

**Report and Response Interpretation
Adult Learner Inventory (ALI) Learner Satisfaction Survey
Fall 2008**

78 percent of learners participating in the ALI survey indicated that they are satisfied or very satisfied with their UI&U program; 83% say that they would definitely or would probably recommend their UI&U program to others.

The ALI Survey Instrument

The ALI survey is an extended online survey offered by Noel Levitz (NL), a well-known company that provides consulting services to more than 2000 higher educational institutions across the United States. This survey was designed specifically for schools who serve adult populations; it was initially developed in conjunction with the Council for Adult and Experiential Learning (CAEL).

The survey is in four parts:

1. A series of 47 statements about services, academic and other (e.g., financial aid, tuition payment options, etc.) Each statement is accompanied by two response scales: one that asks respondents about the importance of a service or experience, the other about the level of satisfaction with the service. Participating schools have the option of adding as many as ten “custom” items to the series.
2. Two summary questions asking about overall satisfaction
3. A series of questions asking why the respondent chose the school/program
4. Demographic questions, including open items that allow schools to put in majors, and other program specific information

The ALI survey offers many advantages over other learner satisfaction surveys, such as:

- It is designed specifically for adult learners (unlike the other widely-used survey offered through the National Survey of Student Engagement (NSSE), which is geared to traditional age college students)
- The ALI survey can be customized through the addition of user-defined questions
- The survey has been tested extensively
- Noel Levitz has “cross walked” the survey questions to The Higher Learning Commission’s criteria for accreditation
- At the conclusion of the survey, NL provides reports that compare responses to responses from students at other adult-focused institutions: for UI&U, this national group was comprised of 400 four-year private colleges and universities across the U.S.
- Users have the option of purchasing the raw data, allowing for further manipulation and review of responses. (UI&U chose this option, which gives us the ability to look at responses by program and/or center.
- Because Noel Levitz assigned individual passwords to the survey, and because UI&U does not know what passwords were assigned, respondents are assured

anonymity. The password access also ensures that no one could respond to the survey more than once.

UI&U and the ALI Survey

In 2002-2003, NL and CAEL partnered to pilot test the ALI survey. UI&U was one of a small group of schools that participated in the pilot test; all undergraduate learners were invited to respond. As we began preparations for the 2009 accreditation review, the Self-Study Steering Committee (SSSC) decided to use the ALI survey once again.

After developing and agreeing upon the ten custom questions and a series of invitation email messages, NL sent out email invitations using a list of registered learners. Invitations were issued individually, sent to each learner's "@tui.edu" email address. Each invitation included a password unique to the learner. Passwords were assigned by NL; emails were sent by NL, but appeared to have come directly from the UI&U Institutional Research office.

The agreement with NL was that there would be a two-week timeframe; halfway through that period, NL would send out a reminder email. At the end of the two week period, the survey would be held open for another week, and a second reminder sent. (Reminders went only to those who had not already responded.)

As UI&U neared the closing date for the survey, we contacted NL to arrange to hold it open one more week, and to send out a third reminder. This final effort resulted in a 27 percent response rate. Within a week of the survey's close, NL submitted a series of reports on the results; reports that have been modified for internal use. Attached to this report are a series of tables adapted from the NL reports. They include:

- Demographic responses (Table 2); modified to show how respondents compare demographically to currently registered learners
- Analysis of UI&U's strengths and challenges (Tables 3 and 4). The tables as attached include a comparison to strengths and challenges identified from the 2003 ALI survey
- Three benchmark reports (Tables 5, 6, and 7) showing how UI&U learner responses compare to responses to the ALI survey nationally: those areas where learners showed a higher level of satisfaction, a lower level of satisfaction, and a higher level of importance.

Response Rate Analysis (Table 1)

When UI&U participated in the pilot test in 2003, we had a 31 per cent response rate. While this was the highest response rate of all the schools participating in the study, because customization of the survey in the pilot test was not feasible, we had no way to determine the whether participation was distributed among the two programs and the various centers in proportions close to actual distribution of learners.

The 2008 survey does allow us to check participation rates by program/location. By including a checklist for respondents to indicate their program/center, it is possible to see how different the respondents might be from the established norm of the invitation list. We can also look at how survey participants vary from the larger population of all enrolled learners with regard to demographics of age, race, gender, and enrollment status.

Table 1 provides data comparing survey participants (407) by program to the breakdown by program of the entire group of learners who were asked to participate (1489). While the size of our respondent group tells us that we have a sample error rate of 5 percent overall, the uneven numbers of respondents and response rates, along with the smallness of these subgroups, that it is effectively impossible to calculate sample error.

By far the highest response rates were from two of the four smallest subgroups, the Ed.D. (response rate of 90%) and the Psy.D. (response rate of 71 percent). Conversely, our three largest subgroups (the Miami, Sacramento, and Los Angeles centers of the B.S. program) had very low response rates (16, 13, and 6 percent respectively). Although there is some indication that some learners enrolled through these centers may have incorrectly checked the online criminal justice program (response rates for that option exceeded actual enrollments in it).

If we use the overall response rate (27%) as our benchmark, then the responses for the following programs could be considered in line:

- B.A. virtual and weekend options (49 and 44%)
- M.A. online (52%)
- Ed.D. (90%)
- Psy.D. (71%)
- Cohort Ph.D. (51%)

In fact, all or nearly all of the ALI survey statements for which respondents indicate importance and satisfaction are, arguably, equally applicable to undergraduate and graduate learners. Accordingly, if we assume that a “match” between respondents and actual distribution of learners by program/center is not a major factor in determining survey validity (i.e. that the survey measures what it is supposed to measure), then we might look to demographics.

The ALI survey contains four items in the demographic section that can be compared with AS400 data to determine whether the profile of respondents is close to the profile of enrolled learners. Table 2 presents respondent demographic data; the shaded section shows how the respondents’ characteristics compare with the characteristics of currently enrolled UI&U learners with regard to gender, race, age ranges, and class load.

