secondary coursework taken at any foreign institution of higher education.

Failure to submit any transcript of previous work will be considered as falsification of the record and may result in the dismissal of the student.

L. Matters regarding credit by professional certificate or non-credit courses.

1. Academic credit may be awarded on occasion for professional certification or non-credit courses.
2. Requests for the award of such credit must be submitted to the departmental chairperson of the department in which credit is being sought. As the executor of departmental policy, he or she will evaluate the requests and submit a recommendation to accept or reject them to the college dean and to the Office of Enrollment Management and Student Success for final approval.

M. Matters regarding the establishment of credit by special examination.

1. A student who has had sufficient training or experience in a subject to merit the establishment of credit by comprehensive examination but who has not enrolled in the same, comparable, or higher level course at the college level may request the privilege of taking a special examination prepared by the department involved.
2. A student must submit a completed request for special examination to the Office of Academic Services. Additionally, a student must submit the fee payment of \$20.00 per semester hour to the Business Office.
3. Tennessee Tech will award credit based on the results of such special examinations to a student's permanent record.
4. Only grades of A, B, C, D, or F will be assigned to such special examination courses.
5. A student must be enrolled at Tennessee Tech in order to take a special examination.
6. No more than 33 total semester hours of credit earned by correspondence and/or special examinations may be counted toward graduation.

N. Matters related to students wishing to take courses at other institutions.

1. Except in cases where Tennessee Tech has already developed a course-by-course articulation as displayed on the Tennessee Tech Transfer website, a Tennessee Tech student who wishes to take courses at another institution with the intention of transferring this credit to Tennessee Tech should have prior written approval from the dean of the school or college in which the student proposes to graduate. The student should submit to the Office of Academic Services a completed [Request to Study at Another Institution Form](#).

A student who takes courses without such approval must present the coursework to the Office of Academic Services for evaluation and approval or denial.

3. The student must immediately furnish official transcripts upon completion of such coursework.
4. Tennessee Tech will not award credit for correspondence courses in English Composition or in courses that include laboratory work.
5. No more than 33 total semester hours of credit earned by correspondence and/or special examinations may be counted toward graduation.

#### O. Exceptions or Appeals

1. A student wishing to request an exception to any portion of this policy may complete the Request for Exception Form and submit it to the Office of Academic Services.
2. The Director of Academic Services will notify the student of approval or denial of his/her request within 14 calendar days of receipt of the request.
3. A student may appeal the decision of the Director of Academic Services by submitting a written appeal letter to the Associate Vice President for Enrollment Management and Student Success (AVP-EMSS) within 14 calendar days' notification of the Director of Academic Services decision. At this time, the student may supply any additional or supplemental information he/she believes is pertinent to the request.
4. The AVP-EMSS will convene a sub-committee of the Admissions and Credits Committee to hear the student's appeal. The AVP-EMSS on behalf of the sub-committee will notify the student in writing of its decision no later than 14 calendar days after receipt of the appeal and all supporting information.
5. The decision of the sub-committee of the Admissions and Credits Committee is final.

#### V. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

#### VI. Citation of Authority for Policy

TBR Policy 2:01:00:00; TBR Guideline A-030

Approved by:

Academic Council: 2015-04-15

University Assembly: 2015-04-22

## APPENDIX E

## ADULT LEARNER INVENTORY RESULTS

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Dependents</b>	<b>N</b>	<b>%</b>
Female	52	48.60%	Yes	49	47.12%
Male	55	51.40%	No	55	52.88%
Total	107	100.00%	Total	104	100.00%
No Response	13		No Response	16	

<b>Age</b>	<b>N</b>	<b>%</b>	<b>Dependents Age</b>	<b>N</b>	<b>%</b>
24 or younger	0	0.00%	Pre-school age	13	10.83%
25 to 34	62	57.94%	Elementary school age	14	11.67%
35 to 44	21	19.63%	Middle school/high school age	14	11.67%
45 to 54	19	17.76%	College student	19	15.83%
55 to 64	3	2.80%	Elderly or disabled adult	5	4.17%
65 or over	2	1.87%	Does not apply	43	35.83%
Total	107	100.00%	Respondents may select more than one option;		
No Response	13				

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Alaskan Native	0	0.00%	Full-time (12 hours or more)	72	69.90%
American Indian	0	0.00%	Half time (6-11 hours)	23	22.33%
Asian	1	0.94%	Part-time (less than 6 hours)	8	7.77%
Black/African-American	5	4.72%	Total	103	100.00%
Hispanic or Latino	3	2.83%	No Response	17	
Native Hawaiian or Pacific Islander	0	0.00%			
White/Caucasian	91	85.85%			
Multi-racial	3	2.83%			
Other	3	2.83%			
Total	106	100.00%			
No Response	14				

<b>Employment</b>	<b>N</b>	<b>%</b>	<b>Marital Status</b>	<b>N</b>	<b>%</b>
0 hours per week	29	28.43%	Single	48	44.86%
1-10 hours per week	5	4.90%	Married/domestic partner	59	55.14%
11-20 hours per week	18	17.65%			
21-30 hours per week	10	9.80%			
31-40 hours per week	22	21.57%			
More than 40 hours per week	18	17.65%			
Total	102	100.00%			