- **Gender.** The gender breakdown of survey respondents is within 5.8 percentage points of the gender breakdown of current learners, with male learners having a slight edge over female learners in the survey responses.
- **Age.** Using the ten-year age span categories of the ALI survey, respondents are very similar in age to learners overall, with no difference greater than 5 percentage points.
- **Race.** Black and Hispanic learners have a significantly lower representation among survey participants than among learners as a whole. While learners have a correspondingly higher representation among survey participants. This may be due, at least in part, to the low response rates from the Florida programs (undergraduate and masters) and the Los Angeles center, our most racially diverse groups.
- **Class Load.** The breakdown of class load (full-time, half-time, and part-time) is almost identical for participants as for all UI&U learners.

In summary, there are extensive demographic similarities between the ALI survey participant group and all enrolled UI&U learners. In the months to come, it will be possible to “drill down” into the raw survey data to determine how specific groups responded to specific questions or groups of questions.

Response Overview

If all we wanted to do with the ALI responses is use them as evidence of learner satisfaction, the responses to one question would meet that goal: 78 percent of all respondents indicated that they were “satisfied” (36%) or “very satisfied” (42%) with their UI&U program; conversely, only 3 percent indicated that they were “not very satisfied at all” or “not very satisfied” in response to the same question. In total responses to this question, 89 percent were among those satisfied vs. 6 percent among those dissatisfied, and the rest were neutral for an overall satisfaction score of 6.00 (compared with a national score of 6.01.) Responses from UI&U learners were pretty tightly clustered in both importance and satisfaction categories. On a scale of 0 to 7, the lowest importance score was 5.21 and the highest was 6.81; the lowest satisfaction score was 4.93 and the highest was 6.40.

Noel Levitz uses the scaled response items in the survey to provide institutions with the strengths, challenges, and three benchmarks, the “Strategic Planning Overview.” All of the scaled response items in the survey are given an importance score, a satisfaction score, and a performance gap (difference between the two scores). Score details are provided in Table 9; the details of the following summary items are presented in Tables 3-7.

Strengths (Table 3)

The Noel-Levitz “Satisfaction-Priorities Surveys Interpretive Guide” tells us that strengths are items with high importance and high satisfaction ratings: above the mid-point of our importance score (6.40 for UI&U) and in the upper quartile of our satisfaction scores (5.94 or greater). Table 3 details the items that the survey tells us are our strengths, comparing them to what were determined to be strengths in 2003: eight areas deemed as strengths in 2003 are still perceived as strengths by today’s learners. Four of the strengths are also listed as areas where UI*U learners have a higher level of satisfaction than do learners at other ALI schools (Table 5), while one strength is listed as having greater importance to UI&U learners than to learners at other ALI schools (Table 7). Among the twelve strengths are four of the items added to the survey by UI&U, which tie specifically to HLC criteria for accreditation. Table 3 in the attachments is followed by a brief analysis of specific items listed as strengths; in summary, however, strengths identified by survey participants can be grouped into four general categories:

- Flexibility: pacing, course delivery options
- Convenience: ease of enrollment, multiple modes for obtaining information
- Academic quality: programs are relevant and challenging, resulting in lifelong learning and skills for intellectual inquiry
- Integrity: respect for student opinions, responsible use of knowledge, relevance to a

Of the five items counted as strengths in 2008, four were items defined by UI&U for this year’s survey. To determine what items might have been counted as strengths if it had not been for these custom items, responses were checked for items with (1) a performance gap below .70, (2) an importance score of 6.4 or higher, and (3) a satisfaction score of 6.0 or higher. The only item that met these criteria was another UI&U custom item (49), meaning that two 2003 strengths fell out of the category: advisor knowledge of program requirements and self-paced study/flexible timeframe to complete the program. While the second might be explained by more

rigorous enforcement of Satisfactory Academic Progress policies, there doesn't appear to be a simple explanation of why today's advisors are considered by learners to be less knowledgeable of program requirements than advisors in 2003.

Challenges (Table 4)

Challenges are items with high importance (above the mid-point of our score of 6.40) and low satisfaction (in the lower quartile of our scores: 5.77 or less), or items in the upper quartile of performance gaps (.82 or more for UI&U). All but one of the eight items that appear as challenges are related to responsiveness or communication/availability of information; two of the 2008 challenges were also challenges identified in 2003. Table 4 in the attachments is followed by a brief analysis of specific items listed as challenges; in summary, however, UI&U is challenged to:

- providing clearer and more readily accessible information to learners about what they need to do in their programs (five of the eight challenges)
- provide more timely feedback and responses to requests for information/help (two items)
- provide more tuition payment options.

Only two of the nine challenges identified in 2003 were repeated in 2008. Of those that were not repeated, two fell outside any parameters for a challenge:

- 31. Support services available at convenient times/places
- 7. Staff are available to help me solve unique problems I encounter

The remaining four were not counted as challenges for 2008 only because their importance scores were all marginally (less than 0.1 points) below 6.4; given their continuing low satisfaction scores and high performance gaps, these four items are still challenges:

- 44. I can get credit for learning derived from my previous life and work experiences
- 3. This institution assists students who need help w. the financial aid process
- 35. Mentors are available to guide my career and life goals
- 9. This institution provides adequate information about sources of financial assistance...

Low Importance Items

Low importance items are those considered by our learners to be of low importance are indications of one or two situations: they are items that are not particularly applicable to UI&U (e.g., daycare centers on campus), but could also be: items that the university does offer, but that are not terribly important to learners. While Noel-Levitz's guidelines do not define what might constitute low importance scores, our assumption is that they are those in the lowest quartile which, in the case of UI&U means an importance score below 6.12. Looking at this list, it is easy to see why the importance scores were so low, as these are items that are likely to apply to only a few learners or not at all.

ALI Survey Item	Importance Score
14. I receive guidance on which classes will transfer	6.10
11. UI&U offers strategies to help me cope w pressures of home, work, school	6.06
41. Staff are available to help w. employer tuition reimbursement process	5.93
28. This institution provides opportunities for connecting w other students	5.90
38. Instructors encourage student-to-student interactions	5.78
5. I receive the help I need to improve my technology skills	5.71
42. UI&U evaluates students' academic skills for placement in reading, writing, math	5.64
6. I receive timely direction on how to transfer to other institutions	5.21

Benchmarks (Tables 5-7)

The benchmark tables compare UI&U learner responses with responses from learners across the U.S. One shows items where UI&U learners were more satisfied, one shows items where UI&U learners are less satisfied, and the third shows items of greater importance to UI&U learners than to learners at other ALI schools. Note that there were ten areas where UI&U learners' responses produced a higher satisfaction level, compared to only one item where UI&U learners were less satisfied.