Tennessee Tech University - ALI - 05/2016

Adult Learner Inventory

<b>Educational Goal</b>	<b>N</b>	<b>%</b>	<b>Prior Education</b>	<b>N</b>	<b>%</b>
Associate degree	0	0.00%	Grade school	0	0.00%
Bachelor's degree	87	84.47%	Some high school	0	0.00%
Master's degree	9	8.74%	High school or GED	18	18.95%
Doctorate or professional degree	6	5.83%	Some college classes	27	28.42%
Certification (initial / renewal)	0	0.00%	Associate's degree	38	40.00%
Self-improvement/pleasure	1	0.97%	Bachelor's degree or higher	12	12.63%
Job-related training	0	0.00%	Total	95	100.00%
Other educational goal	0	0.00%	No Response	25	
Total	103	100.00%			
No Response	17				

<b>College Objective</b>	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Improve occupational skills	23	22.55%	Yes, English is primary language	84	92.31%
Prepare for new/different career	72	70.59%	No, English is not primary language	7	7.69%
Improve basic academic skills	0	0.00%	Total	91	100.00%
Self-improvement/personal interest	7	6.86%	No Response	29	

<b>Program Completed to Date</b>	<b>N</b>	<b>%</b>
Less than 1/4 of my program	4	3.96%
1/4 to 1/2 of my program	25	24.75%
1/2 to 3/4 of my program	23	22.77%
More than 3/4 of my program	49	48.51%
Not applicable	0	0.00%

<b>First In Family for College</b>	<b>N</b>	<b>%</b>
Yes, first in family for college	38	40.00%
No, not first in family for college	57	60.00%
Total	95	100.00%
No Response	25	

<b>Tuition Source</b>	<b>N</b>	<b>%</b>
Myself	58	48.33%
Grants or scholarships	57	47.50%
Loans	61	50.83%
Tuition reimbursement from employer	14	11.67%
Veterans' benefits	6	5.00%
Other tuition source	3	2.50%

Tennessee Tech University - ALI - 05/2016

Adult Learner Inventory

**Demographics**

<b>Began Enrollment at College</b>	<b>N</b>	<b>%</b>
In my current program	68	73.12%
Another program for credential/degree	23	24.73%
Workforce training program	0	0.00%
GED program	0	0.00%
ESL program	0	0.00%
ABE program	0	0.00%
Courses I like	2	2.15%
Total	93	100.00%
No Response	27	

<b>Volunteer Activities</b>	<b>N</b>	<b>%</b>
No volunteer activities	47	52.22%
1-5 volunteer hours	27	30.00%
6-10 volunteer hours	10	11.11%
More than 10 volunteer hours	6	6.67%
Total	90	100.00%
No Response	30	

<b>My veteran status is:</b>	<b>N</b>	<b>%</b>
I am a veteran.	6	6.52%
I am not a veteran.	84	91.30%
I am still member of the armed services.	2	2.17%
Campus item - Answer 4	0	0.00%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	0	0.00%
Total	92	100.00%
No Response	28	

<b>For most of my studies, my classes are:</b>	<b>N</b>	<b>%</b>
Online	10	10.75%
Face-to-face classes	65	69.89%
Hybrid (both online and face-to-face)	18	19.35%
Campus item 2 - Answer 4	0	0.00%
Campus item 2 - Answer 5	0	0.00%
Campus item 2 - Answer 6	0	0.00%
Total	93	100.00%
No Response	27	

<b>Credit Received From</b>	<b>N</b>	<b>%</b>
Previous college credits earned	78	65.00%
Learning from military training	4	3.33%
Learning from prior job/life experience	10	8.33%
Credit through testing	14	11.67%
Other sources	2	1.67%
Not applicable	13	10.83%

Tennessee Tech University - ALI - 05/2016

## Strategic Planning Overview

### Strengths and Challenges

#### Strengths

- 50. Campus item: My advisor is available either by phone, fax, e-mail, or online when I need help.
- 33. This institution explains what is needed for me to complete my program here.
- 40. I receive the help I need to make decisions about courses and programs that interest me.
- 46. The learning experiences within my program of study challenge me to reach beyond what I know already.
- 19. I receive timely responses to my requests for help and information.
- 15. Advisors are knowledgeable about requirements for courses and programs of interest to me.
- 21. My studies are closely related to my life and work goals.
- 30. I am able to obtain information I need by phone, fax, e-mail, or online.
- 54. Campus item: Transcripts from institutions that I previously attended are evaluated in a timely manner.
- 39. Information is available online to help me understand what I need to do next in my program of study.
- 7. Staff are available to help me solve unique problems I encounter.
- 27. I am encouraged to apply the classes I've taken towards a degree or certificate.
- 43. The frequency of interactions with my instructors is satisfactory.

#### Challenges

- 1. My program allows me to pace my studies to fit my life and work schedules.
- 17. My instructors provide timely feedback about my academic progress.
- 48. Campus item: This institution offers sufficient courses within my program of study each term.
- 44. I can receive credit for learning derived from my previous life and work experiences.
- 2. Sufficient course offerings within my program of study are available each term.
- 16. Billing for tuition and fees is tailored to meet my specific needs.
- 26. I am able to choose course delivery that fits my life circumstances.
- 55. Campus item: I know whom to contact for information about services I need.
- I receive adequate information about sources of financial assistance available to me.