Satisfaction Benchmarks. The high satisfaction benchmark (Table 5), includes six UI&U strengths and two UI&U challenges. This indicates that UI&U's strengths are recognizable as such when compared with other schools, and that some of UI&U's challenges, while still challenges, are handled better by UI&U than many other schools. The fact that only one item appeared as a low satisfaction benchmark (Table 6) is also a positive reflection of UI&U learner satisfaction. The low satisfaction benchmark item ("Billing for tuition and fees is tailored to meet my specific needs.") is a challenge, primarily due to the high performance gap (1.22). Note that the importance score for this item (6.48) is only marginally within the challenge parameter—in other words, this is not an issue that is universal concern to UI&U learners.

Importance Benchmark. The NL report included two items that UI&U learners gave a higher importance score than did learners at other schools:

- My studies are closely related to my life and work goals
- This institution provides students with the help they need to develop an education plan

It is difficult to understand why the relationship between academic studies and life and work goals are more important to UI&U than they are to learners at other ALI schools, so it may be that this is no more than an anomaly. The second item is explainable, to the extent that so many UI&U academic programs are individualized or have individualized elements, making this item more important than it would be at schools offering fairly standardized curricula.

Connecting ALI Survey Responses to HLC Criteria for Accreditation

Noel Levitz provides a cross-walk that relates each survey question to the components of the HLC criteria for accreditation, but the crosswalk appears to include peripheral rather than direct relations, so it is not as useful as it might be. In this section, the writer attempts to sort out ALI questions that most directly relate to each of the five areas of accreditation. Some questions will, of course, relate to more than one criterion.

HLC Criterion One: Mission and Integrity

Only one regular ALI survey question, along with three of the questions UI&U initiated, speak directly to Criterion one. One of the four items (29) appear as a UI&U strength. Note that item 48 got a very low importance score—in fact, it was the second lowest importance score for the entire survey; the satisfaction score is also relatively low, but the performance gap is quite small. Note the relatively high performance gap for item 50: while this item did not qualify as a challenge, it is nonetheless, cause for concern.

ALI Item	Import.	Satisfac.	Gap
48. The UI&U mission statement is widely publicized	5.44	5.35	0.09
49. My experiences at UI&U are increasing my awareness of and sensitivity to diverse perspectives and cultures	6.14	5.96	0.18
29. Instructors respect student opinions & ideas different from their own**	6.58	6.13	0.45

ALI Item	Import.	Satisfac.	Gap
50. UI&U operates with integrity	6.71	5.92	0.79
*Strength			
**Challenge			

HLC Criterion Two: Preparing for the Future

The ALI survey is a student satisfaction survey; Criterion two is about the university's processes and effectiveness in planning for the future. There are no ALI questions that directly respond to Criterion two. The connection between Criterion two and the ALI survey is more "global" than specific: it is the ALI survey itself, and the way results of the survey are used to evaluate service effectiveness and set priorities for the future.

HLC Criterion Three: Student Learning and Effective Teaching

ALI results do not paint a positive picture of student learning and effective teaching. None of the items are defined as an ALI strength; six are defined as ALI challenges. This table is sorted by performance gap and then by satisfaction score. Note that item 11, with by far the largest performance gap, did not qualify as a strength due to its comparatively low importance score.

ALI Item	Import.	Satisfac.	Gap
42. UI&U evaluates students academic skills for placement in reading, writing, math	5.64	5.53	0.11
37. I have many ways to demonstrate what I know	6.21	5.83	0.38
4. Instructors involve me in evaluating my own learning	6.24	5.85	0.39
36. Instructors use variety of teaching methods	6.22	5.81	0.41
51. The university library's online databases are valuable learning resources	6.52	5.94	0.58
43. Frequency of interaction with instructors	6.56	5.95	0.61
25. I'm evaluated on knowledge / skills needed for life and career	6.41	5.72	0.68
15. Advisors are knowledgeable about course and program requirements	6.60	5.89	0.71
10. I understand what I'm expected to learn	6.67	5.86	0.81
20. UI&U periodically evaluates my skill level to guide my learning experiences	6.13	5.31	0.82
40. Receive help needed to make decisions about courses/programs**	6.49	5.66	0.83
35. Mentors available to guide my career and life goals	6.14	5.29	0.85
47. When I miss a deadline or fall behind, someone contacts me	6.23	5.38	0.85
8. Provides students with the help they need to develop an education plan**	6.61	5.74	0.87
33. UI&U explains what I need to do to complete my program**	6.76	5.86	0.90
17. Instructors provide timely feedback**	6.71	5.78	0.93
39. Info is available online to help me understand what I need to do next in my program**	6.40	5.37	1.03
11. UI&U offers strategies to help me cope w pressures of home, work, school	6.06	4.93	1.13
*Strength			
**Challenge			

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

The ALI questions related to this criterion provide a much more positive picture for UI&U. This group contains seven of the twelve strengths, and none of the challenges; there are no unusually high performance gaps, or unusually low satisfaction levels.

ALI Item	Import.	Satisfac.	Gap
56. Curriculum is relevant to a global society*	6.40	6.25	0.15
52. Studies and experiences preparing me to be a lifelong learner*	6.53	6.32	0.21
55. My program promotes responsible use of knowledge*	6.53	6.26	0.27
46. Program challenges me to reach beyond what I already know*	6.69	6.39	0.30
57. I am acquiring skills needed for intellectual inquiry*	6.73	6.40	0.33
21. My studies are closely related to my life and work goals*	6.81	6.37	0.44
45. Instructors incorporate life / work experiences in class activities and assignments	6.29	5.83	0.46
22. Receive help I need to develop academic skills (reading, writing, math)	6.32	5.69	0.63
26. Able to choose course delivery that fits my life circumstances*	6.62	5.97	0.65
2. Sufficient course offerings are available	6.46	5.79	0.67
44. Can get credit for experiential learning	6.38	5.51	0.87
*Strengths			
**Challenges			

HLC Criterion Five: Engagement and Service

The ALI items paint a mixed picture with relation to meeting HLC Criterion 5. While this group contained a number of items with high performance gaps, only two reached the level that they were classified as challenges, since the importance scores were not sufficiently high. Note that this group contains, by and large, relatively low satisfaction scores (none higher than 6.20). In short, this group seems to be telling us that, by and large, UI&U is doing an “okay” job, not an outstanding one.

ALI Item	Import.	Satisfac.	Gap
38. Instructors encourage student-to-student interactions	5.78	5.64	0.14
6. I receive timely direction on how to transfer to other institutions	5.21	5.02	0.19
54. I am able to make valuable contributions to my community because of my experiences at UI&U*	6.38	6.02	0.36
13. Processes and procedures for enrolling are convenient*	6.40	6.04	0.36
28. Opportunities for connecting w other students	5.90	5.51	0.39
53. My employer recognizes and values my education at UI&U	6.27	5.88	0.39
5. I receive the help I need to improve my technology skills	5.71	5.29	0.42
30. Able to get info needed via phone, fax, email, or online*	6.68	6.07	0.61
32. Tech helps me get services when I need them	6.41	5.73	0.68
34. One stop shopping for support services	6.12	5.43	0.69
23. Can make tuition payments or inquiries @ times convenient to me	6.42	5.72	0.70
1. Pace my studies to fit life/work schedules*	6.81	6.11	0.70
12. Tech support is available when needed	6.19	5.44	0.75
31. Support services available at convenient times/places	6.31	5.56	0.75
14. Receive guidance on which classes will transfer	6.10	5.33	0.77
41. Staff available to help w. employer tuition reimbursement process	5.93	5.14	0.79
7. Staff are available to help me solve unique problems I encounter	6.58	5.77	0.81
24. Receive help needed to stay on track	6.67	5.77	0.90
3. Assists students who need help w. the financial aid process	6.38	5.40	0.98
19. Timely responses to requests for help and information**	6.71	5.71	1.00
16. Billing is tailored to meet my needs**	6.48	5.26	1.22

ALI Item	Import.	Satisfac.	Gap
9. Adequate information about sources of financial assistance...	6.39	5.14	1.25

Connecting ALI Survey Responses to ALFI Criteria (Table 10)

The ALI survey is a component of CAEL's Adult Learner Focused Institutions (ALFI) project, which considers eight general characteristics of institutions serving adult learners, a separate set of national standards against which UI&U can measure itself. (The ALFI characteristics are defined in table 10. UI&U exceeded national satisfaction scores in five of the eight ALFI areas:

- Outreach
- Life and Career Planning
- Assessment of Learning Outcomes
- Teaching-Learning Process
- Transitions
- Financing

Conversely, UI&U satisfaction scores fell short of national scores for three ALFI characteristics:

- Financing
- Student Support
- Technology

This does not compare favorably to 2003, when UI&U satisfaction scores were higher in all eight areas. However, this discrepancy could easily be the difference between the relatively small pilot test and the current national group, which is based on 21, 297 records.

Why Learners Chose UI&U (Table 11)

From 1996 to 2003, UI&U conducted regular surveys of entering learners, asking all of them why they choose UI&U. That long-running survey supports the findings of the ALI survey: learners choose UI&U for what we do that makes us different from most other schools—flexibility, flexibility, and flexibility. What the survey does not tell us is whether a lower ranked factor is where it is because it is less important, or because learners were willing to overlook some items to gain the flexibility that UI&U provides. The top ten reasons for choosing UI&U are shown below, in rank order.

UI&U Learners' Top Ten

1. Availability of program I wanted
2. Convenient class times and places
3. Flexible pacing
4. Online courses
5. Time required to complete program
6. Ability to design my own program
7. Availability of financial assistance
8. Program accreditation by professional organization
9. Reputation of UI&U

The curious part of the top ten list is item 8, as UI&U does not have any professional accreditations. It is, however, possible that learners do not understand that it is the institution that is accredited, not individual programs, or that they understood this to refer to state

approvals for teacher training programs in Vermont and endorsements from various police agencies in California.

In Closing

The results of the 2008 ALI survey provide guidelines for planning and focus areas for improvement. While the response to the survey was not sufficiently large to be considered a mandate, when taken in conjunction with the 2003 survey, certain areas for improvement emerge as clearly needing institutional attention.

The results also give UI&U direction for marketing/recruiting by identifying what makes UI&U appealing to adult learners. There is one caveat for this approach, however, in that the responses reflect current learners, and may not hold true for learners in the future, especially if the university decides to pursue new markets.

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ALI SURVEY RESPONSE TABLES

Adult Learner Inventory Survey 2008 Response Tables

Table 1. Response Rate Analysis					
UI&U Program	Invited ¹	% of total Invitations	Responded ²	% of total Responses	Response Rates
BA-Virtual	82		40		48.8%
BA-Weekend	104		46		44.2%
BA-Cycle	37		6		16.2%
BA Total	223	15.0%	92	22.6%	41.2%
BS CIN	90 ³		14		47.8%
BA CJ Online			29		
BS-Florida	167		27		16.2%
BS-LA	155		9		5.8%
BS-Sacramento	163		21		12.9%
BS Total	575	38.6%	100	24.6%	17.4%
Undergraduate Total	798	53.6%	192	47.3%	24.1%
MA Online	152	10.2%	79	19.4%	52.0%
MA Weekend/National	77	5.2%	6	1.5%	7.8%
MEd Vermont	25	1.7%	5	1.2%	20.0%
MEd Florida	32	2.1%	5	1.2%	15.6%
EdS	7	0.4%	1	0.2%	14.3%
Masters Total	293	18.4%	96	23.6%	32.8%
Ed.D.	10	0.7%	9	2.2%	90.0%
PsyD	35	2.4 %	25	6.1%	71.4%
Cohort PhD	75	5.0%	38	9.3%	50.7%
Pre-cohort PhD	278	18.7%	47	11.5%	16.9%
Doctoral Total	398	26.7%	119	29.2%	29.9%
TOTAL*	1489		407	27.3%	

¹ Does not include 104 invitations sent erroneously to MFA and certificate learners