Tennessee Tech University - ALI - 05/2016

## Strategic Planning Overview

### Benchmarks

#### Lower Satisfaction vs. National Four-Year Adult Learner

10. I have a clear understanding of what I'm expected to learn in my classes.
1. My program allows me to pace my studies to fit my life and work schedules.
17. My instructors provide timely feedback about my academic progress.
46. The learning experiences within my program of study challenge me to reach beyond what I know already.
44. I can receive credit for learning derived from my previous life and work experiences.
2. Sufficient course offerings within my program of study are available each term.
21. My studies are closely related to my life and work goals.
30. I am able to obtain information I need by phone, fax, e-mail, or online.
8. This institution provides students with the help they need to develop an education plan.
24. I receive the help I need to stay on track with my program of study.
7. Staff are available to help me solve unique problems I encounter.
16. Billing for tuition and fees is tailored to meet my specific needs.
26. I am able to choose course delivery that fits my life circumstances.
43. The frequency of interactions with my instructors is satisfactory.
32. Technology enables me to get the services I need when I need them.

**Institutional Summary****Scales: In Order of Importance**

Scale	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Scale #1: Outreach	6.38	5.22 / 1.29	1.16	6.51	5.73 / 1.13	0.78	-0.51 ***
Scale #2: Life and Career Planning	6.33	4.93 / 1.42	1.40	6.40	5.38 / 1.32	1.02	-0.45 ***
Scale #5: Teaching - Learning Process	6.21	5.20 / 1.44	1.01	6.33	5.74 / 1.12	0.59	-0.54 ***
Scale #3: Financing	6.17	4.95 / 1.63	1.22	6.35	5.45 / 1.40	0.90	-0.50 ***
Scale #7: Technology	6.08	5.20 / 1.45	0.88	6.26	5.78 / 1.09	0.48	-0.58 ***
Scale #8: Transitions	6.04	5.13 / 1.36	0.91	6.24	5.52 / 1.24	0.72	-0.39 ***
Scale #6: Student Support Systems	6.00	4.85 / 1.49	1.15	6.19	5.49 / 1.25	0.70	-0.64 ***
Scale #4: Assessment of Learning Outcomes	5.94	4.95 / 1.52	0.99	6.06	5.40 / 1.24	0.66	-0.45 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Order of Importance**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
75. Availability of program I wanted as factor in decision to enroll	6.70			6.67			
10. I have a clear understanding of what I'm expected to learn in my classes.	6.58	5.31 / 1.66	1.27	6.61	5.92 / 1.30	0.69	-0.61 ***
1. My program allows me to pace my studies to fit my life and work schedules.	6.55	4.91 / 1.69	1.64	6.65	5.64 / 1.47	1.01	-0.73 ***
50. Campus item: My advisor is available either by phone, fax, e- mail, or online when I need help.	6.53	6.00 / 1.43	0.53				
17. My instructors provide timely feedback about my academic progress.	6.51	5.00 / 1.89	1.51	6.58	5.56 / 1.54	1.02	-0.56 ***
33. This institution explains what is needed for me to complete my program here.	6.50	5.64 / 1.59	0.86	6.65	5.90 / 1.47	0.75	-0.26
48. Campus item: This institution offers sufficient courses within my program of study each term.	6.50	4.61 / 2.01	1.89				
46. The learning experiences within my program of study challenge me to reach beyond what I know	6.47	5.59 / 1.67	0.88	6.51	6.05 / 1.28	0.46	-0.46 ***
19. I receive timely responses to my requests for help and information.	6.46	5.51 / 1.67	0.95	6.59	5.74 / 1.47	0.85	-0.23
67. Convenient time and place for classes as factor in decision to enroll	6.45			6.62			
15. Advisors are knowledgeable about requirements for courses and programs of interest	6.44	5.67 / 1.59	0.77	6.56	5.74 / 1.57	0.82	-0.07
44. I can receive credit for learning derived from my previous life and work experiences.	6.43	3.83 / 2.24	2.60	6.33	4.98 / 2.01	1.35	-1.15 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Order of Importance**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
56. Campus item: The school provides sufficient options for me to pay for my education.	6.43	5.17 / 1.92	1.26				
2. Sufficient course offerings within my program of study are available each term.	6.41	4.75 / 1.73	1.66	6.52	5.28 / 1.65	1.24	-0.53 ***
58. Ability to transfer credits as factor in decision	6.41			6.35			
21. My studies are closely related to my life and	6.40	5.66 / 1.56	0.74	6.59	5.99 / 1.30	0.60	-0.33 **
30. I am able to obtain information I need by phone, fax, e-mail, or online.	6.40	5.69 / 1.57	0.71	6.55	6.11 / 1.24	0.44	-0.42 ***
63. Availability of financial assistance as factor in decision to enroll	6.40			6.42			
64. Requirement for current or future job as factor in decision to enroll	6.40			6.38			
54. Campus item: Transcripts from institutions that I previously attended are evaluated in a timely	6.39	5.48 / 1.81	0.91				
61. Cost as factor in decision to enroll	6.38			6.39			
39. Information is available online to help me understand what I need to do next in my program	6.36	5.40 / 1.74	0.96	6.44	5.64 / 1.52	0.80	-0.24
8. This institution provides students with the help they need to develop an education plan.	6.35	5.25 / 1.65	1.10	6.45	5.64 / 1.55	0.81	-0.39 **
24. I receive the help I need to stay on track with my program of study.	6.33	5.20 / 1.79	1.13	6.51	5.65 / 1.55	0.86	-0.45 **
7. Staff are available to help me solve unique problems I encounter.	6.32	5.36 / 1.70	0.96	6.39	5.67 / 1.52	0.72	-0.31 *

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level



**Institutional Summary****Items: In Order of Importance**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
16. Billing for tuition and fees is tailored to meet my specific needs.	6.30	4.91 / 1.85	1.39	6.36	5.34 / 1.70	1.02	-0.43 **
26. I am able to choose course delivery that fits my life circumstances.	6.30	4.75 / 1.79	1.55	6.51	5.48 / 1.64	1.03	-0.73 ***
53. Campus item: This institution provides me with assistance in determining my career path and	6.30	5.07 / 1.81	1.23				
55. Campus item: I know whom to contact for information about services I need.	6.30	4.96 / 1.96	1.34				
27. I am encouraged to apply the classes I've taken towards a degree or certificate.	6.29	5.74 / 1.45	0.55				
77. Time required to complete program as factor in decision to enroll	6.29			6.48			
43. The frequency of interactions with my instructors is satisfactory.	6.28			6.39			
32. Technology enables me to get the services I need when I need them.	6.27	5.20 / 1.76	1.07	6.43	5.91 / 1.32	0.52	-0.71 ***
9. I receive adequate information about sources of financial assistance available to me.	6.25	4.63 / 2.06	1.62	6.32	5.17 / 1.80	1.15	-0.54 **
13. Processes and procedures for enrolling here	6.25	5.25 / 1.60	1.00	6.46	5.96 / 1.35	0.50	-0.71 ***
65. Reputation of institution as factor in decision	6.23			6.31			
66. Flexible pacing for completing a program as factor in decision to enroll	6.23			6.47			
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	6.21	4.83 / 1.81	1.38	6.31	5.46 / 1.51	0.85	-0.63 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Order of Importance**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
49. Campus item: This institution offers a great variety of programs for the adult learner.	6.21	4.90 / 1.83	1.31				
29. My instructors respect student opinions and ideas that differ from their own.	6.15	5.12 / 1.81	1.03	6.43	5.88 / 1.41	0.55	-0.76 ***
76. High rate of job placement as factor in decision	6.14			6.15			
52. Campus item: Faculty members are sensitive to my needs as an adult learner.	6.12	4.65 / 1.95	1.47				
14. I receive guidance on which classes will transfer to programs here and elsewhere.	6.10	4.95 / 1.77	1.15	6.20	5.25 / 1.77	0.95	-0.30
57. Campus item: I feel my orientation to my program provided me with adequate information	6.10	4.98 / 1.88	1.12				
31. This institution makes many support services available at convenient times and places.	6.09	4.80 / 1.78	1.29	6.29	5.64 / 1.50	0.65	-0.84 ***
22. I receive the help I need to develop my academic skills, including reading, writing, and	6.08	5.28 / 1.77	0.80	6.27	5.72 / 1.42	0.55	-0.44 **
37. I have many ways to demonstrate what I know.	6.08	5.10 / 1.76	0.98	6.13	5.56 / 1.40	0.57	-0.46 ***
36. Most instructors use a variety of teaching	6.06	5.11 / 1.94	0.95	6.21	5.58 / 1.50	0.63	-0.47 **
3. This institution assists students who need help with the financial aid process.	6.05	4.96 / 1.87	1.09	6.35	5.61 / 1.60	0.74	-0.65 ***
23. I can make payments or inquiries about tuition at times that are convenient for me.	6.05	5.30 / 1.76	0.75	6.35	5.70 / 1.56	0.65	-0.40 **

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
11. This institution offers strategies to help me cope with the multiple pressures of home, work,	6.04	3.84 / 1.87	2.20	6.07	4.90 / 1.78	1.17	-1.06 ***
35. Mentors are available to guide my career and life goals.	6.00	4.93 / 1.88	1.07	6.09	5.15 / 1.76	0.94	-0.22
12. Technology support is available to me when I	5.99	4.86 / 1.88	1.13	6.26	5.74 / 1.45	0.52	-0.88 ***
59. Credit for learning gained from life and work experiences as factor in decision to enroll	5.96			6.06			
45. Instructors incorporate my life and work experiences in class activities and assignments.	5.93	4.60 / 2.07	1.33	6.06	5.38 / 1.68	0.68	-0.78 ***
5. I receive the help I need to improve my	5.91	4.89 / 1.87	1.02	5.84	5.40 / 1.52	0.44	-0.51 ***
18. This institution uses technology on a regular basis to communicate with me.	5.89	5.67 / 1.49	0.22	6.28	6.19 / 1.14	0.09	-0.52 ***
20. This institution periodically evaluates my skill level to guide my learning experiences.	5.89	4.76 / 1.72	1.13	5.93	5.02 / 1.69	0.91	-0.26
4. My instructors involve me in evaluating my own	5.87	4.96 / 1.78	0.91	5.97	5.39 / 1.48	0.58	-0.43 **
34. This institution provides "one-stop shopping" for most student support services.	5.83	4.98 / 1.62	0.85	6.19	5.58 / 1.50	0.61	-0.60 ***
41. Staff are available to help me with the employer tuition reimbursement process.	5.80	4.64 / 2.04	1.16	6.11	5.30 / 1.76	0.81	-0.66 **
60. Ability to design my own program as factor in decision to enroll	5.76			5.81			
62. Tuition reimbursement from employer as factor in decision to enroll	5.63			5.84			

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

38. My instructors encourage student-to-student interactions through a variety of techniques.	5.62	5.31 / 1.67	0.31	5.78	5.69 / 1.39	0.09	-0.38 **
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**Items: In Order of Importance**