² Does not include 3 responses from individuals who checked "other" and 11 responses where no programs were checked

³ The mailing list does not differentiate between Cincinnati center learners and learners enrolled through the online Criminal Justice program. Given the 29 respondents who checked the latter (more than are enrolled), we should assume that some of those learners are actually enrolled through the California centers

Table 2. Respondent Demographics						
Comparison to Actual (Fall 2008 preliminary IPEDS data)						
*Percentages of Age and Race calculated on basis of known age and race						
Gender	N	%	Fall '08 UI&U (1516)	Employment	N	%
Female	287	69.5	63.7%	0 hrs/week	47	11.4
Male	126	30.5	36.3%	1-10 hrs/week	24	5.8
Total	413	100.0		11-20 hrs/week	16	3.9
No answer	8			21-30 hrs/week	35	8.5
				31-40 hrs/week	131	31.8
				>40 hrs/week	159	38.6
Age*	N	%		Total	412	100.0
24 or younger	17	4.1	5.6%	No answer	9	
25-34	91	22.1	26.7%			
35-44	131	31.8	31.9%			
45-54	113	27.4	23.3%	Educational Goal	N	%
55-64	53	12.9	11.0%	Associates degree	0	0.0
65 or over	7	1.7	1.5%	Bachelors degree	160	38.7
Total	412	100.0		Master's degree	116	28.1
No answer/No data	9		94	Doctorate	132	32.0
				Certification	3	0.7
Ethnicity/Race*	N	%		Self improve/ pleasure	0	0.0
Am. Ind/Alaskan Native	2	0.5	0.9%	Job-related training	0	0.0
Asian	4	1.0	1.3%	Other educational goal	2	0.5
Nat Hawaiian/Pacific Isl	0	0.0		Total	413	100.0
Hispanic or Latino	21	5.5	9.7%	No answer	8	
Black/African-American	66	17.3	27.5%			
White/Caucasian	278	73.0	60.4%	College Objective	N	%
Total	381	100.0		Improve occ. Skills	105	26.0
Multi-racial/Other	23		235	Prepare for new career	203	50.1
No answer/unknown	17			Improve acad. Skills	22	5.4
				Self improve. / interest	75	18.5
				Total	405	100.0
Current Class Load	N	%	%	No answer	16	
Full time ⁴	284	69.3	68.7%			
Half time ⁵	96	23.4	22.4%	Prog Completed	N	%
Part time ⁶	30	7.3	9.0%	< 1/4	103	25.8
Total	410	100.0		1/4 - 1/2	78	19.6
No answer	11			1/2 - 3/4	73	18.3
				> 3/4	131	32.8
Marital Status	N	%		Not applicable	14	3.5
Single	152	37.5		Total	399	100.0
Married/dom partner	253	62.5		No answer	22	
Total	405	100.0				
No answer	17			Credit Received From	N	%
				Previous college	218	51.8
Dependents	N	%		Military training	16	3.8
Yes	219	55.0		Experiential learning	99	23.5
No	179	45.0		Testing	54	12.8
Total	398	100.0		Other sources	28	6.6
No answer	23			Not applicable	156	37.1

⁴ Full time: BSAT=12 or more, BA=15, MA=12 or more, all MEd and all doctoral (except learners on non-credit extensions)

⁵ Half time = BS and MA learners enrolled for 6-11 credit hours (ALI survey does not all for a 3/4 time category)

⁶ Part time = BS learners enrolled for fewer than 6 hours, and all learners on non-credit extensions

Table 2. Respondent Demographics
Comparison to Actual (Fall 2008 preliminary IPEDS data)
***Percentages of Age and Race calculated on basis of known age and race**

				Can check more than 1		
Dependents' Ages	N	%				
Pre-school age	64	15.2		Prior Ed Completed	N	%
Elementary school age	115	27.3		Grade school	14	3.4
Middle/high school age	96	22.8		Some high school	1	0.2
College student	69	16.4		High school or GED	20	4.8
Elderly/disabled adult	15	3.6		Some college	114	27.6
Not applicable	129	30.6		Associates degree	65	15.7
				Bachelor's or higher	99	48.32
				Total	413	100.0
				No answer		
English Primary Language	N	%		UI&U Program	N	%
Yes	396	97.1		BA-Virtual	40	9.8
No	12	2.9		BA-Weekend	46	11.2
Total	408	100.0		BA-Cycle	6	1.5
No answer	13			BA Crim Justice Online	29	7.1
				BS-Cincinnati	14	3.4
1st in Family-College	N	%		BS-Florida	27	6.6
Yes	102	25.3		BS-LA	9	2.2
No	301	74.7		BS-Sacramento	21	5.1
Total	403	100.0		MA Online	79	19.3
No answer	18			MA Weekend/National	6	1.5
				MEd Vermont	5	1.2
Tuition Source(s)	N	%		MEd Florida	5	1.2
Self	246	58.4		EdS	1	0.2
Grants / scholarships	128	30.4		Ed.D.	9	2.2
Loans	311	73.9		PsyD	25	6.1
Employer support	70	16.6		Cohort PhD	38	9.3
VA benefits	6	1.4		Pre-cohort PhD	47	11.5
Other	8	1.9		Other	3	7.3
Can check more than 1				Total	410	100.0
				No answer	11	
Began Enrollment at UI&U	N	%				
Current program	369	89.8				
Another program	30	7.3				
Workforce train prog	1	0.2				
GED prog	0	0.0				
ESL prog	0	0.0				
ABE prog	1	0.2				
Courses I like	10	2.4				
Total	411	100.0				
No answer	10					
Volunteer Activities	N	%				
None	141	34.5				
1-5 hrs/week	203	49.6				
6-10 hrs/week	38	9.3				
>10 hrs/week	27	6.6				
Total	409	100.0				
No answer	12					