Tennessee Tech University - ALI - 05/2016      Adult Learner Inventory

**Institutional Summary****Items: In Order of Importance**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
42. This institution evaluates students' academic skills for placement in reading, writing and math.	5.58	5.18 / 1.72	0.40	5.90	5.60 / 1.50	0.30	-0.42 *
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	5.48	3.89 / 2.14	1.59	5.94	4.74 / 2.00	1.20	-0.85 ***
51. Campus item: There are adequate numbers of student activities outside of the classroom for	5.47	4.52 / 2.01	0.95				
28. This institution initiates many opportunities for me to connect with other adult learners.	5.44	4.70 / 1.81	0.74	5.71	5.36 / 1.67	0.35	-0.66 ***
6. I receive timely direction on how to transfer to	5.30	4.61 / 1.86	0.69	5.31	4.90 / 1.80	0.41	-0.29
72. Employer endorsement as factor in decision to	4.51			4.91			
71. Courses held at employment site as factor in	4.29			4.17			
70. Labor union support/endorsement as factor in	3.83			4.10			
74. Availability of child care as factor in decision to	3.55			3.82			

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

National Group Means are based on 23185 records.

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Outreach**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
OUTREACH	6.38	5.22 / 1.29	1.16	6.51	5.73 / 1.13	0.78	-0.51 ***
1. My program allows me to pace my studies to fit my life and work schedules.	6.55	4.91 / 1.69	1.64	6.65	5.64 / 1.47	1.01	-0.73 ***
7. Staff are available to help me solve unique problems I encounter.	6.32	5.36 / 1.70	0.96	6.39	5.67 / 1.52	0.72	-0.31 *
13. Processes and procedures for enrolling here	6.25	5.25 / 1.60	1.00	6.46	5.96 / 1.35	0.50	-0.71 ***
24. I receive the help I need to stay on track with my program of study.	6.33	5.20 / 1.79	1.13	6.51	5.65 / 1.55	0.86	-0.45 **
26. I am able to choose course delivery that fits my life circumstances.	6.30	4.75 / 1.79	1.55	6.51	5.48 / 1.64	1.03	-0.73 ***
30. I am able to obtain information I need by phone, fax, e-mail, or online.	6.40	5.69 / 1.57	0.71	6.55	6.11 / 1.24	0.44	-0.42 ***
40. I receive the help I need to make decisions about courses and programs that interest me.	6.47	5.42 / 1.64	1.05	6.47	5.62 / 1.57	0.85	-0.20

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Life and Career Planning**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
LIFE AND CAREER PLANNING	6.33	4.93 / 1.42	1.40	6.40	5.38 / 1.32	1.02	-0.45 ***
2. Sufficient course offerings within my program of study are available each term.	6.41	4.75 / 1.73	1.66	6.52	5.28 / 1.65	1.24	-0.53 ***
8. This institution provides students with the help they need to develop an education plan.	6.35	5.25 / 1.65	1.10	6.45	5.64 / 1.55	0.81	-0.39 **
15. Advisors are knowledgeable about requirements for courses and programs of interest	6.44	5.67 / 1.59	0.77	6.56	5.74 / 1.57	0.82	-0.07
35. Mentors are available to guide my career and life goals.	6.00	4.93 / 1.88	1.07	6.09	5.15 / 1.76	0.94	-0.22
44. I can receive credit for learning derived from my previous life and work experiences.	6.43	3.83 / 2.24	2.60	6.33	4.98 / 2.01	1.35	-1.15 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Financing**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
FINANCING	6.17	4.95 / 1.63	1.22	6.35	5.45 / 1.40	0.90	-0.50 ***
3. This institution assists students who need help with the financial aid process.	6.05	4.96 / 1.87	1.09	6.35	5.61 / 1.60	0.74	-0.65 ***
9. I receive adequate information about sources of financial assistance available to me.	6.25	4.63 / 2.06	1.62	6.32	5.17 / 1.80	1.15	-0.54 **
16. Billing for tuition and fees is tailored to meet my specific needs.	6.30	4.91 / 1.85	1.39	6.36	5.34 / 1.70	1.02	-0.43 **
23. I can make payments or inquiries about tuition at times that are convenient for me.	6.05	5.30 / 1.76	0.75	6.35	5.70 / 1.56	0.65	-0.40 **

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Assessment of Learning Outcomes**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ASSESSMENT OF LEARNING OUTCOMES	5.94	4.95 / 1.52	0.99	6.06	5.40 / 1.24	0.66	-0.45 ***
4. My instructors involve me in evaluating my own learning.	5.87	4.96 / 1.78	0.91	5.97	5.39 / 1.48	0.58	-0.43 **
20. This institution periodically evaluates my skill level to guide my learning experiences.	5.89	4.76 / 1.72	1.13	5.93	5.02 / 1.69	0.91	-0.26
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	6.21	4.83 / 1.81	1.38	6.31	5.46 / 1.51	0.85	-0.63 ***
37. I have many ways to demonstrate what I know.	6.08	5.10 / 1.76	0.98	6.13	5.56 / 1.40	0.57	-0.46 ***
42. This institution evaluates students' academic skills for placement in reading, writing and math.	5.58	5.18 / 1.72	0.40	5.90	5.60 / 1.50	0.30	-0.42 *