Table 3. UI&U Strengths: 2008 and 2003					
Grey shaded items are strengths cited in 2003					
2008 Survey (all learners)			2003 Survey (undergraduates only)		
Item #	Statement	Item # in 2008 survey	Statement		
1	Program allows me to pace my studies to fit my life and work schedules IMP=6.81 SAT=6.11 GAP=.70	1	SAME IMP=6.80 SAT=6.24 GAP=.56		
21	Studies are closely related to my life and work goals IMP=6.81 SAT=6.37 GAP=.44	21	SAME IMP=6.69 SAT=6.40 GAP=.29		
46	Learning experiences...challenge me to reach beyond what I know already IMP=6.69 SAT=6.39 GAP=.30	46	SAME IMP=6.60 SAT=6.40 GAP=.29		
30	Able to obtain information I need by phone, fax, e-mail, or online IMP=6.68 SAT=6.07 GAP=.61	30	SAME IMP=6.57 SAT=6.09 GAP=.48		
26	Able to choose course delivery that fits my life circumstances IMP=6.62 SAT=5.97 GAP=.65	26	SAME IMP=6.59 SAT=6.25 GAP=.34		
29	Instructors respect student opinions and ideas that differ from their own IMP=6.58 SAT=6.13 GAP=.45	29	SAME IMP=6.62 SAT=6.31 GAP=/.64		
13	Processes and procedures for enrolling here are convenient IMP=6.40 SAT=6.04 GAP=.36	13	SAME IMP=6.47 SAT=6.31 GAP=.16		
57*	I am acquiring the skills necessary for intellectual inquiry IMP=6.73 SAT=6.40 GAP=.33	15	Advisor knowledgeable re course requirements IMP=6.74 SAT=6.31 GAP=.43		
52*	My studies and experiences at UI&U are preparing me to be a lifelong learner IMP=6.53 SAT=6.32 GAP=.21	66	Self-paced study, flexible timeframe to finish IMP=6.72 SAT=6.29 GAP=.43		
55*	My program promotes the responsible use of knowledge IMP=6.53 SAT=6.26 GAP=.27	NA	Advisor available when needed IMP=6.75 SAT=6.56 GAP=.19		
27	I am encouraged to apply the classes I've taken toward a degree or certificate IMP=6.48 SAT=6.07 GAP=.41	NA	Positive environment for adults IMP=6.62 SAT=6.40 GAP=.22		
56*	The curriculum of my program is relevant to a global society IMP=6.40 SAT=6.25 GAP=.15				

*University supplied item

**Item not contained in 2008 survey

Table 4. UI&U Challenges: 2008 and 2003					
Gray shaded items are challenges for both 2008 and 2003					
2008 Survey (all learners)			2003 Survey (undergraduates only)		
Item #	Statement	Item # in 2008 survey	Statement		
17	My instructors provide timely feedback about my academic progress IMP=6.71 SAT=5.78 GAP=.93	17	SAME IMP=6.67 SAT=6.02 GAP=.65		
40	I receive the help I need to make decisions about courses and programs that interest me IMP=6.49 SAT=5.66 GAP=.83	40	SAME IMP=6.57 SAT=6.04 GAP=.53		

Noel Levitz/Adult Learner Inventory Survey Report
December 2008, Revised February 2009
Office of Institutional Research

Table 4. UI&U Challenges: 2008 and 2003			
Gray shaded items are challenges for both 2008 and 2003			
2008 Survey (all learners)		2003 Survey (undergraduates only)	
Item #	Statement	Item # in 2008 survey	Statement
33	This institution explains what is needed for me to complete my program IMP=6.76 SAT=5.86 GAP=.90	10	I understand what I am expected to learn in my courses IMP=6.57 SAT=6.00 GAP=.57
19	I receive timely responses to my requests for help and information IMP=6.71 SAT=5.71 GAP=1.00	44	I can receive credit for learning gained from work and life IMP=6.61 SAT=5.97 GAP=.64
24	I receive the help I need to stay on track with my program of study IMP=6.67 SAT=5.77 GAP=.90	35	Instructors consider my educational goals IMP=6.55 SAT=5.91 GAP=.64
8	This institution provides students with the help they need to develop an education plan IMP=6.61 SAT=5.74 GAP=.87	7	Staff are available to help with problems IMP=6.52 SAT=6.07 GAP=.45
16	Billing for tuition and fees is tailored to meet my specific needs IMP=6.48 SAT=5.26 GAP=1.22	9	Information about financial assistance is available IMP=6.37 SAT=5.32 GAP=1.05
39	Information is available online to help me understand what I need to do next in my program of study IMP=6.40 SAT=5.37 GAP=1.03	3	Assistance with the financial aid process when needed IMP=6.44 SAT=5.64 GAP=.80
		31	Services are available @ convenient times/places IMP=6.25 SAT=5.72 GAP=.53

Table 5. Benchmarks: Higher Satisfaction with UI&U vs. National ALI responses		
*Strength	**Challenge	
Item #	Item	Satisfaction Score
1	My program allows me to pace my studies to fit my life and work schedules*	6.11
21	My studies are closely related to my life and work goals*	6.37
46	The learning experiences within my program of study challenge me to reach beyond what I know already*	6.39
24	I receive the help I need to stay on track with my program of study**	5.77
26	I am able to choose course delivery that fits my life circumstances*	5.97
8	This institution provides students with the help they need to develop an education plan**	5.74
15	Advisors are knowledgeable about requirements for courses and programs of interest to me	5.89
29	My instructors respect student opinions and ideas that differ from their own*	6.13
2	Sufficient course offerings within my program of study are available each term	5.79
25	I'm evaluated on the knowledge and skills I need in my life and career	5.72

Table 6. Benchmarks: Lower Satisfaction with UI&U vs. National ALI responses		
*Strength	**Challenge	
Item #	Item	Satisfaction Score
16	Billing for tuition and fees is tailored to meet my specific needs*	5.26
	*Challenge	

Table 7. Benchmarks: Higher Importance at UI&U vs. National ALI responses		
*Strength	**Challenge	
Item #	Item	Importance Scores
21	My studies are closely related to my life and work goals	6.81
8	This institution provides students with the help they need to develop an education plan	6.61

Table 8. Overall Satisfaction UI&U and National ALI Responses			
Summary	UI&U	National ALI Responses	Mean Difference
Rate your overall satisfaction with this program	6.00	6.01	(0.01)
Not very satisfied at all	1%	0%	
Not very satisfied	2%	1%	
Somewhat dissatisfied	3%	3%	
Neutral	2%	2%	
Somewhat satisfied	11%	11%	
Satisfied	36%	39%	
Very satisfied	42%	39%	
Would you recommend this program to other adult learners?	6.22	6.27	(0.05)
Definitely not	1%	1%	
Probably not	3%	2%	
Maybe not	2%	1%	
I don't know	3%	3%	
Maybe yes	5%	7%	
Probably yes	21%	24%	
Definitely yes	62%	60%	