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level



**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Teaching - Learning Process**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
TEACHING - LEARNING PROCESS	6.21	5.20 / 1.44	1.01	6.33	5.74 / 1.12	0.59	-0.54 ***
10. I have a clear understanding of what I'm expected to learn in my classes.	6.58	5.31 / 1.66	1.27	6.61	5.92 / 1.30	0.69	-0.61 ***
17. My instructors provide timely feedback about my academic progress.	6.51	5.00 / 1.89	1.51	6.58	5.56 / 1.54	1.02	-0.56 ***
29. My instructors respect student opinions and ideas that differ from their own.	6.15	5.12 / 1.81	1.03	6.43	5.88 / 1.41	0.55	-0.76 ***
36. Most instructors use a variety of teaching methods.	6.06	5.11 / 1.94	0.95	6.21	5.58 / 1.50	0.63	-0.47 **
38. My instructors encourage student-to-student interactions through a variety of techniques.	5.62	5.31 / 1.67	0.31	5.78	5.69 / 1.39	0.09	-0.38 **
43. The frequency of interactions with my instructors is satisfactory.	6.28	5.57 / 1.67	0.71	6.39	5.88 / 1.37	0.51	-0.31 *
45. Instructors incorporate my life and work experiences in class activities and assignments.	5.93	4.60 / 2.07	1.33	6.06	5.38 / 1.68	0.68	-0.78 ***
46. The learning experiences within my program of study challenge me to reach beyond what I know	6.47	5.59 / 1.67	0.88	6.51	6.05 / 1.28	0.46	-0.46 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Student Support Systems**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT SUPPORT SYSTEMS	6.00	4.85 / 1.49	1.15	6.19	5.49 / 1.25	0.70	-0.64 ***
11. This institution offers strategies to help me cope with the multiple pressures of home, work,	6.04	3.84 / 1.87	2.20	6.07	4.90 / 1.78	1.17	-1.06 ***
19. I receive timely responses to my requests for help and information.	6.46	5.51 / 1.67	0.95	6.59	5.74 / 1.47	0.85	-0.23
22. I receive the help I need to develop my academic skills, including reading, writing, and	6.08	5.28 / 1.77	0.80	6.27	5.72 / 1.42	0.55	-0.44 **
28. This institution initiates many opportunities for me to connect with other adult learners.	5.44	4.70 / 1.81	0.74	5.71	5.36 / 1.67	0.35	-0.66 ***
31. This institution makes many support services available at convenient times and places.	6.09	4.80 / 1.78	1.29	6.29	5.64 / 1.50	0.65	-0.84 ***
34. This institution provides "one-stop shopping" for most student support services.	5.83	4.98 / 1.62	0.85	6.19	5.58 / 1.50	0.61	-0.60 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Technology**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
TECHNOLOGY	6.08	5.20 / 1.45	0.88	6.26	5.78 / 1.09	0.48	-0.58 ***
5. I receive the help I need to improve my technology skills.	5.91	4.89 / 1.87	1.02	5.84	5.40 / 1.52	0.44	-0.51 ***
12. Technology support is available to me when I need it.	5.99	4.86 / 1.88	1.13	6.26	5.74 / 1.45	0.52	-0.88 ***
18. This institution uses technology on a regular basis to communicate with me.	5.89	5.67 / 1.49	0.22	6.28	6.19 / 1.14	0.09	-0.52 ***
32. Technology enables me to get the services I need when I need them.	6.27	5.20 / 1.76	1.07	6.43	5.91 / 1.32	0.52	-0.71 ***
39. Information is available online to help me understand what I need to do next in my program	6.36	5.40 / 1.74	0.96	6.44	5.64 / 1.52	0.80	-0.24

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Scales: In Order With Items That Make Up the Scale - Transitions**

Scale/Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
TRANSITIONS	6.04	5.13 / 1.36	0.91	6.24	5.52 / 1.24	0.72	-0.39 ***
6. I receive timely direction on how to transfer to other institutions.	5.30	4.61 / 1.86	0.69	5.31	4.90 / 1.80	0.41	-0.29
14. I receive guidance on which classes will transfer to programs here and elsewhere.	6.10	4.95 / 1.77	1.15	6.20	5.25 / 1.77	0.95	-0.30
21. My studies are closely related to my life and	6.40	5.66 / 1.56	0.74	6.59	5.99 / 1.30	0.60	-0.33 **
27. I am encouraged to apply the classes I've taken towards a degree or certificate.	6.29	5.74 / 1.45	0.55	6.40	5.90 / 1.42	0.50	-0.16
33. This institution explains what is needed for me to complete my program here.	6.50	5.64 / 1.59	0.86	6.65	5.90 / 1.47	0.75	-0.26
41. Staff are available to help me with the employer tuition reimbursement process.	5.80	4.64 / 2.04	1.16	6.11	5.30 / 1.76	0.81	-0.66 **
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	5.48	3.89 / 2.14	1.59	5.94	4.74 / 2.00	1.20	-0.85 ***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Sequential Order**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. My program allows me to pace my studies to fit my life and work schedules.	6.55	4.91 / 1.69	1.64	6.65	5.64 / 1.47	1.01	-0.73 ***
2. Sufficient course offerings within my program of study are available each term.	6.41	4.75 / 1.73	1.66	6.52	5.28 / 1.65	1.24	-0.53 ***
3. This institution assists students who need help with the financial aid process.	6.05	4.96 / 1.87	1.09	6.35	5.61 / 1.60	0.74	-0.65 ***
4. My instructors involve me in evaluating my own	5.87	4.96 / 1.78	0.91	5.97	5.39 / 1.48	0.58	-0.43 **
5. I receive the help I need to improve my	5.91	4.89 / 1.87	1.02	5.84	5.40 / 1.52	0.44	-0.51 ***
6. I receive timely direction on how to transfer to	5.30	4.61 / 1.86	0.69	5.31	4.90 / 1.80	0.41	-0.29
7. Staff are available to help me solve unique problems I encounter.	6.32	5.36 / 1.70	0.96	6.39	5.67 / 1.52	0.72	-0.31 *
8. This institution provides students with the help they need to develop an education plan.	6.35	5.25 / 1.65	1.10	6.45	5.64 / 1.55	0.81	-0.39 **
9. I receive adequate information about sources of financial assistance available to me.	6.25	4.63 / 2.06	1.62	6.32	5.17 / 1.80	1.15	-0.54 **
10. I have a clear understanding of what I'm expected to learn in my classes.	6.58	5.31 / 1.66	1.27	6.61	5.92 / 1.30	0.69	-0.61 ***
11. This institution offers strategies to help me cope with the multiple pressures of home, work,	6.04	3.84 / 1.87	2.20	6.07	4.90 / 1.78	1.17	-1.06 ***
12. Technology support is available to me when I	5.99	4.86 / 1.88	1.13	6.26	5.74 / 1.45	0.52	-0.88 ***
13. Processes and procedures for enrolling here	6.25	5.25 / 1.60	1.00	6.46	5.96 / 1.35	0.50	-0.71 ***
14. I receive guidance on which classes will transfer to programs here and elsewhere.	6.10	4.95 / 1.77	1.15	6.20	5.25 / 1.77	0.95	-0.30

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\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Sequential Order**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
15. Advisors are knowledgeable about requirements for courses and programs of interest	6.44	5.67 / 1.59	0.77	6.56	5.74 / 1.57	0.82	-0.07
16. Billing for tuition and fees is tailored to meet my specific needs.	6.30	4.91 / 1.85	1.39	6.36	5.34 / 1.70	1.02	-0.43 **
17. My instructors provide timely feedback about my academic progress.	6.51	5.00 / 1.89	1.51	6.58	5.56 / 1.54	1.02	-0.56 ***
18. This institution uses technology on a regular basis to communicate with me.	5.89	5.67 / 1.49	0.22	6.28	6.19 / 1.14	0.09	-0.52 ***
19. I receive timely responses to my requests for help and information.	6.46	5.51 / 1.67	0.95	6.59	5.74 / 1.47	0.85	-0.23
20. This institution periodically evaluates my skill level to guide my learning experiences.	5.89	4.76 / 1.72	1.13	5.93	5.02 / 1.69	0.91	-0.26
21. My studies are closely related to my life and work goals.	6.40	5.66 / 1.56	0.74	6.59	5.99 / 1.30	0.60	-0.33 **
22. I receive the help I need to develop my academic skills, including reading, writing, and	6.08	5.28 / 1.77	0.80	6.27	5.72 / 1.42	0.55	-0.44 **
23. I can make payments or inquiries about tuition at times that are convenient for me.	6.05	5.30 / 1.76	0.75	6.35	5.70 / 1.56	0.65	-0.40 **
24. I receive the help I need to stay on track with my program of study.	6.33	5.20 / 1.79	1.13	6.51	5.65 / 1.55	0.86	-0.45 **
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	6.21	4.83 / 1.81	1.38	6.31	5.46 / 1.51	0.85	-0.63 ***
26. I am able to choose course delivery that fits my life circumstances.	6.30	4.75 / 1.79	1.55	6.51	5.48 / 1.64	1.03	-0.73 ***
27. I am encouraged to apply the classes I've taken towards a degree or certificate.	6.29	5.74 / 1.45	0.55	6.40	5.90 / 1.42	0.50	-0.16

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\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Sequential Order**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
28. This institution initiates many opportunities for me to connect with other adult learners.	5.44	4.70 / 1.81	0.74	5.71	5.36 / 1.67	0.35	-0.66 ***
29. My instructors respect student opinions and ideas that differ from their own.	6.15	5.12 / 1.81	1.03	6.43	5.88 / 1.41	0.55	-0.76 ***
30. I am able to obtain information I need by phone, fax, e-mail, or online.	6.40	5.69 / 1.57	0.71	6.55	6.11 / 1.24	0.44	-0.42 ***
31. This institution makes many support services available at convenient times and places.	6.09	4.80 / 1.78	1.29	6.29	5.64 / 1.50	0.65	-0.84 ***
32. Technology enables me to get the services I need when I need them.	6.27	5.20 / 1.76	1.07	6.43	5.91 / 1.32	0.52	-0.71 ***
33. This institution explains what is needed for me to complete my program here.	6.50	5.64 / 1.59	0.86	6.65	5.90 / 1.47	0.75	-0.26
34. This institution provides "one-stop shopping" for most student support services.	5.83	4.98 / 1.62	0.85	6.19	5.58 / 1.50	0.61	-0.60 ***
35. Mentors are available to guide my career and me.	6.00	4.93 / 1.88	1.07	6.09	5.15 / 1.76	0.94	-0.22
36. Most instructors use a variety of teaching techniques.	6.06	5.11 / 1.94	0.95	6.21	5.58 / 1.50	0.63	-0.47 **
37. I have many ways to demonstrate what I know.	6.08	5.10 / 1.76	0.98	6.13	5.56 / 1.40	0.57	-0.46 ***
38. My instructors encourage student-to-student interactions through a variety of techniques.	5.62	5.31 / 1.67	0.31	5.78	5.69 / 1.39	0.09	-0.38 **
39. Information is available online to help me understand what I need to do next in my program	6.36	5.40 / 1.74	0.96	6.44	5.64 / 1.52	0.80	-0.24
40. I receive the help I need to make decisions about courses and programs that interest me.	6.47	5.42 / 1.64	1.05	6.47	5.62 / 1.57	0.85	-0.20