**Table 9. Itemized Responses
UI&U and National ALI**

Item (May be abbreviated)	UI&U			National ALI Responses			Mean Difference
	Import.	Satis/ SD	Gap	Import.	Satis/ SD	Gap	
1. Pace my studies to fit life/work schedules	6.51	6.11 1.28	0.70	6.73	5.93 1.31	0.80	0.18
2. Sufficient course offerings are available	6.46	5.79 1.52	0.67	6.49	5.49 1.52	1.00	0.30
3. Assists students who need help w. the financial aid process	6.38	5.40 1.78	0.98	6.38	5.64 1.58	0.74	(0.24)
4. Instructors involve me in evaluating my own learning	6.24	5.85 1.78	0.39	6.07	5.51 1.38	0.56	0.34
5. I receive the help I need to improve my technology skills	5.71	5.29 1.64	0.42	5.92	5.41 1.44	0.51	(0.12)
6. I receive timely direction on how to transfer to other institutions	5.21	5.02 1.81	0.19	5.45	5.04 1.64	0.41	(0.02)
7. Staff are available to help me solve unique problems I encounter	6.58	5.77 1.60	0.81	6.43	5.66 1.48	0.77	0.11
8. Provides students with the help they need to develop an education plan	6.61	5.74 1.57	0.87	6.42	5.56 1.57	0.86	0.18
9. Adequate information about sources of financial assistance...	6.39	5.14 1.91	1.25	6.35	5.24 1.73	1.11	(0.10)
10. I understand what I'm expected to learn	6.67	5.86 1.35	0.81	6.63	5.98 1.22	0.65	(0.12)
11. UI&U offers strategies to help me cope w pressures of home, work, school	6.06	4.93 1.85	1.13	6.11	4.96 1.68	1.15	(0.03)
12. Tech support is available when needed	6.19	5.44 1.63	0.75	6.28	5.59 1.48	0.69	(0.15)
13. Processes and procedures for enrolling are convenient	6.40	6.04 1.31	0.36	6.50	6.11 1.23	0.39	(0.07)
14. Receive guidance on which classes will transfer	6.10	5.33 1.82	0.77	6.29	5.37 1.65	0.92	(0.04)
15. Advisors are knowledgeable about course and program requirements	6.60	5.89 1.48	0.71	6.58	5.71 1.53	0.87	0.18
16. Billing is tailored to meet my needs	6.48	5.26 1.78	1.22	6.42	5.44 1.60	0.98	(0.18)
17. Instructors provide timely feedback	6.71	5.78 1.54	0.93	6.63	5.66 1.46	0.97	0.12
18. UI&U uses technology to communicate with me	6.34	5.88 1.47	0.46	6.27	5.97 1.27	0.30	(0.09)
19. Timely responses to requests for help and information	6.71	5.71 1.62	1.00	6.62	5.71 1.47	0.91	0.00
20. UI*U periodically evaluates my skill level to guide my learning experiences	6.13	5.31 1.69	0.82	6.01	5.11 1.59	0.90	0.20
21. My studies are closely related to my life and work goals	6.81	6.37 1.16	0.44	6.63	6.06 1.20	0.57	0.31
22. Receive help I need to develop academic skills (reading, writing, math)	6.32	5.69 1.52	0.63	6.31	5.68 1.37	0.63	0.01
23. Can make tuition payments or inquiries @ times convenient to me	6.42	5.72 1.63	0.70	6.37	5.70 1.50	0.67	0.02
24. Receive help needed to stay on track	6.67	5.77 1.57	0.90	6.52	5.59 1.50	0.93	0.18
25. I'm evaluated on knowledge / skills needed for life and career	6.41	5.72 1.45	0.68	6.38	5.54 1.41	0.84	0.18
26. Able to choose course delivery that fits my life circumstances	6.62	5.97 1.42	0.65	6.54	5.73 1.46	0.81	0.24

**Table 9. Itemized Responses
UI&U and National ALI**

Item (May be abbreviated)	UI&U			National ALI Responses			Mean Difference
	Import.	Satis/ SD	Gap	Import.	Satis/ SD	Gap	
27. Am encouraged to apply classes to degree or certificate	6.48	6.07 1.36	0.41	6.45	5.93 1.33	0.52	0.14
28. Opportunities for connecting w other students	5.90	5.51 1.62	0.39	5.95	5.69 1.45	0.26	(0.18)
29. Instructors respect student opinions & ideas different from their own	6.58	6.13 1.28	0.45	6.52	6.00 1.30	0.52	0.13
30. Able to get info needed via phone, fax, email, or online	6.68	6.07 1.36	0.61	6.60	6.05 1.29	0.55	0.02
31. Support services available at convenient times/places	6.31	5.56 1.65	0.75	6.30	5.59 1.44	0.71	(0.03)
32. Tech helps me get services when I need them	6.41	5.73 1.49	0.68	6.44	5.81 1.31	0.63	(0.08)
33. UI&U explains what I need to do to complete my program	6.76	5.86 1.60	0.90	6.70	5.89 1.43	0.81	(0.03)
34. One stop shopping for support services	6.12	5.43 1.71	0.69	6.32	5.67 1.44	0.65	(0.24)
35. Mentors available to guide my career and life goals	6.14	5.29 1.78	0.85	6.10	5.04 1.72	1.06	0.25
36. Instructors use variety of teaching methods	6.22	5.81 1.40	0.41	6.24	5.63 1.40	0.61	0.18
37. I have many ways to demonstrate what I know	6.21	5.83 1.33	0.38	6.19	5.65 1.30	0.54	0.18
38. Instructors encourage student-to-student interactions	5.78	5.64 1.51	0.14	6.00	5.80 1.29	0.20	(0.16)
39. Info is online to help me understand what I need to do next in my program	6.40	5.37 1.77	1.03	6.43	5.56 1.53	0.87	(0.19)
40. Receive help needed to make decisions about courses/programs	6.49	5.66 1.60	0.83	6.47	5.51 1.58	0.96	0.15
41. Staff available to help w. employer tuition reimbursement process	5.93	5.14 1.88	0.79	6.11	5.38 1.64	0.73	(0.24)
42. UI&U evaluates students academic skills for placement in reading, writing, math	5.64	5.53 1.57	0.11	5.92	5.40 1.53	0.52	0.13
43. Satisfied with frequency of interaction with instructors	6.56	5.95 1.48	0.61	6.42	5.83 1.35	0.59	0.12
44. Can get credit for experiential learning	6.38	5.51 1.83	0.87	6.36	5.19 1.85	1.17	0.32
45. Instructors incorporate life / work experiences in class activities and assignments	6.29	5.83 1.51	0.46	6.21	5.69 1.43	0.52	0.14
46. Program challenges me to reach beyond what I already know	6.69	6.39 1.12	0.30	6.55	6.05 1.23	0.50	0.34
47. When I miss a deadline or fall behind, someone contacts me	6.23	5.38 1.81	0.85	5.86	4.78 1.82	1.08	0.60
UI&U Defined Questions							
48. The UI&U mission statement is widely publicized	5.44	5.35 1.60	0.09				
49. Experiences at UI&U are increasing my awareness of/sensitivity to diverse perspectives and cultures	6.14	5.96 1.41	0.18				
50. UI&U operates with integrity	6.71	5.92 1.53	0.79				
51. The university library's online databases are	6.52	5.94	0.58				