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

## Items: In Sequential Order

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
41. Staff are available to help me with the employer tuition reimbursement process.	5.80	4.64 / 2.04	1.16	6.11	5.30 / 1.76	0.81	-0.66 **
42. This institution evaluates students' academic skills for placement in reading, writing and math.	5.58	5.18 / 1.72	0.40	5.90	5.60 / 1.50	0.30	-0.42 *
43. The frequency of interactions with my instructors is satisfactory.	6.28	5.57 / 1.67	0.71	6.39	5.88 / 1.37	0.51	-0.31 *
44. I can receive credit for learning derived from my previous life and work experiences.	6.43	3.83 / 2.24	2.60	6.33	4.98 / 2.01	1.35	-1.15 ***
45. Instructors incorporate my life and work experiences in class activities and assignments.	5.93	4.60 / 2.07	1.33	6.06	5.38 / 1.68	0.68	-0.78 ***
46. The learning experiences within my program of study challenge me to reach beyond what I know	6.47	5.59 / 1.67	0.88	6.51	6.05 / 1.28	0.46	-0.46 ***
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	5.48	3.89 / 2.14	1.59	5.94	4.74 / 2.00	1.20	-0.85 ***
48. Campus item: This institution offers sufficient courses within my program of study each term.	6.50	4.61 / 2.01	1.89				
49. Campus item: This institution offers a great variety of programs for the adult learner.	6.21	4.90 / 1.83	1.31				
50. Campus item: My advisor is available either by phone, fax, e- mail, or online when I need help.	6.53	6.00 / 1.43	0.53				
51. Campus item: There are adequate numbers of student activities outside of the classroom for	5.47	4.52 / 2.01	0.95				
52. Campus item: Faculty members are sensitive to my needs as an adult learner.	6.12	4.65 / 1.95	1.47				
53. Campus item: This institution provides me with assistance in determining my career path and	6.30	5.07 / 1.81	1.23				

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level



**Institutional Summary****Items: In Sequential Order**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
54. Campus item: Transcripts from institutions that I previously attended are evaluated in a timely	6.39	5.48 / 1.81	0.91				
55. Campus item: I know whom to contact for information about services I need.	6.30	4.96 / 1.96	1.34				
56. Campus item: The school provides sufficient options for me to pay for my education.	6.43	5.17 / 1.92	1.26				
57. Campus item: I feel my orientation to my program provided me with adequate information for me to be successful.	6.10	4.98 / 1.88	1.12				
59. Credit for learning gained from life and work experiences as factor in decision to enroll	5.96			6.06			
60. Ability to design my own program as factor in decision to enroll	5.76			5.81			
61. Cost as factor in decision to enroll	6.38			6.39			
62. Tuition reimbursement from employer as factor in decision to enroll	5.63			5.84			
63. Availability of financial assistance as factor in decision to enroll	6.40			6.42			
64. Requirement for current or future job as factor in decision to enroll	6.40			6.38			
65. Reputation of institution as factor in decision to enroll	6.23			6.31			
66. Flexible pacing for completing a program as factor in decision to enroll	6.23			6.47			

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Items: In Sequential Order**

Item	Tennessee Tech University - ALI			National Four-Year Adult Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
67. Convenient time and place for classes as factor in decision to enroll	6.45			6.62			
68. Availability of online courses as factor in decision to enroll	5.35			6.18			
69. Distance from campus as factor in decision to enroll	6.11			5.96			
70. Labor union support/endorsement as factor in decision to enroll	3.83			4.10			
71. Courses held at employment site as factor in decision to enroll	4.29			4.17			
72. Employer endorsement as factor in decision to enroll	4.51			4.91			
73. Program accreditation by professional organization or trade group as factor in decision to enroll	6.16			6.06			
74. Availability of child care as factor in decision to enroll	3.55			3.82			
75. Availability of program I wanted as factor in decision to enroll	6.70			6.67			
76. High rate of job placement as factor in decision to enroll	6.14			6.15			
77. Time required to complete program as factor in decision to enroll	6.29			6.48			

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

**Institutional Summary****Summary Items**

<b>Summary Item</b>	<b>Tennessee Tech University - ALI</b>	<b>National Four-Year Adult Learners</b>	<b>Mean Difference</b>
How would you rate your overall satisfaction with this program?	Average: 5.54	Average: 5.86	-0.32
1=Not satisfied at all	1%	1%	
2=Not very satisfied	4%	2%	
3=Somewhat dissatisfied	7%	4%	
4=Neutral	0%	3%	
5=Somewhat satisfied	23%	13%	
6=Satisfied	33%	40%	
7=Very satisfied	28%	34%	
Would you recommend this program to other adult learners?	Average: 5.51	Average: 6.03	-0.52
1=Definitely not	3%	1%	
2=Probably not	9%	3%	
3=Maybe not	0%	2%	
4=I don't know	1%	4%	
5=Maybe yes	22%	9%	
6=Probably yes	26%	27%	
7=Definitely yes	35%	50%	