**Table 9. Itemized Responses
UI&U and National ALI**

Item (May be abbreviated)	UI&U			National ALI Responses			Mean Difference
	Import.	Satis/ SD	Gap	Import.	Satis/ SD	Gap	
valuable learning resources		1.39					
52. Studies and experiences are preparing me to be a lifelong learner	6.53	6.32 1.09	0.21				
53. My employer recognizes and values my education at UI&U	6.27	5.88 1.52	0.39				
54. I am able to make valuable contributions to my community because of my experiences at UI&U	6.38	6.02 1.32	0.36				
55. My program promotes responsible use of knowledge	6.53	6.26 1.12	0.27				
56. Curriculum is relevant to a global society	6.40	6.25 1.11	0.15				
57. I am acquiring skills needed for intellectual inquiry	6.73	6.40 1.01	0.33				

**Table 10. Ratings on ALFI Scale
UI&U and National ALI, 2008 and 2003**

ALFI Scale Item	UI&U			National ALI Responses			Mean Difference
	Import.	Satis.	Gap	Import.	Satis.	Gap	
Outreach							
2008	6.61	5.92	0.69	6.54	5.80	0.74	0.12*
2003	6.52	6.12	0.40	6.36	5.65	0.71	0.47***
Life and Career Planning							
2008	6.44	5.65	0.79	6.40	5.42	0.98	0.23***
2003	6.33	5.69	0.64	6.15	5.30	0.85	0.39***
Financing							
2008	6.42	5.38	1.04	6.38	5.50	0.88	(0.12)*
2003	6.26	5.58	0.68	6.11	5.42	0.69	0.16**
Assessment of learning outcomes							
2008	6.16	5.67	0.49	6.13	5.45	0.68	0.22***
2003	6.27	5.70	0.57	6.14	5.35	0.79	0.35***
Teaching-Learning process							
2008	6.45	5.93	0.52	6.40	5.83	0.57	0.10
2003	6.40	6.02	0.38	6.22	5.57	0.65	0.45***
Student support systems							
2008	6.24	5.47	0.77	6.27	5.55	0.72	(0.08)
2003	6.35	5.74	0.61	6.26	5.39	0.87	0.35***
Technology							
2008	6.22	5.55	0.67	6.27	5.68	0.59	(0.13)*
2003	6.06	5.69	0.37	6.15	5.55	0.60	0.14*
Transitions							
2008	6.34	5.72	0.62	6.31	5.62	0.69	0.10
2003	NA	NA	NA	NA	NA	NA	NA

*Difference statistically significant at the .05 level
**Difference statistically significant at the .01 level

Characteristics of Adult Learner Focused Institutions

Outreach. The institution conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order

**Table 10. Ratings on ALFI Scale
UI&U and National ALI, 2008 and 2003**

ALFI Scale Item	UI&U			National ALI Responses			Mean Difference
	Import.	Satis.	Gap	Import.	Satis.	Gap	
to create lifelong access to educational opportunities.							
Life & Career Planning. The institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.							
Financing. The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.							
Assessment of Learning Outcomes. The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life / work experience in order to assign credit and confer degrees with rigor.							
Teaching-Learning Process. The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.							
Student Support Systems. The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.							
Technology. The institution uses information technology to provide relevant and timely information and to enhance the learning experience.							
Transitions. Supporting guided pathways that lead into and from the institution's programs and services in order to ensure that students' learning will apply usefully to achieving their educational and career goals							

**Table 11
Factors in Deciding to Enroll at UI&U**

Factor	Import.	Rank		Import	Rank		
75. Availability of program I wanted	6.80	1		6.71	1		
67. Convenient class times and places	6.77	2		6.67	2		
66. Flexible pacing	6.68	3		6.57	4		
68. Online courses	6.54	4		6.24	9		
77. Time required to complete program	6.54			6.60	3		
60. Ability to design my own program	6.42	5		6.01	12		
63. Availability of financial assistance	6.41	6		6.35	7		
73. Program accreditation by prof organization	6.40	7		5.94			
65. Reputation of UI&U	6.29	8		6.39	6		
64. Requirement for current or future job	6.26	9		6.26	8		
61. Cost	6.16	10		6.23	10		
58. Ability to transfer credits	6.02	11		6.41	5		
59. Credit for experiential learning	5.95	12		6.13	11		
69. Distance from campus	5.70	13		5.79	15		
62. Tuition reimbursement from employer	5.65	14		5.88	14		
76. High rate of job placement	5.43	15		5.98	13		
72. Employer endorsement	4.70	16		4.80	16		
70. Labor union support/endorsement	4.33	17		3.86	18		
71. Courses at employment site	3.58	18		4.08	17		
74. Availability of child care	3.05	19		3.79	19		