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A needs assessment for programming for adult undergraduate students at Rowan University

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**A NEEDS ASSESSMENT OF PROGRAMMING FOR ADULT
UNDERGRADUATE STUDENTS AT ROWAN UNIVERSITY**

by

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Dedication

I would like to dedicate this manuscript to my father, James J. Graham.

Acknowledgments

I would like to express my thanks to Dr. Burton Sisco for his help and support in my completion of the Masters of Arts in Higher Education program. He helped me to identify my passion and advocacy for non-traditional students in higher education.

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I could not have accomplished this endeavor without my parents or my sons. I hope my boys realize that they can accomplish anything they put their minds to in their personal and professional lives. I wish my father had lived to see me graduate; however, it is because of his love, guidance, and support that I was able to succeed.

Abstract

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A NEEDS ASSESSMENT FOR PROGRAMMING FOR ADULT UNDERGRADUATE
STUDENTS AT ROWAN UNIVERSITY
2018-2019
Andrew Tinnin, Ed.D.
Masters of Arts in Higher Education

This needs assessment is evaluating if Rowan University in Glassboro, NJ, has a need for student services oriented toward adult (aged 25 or older) undergraduate students. Adult undergraduate students are a population that has been consistently growing in the United States, and research shows that this population has specific needs and characteristics. This assessment is comparing demographic data of its student population for the past 20 years, plus the national trends. A search of the Rowan University website returned limited results for student services for adult student service. An electronic survey was administered to its current adult student population, evaluating their knowledge of and satisfaction with student services. Interviews were conducted with staff from student services departments indicated in the student surveys as not meeting these students' needs.

Keywords: adult student, undergraduate, student services, needs assessment

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Chapter I

Introduction

The student population in American higher education institutions has been evolving during the last century. There has been a shift from the traditional 18- to 24-year-old, full-time, middle to upper income, residential students to those with at least one non-traditional characteristic. Non-traditional student characteristics include aged 25 or over, financially independent, working full time, having dependents, single parents, a gap in education, transfer students, commuter students, veteran students, and more (Nontraditional Undergraduates Definitions and Data, 2018; Walton Radford, Cominole, & Skomsvold, 2015). As students with non-traditional characteristics have become more prevalent, higher education institutions have increased and adjusted their student services to better support them.

Statement of the Problem

Rowan University has undergone changes from a regional commuter school with a large adult, part-time population (Pustizzi, 2008) to a nationally-ranked research institution structured for traditional students (Our Past, Present & Future, n.d.). As national trends predict students with at least one non-traditional characteristic to continue to increase for the next decade (Nontraditional Undergraduates Definitions and Data, 2018), it would behoove Rowan University to prepare for an increase in their non-traditional enrollments. Non-traditional students have specific needs and challenges to their pursuit of higher education; Rowan University will need to create student service programs to address these needs.

Purpose of the Needs Assessment

Student service programs for non-traditional students offered at Rowan University were examined, and there are programs available for transfer students, commuter students, first-generation students, and veteran students. I searched the Rowan University website (https://www.rowan.edu) for "transfer students" and a few results appeared. The first result was a link to the Residential Learning and University Housing site. Here, transfer students can find information on eligibility and applying for transfer-status housing (Douglas, 2018). Another result was for the ASCEND program. Students with an Equal Opportunity Fund (EOF) grant who want to transfer into Rowan University are given information on how to initiate the transfer, how to receive one-on-one counseling, and information on obtaining mentors for their first semesters (Singleton, 2018). The third result was the link to the Transfer Student program under the Student Success Services page. This page lists resources available at the University to help transfer students, including the Transfer Mentoring Program, Transfer Orientation, and Transfer Information Sessions (Arbizo, 2018).

A search on the Rowan University site for "commuter students" resulted in the Volunteerism, Community Engagement & Commuter Services (VCECS) page, which has a link to the Commuter Services program. This program gives commuter students information on how to become involved in University life, parking and shuttle information, and services and activities that commuters can engage in to improve their student experiences (Perrone, 2018). A search for "1st generation students" generated a link to the Flying First page, which describes Rowan University's First Generation Support program. This page gives first generation students resources for success and to

generate a feeling of belonging within the Rowan University community (McPherson-Myers, 2018). The search for "veteran students" provided many results. The first is linked to the Veterans Affairs Office site. This office is a local branch of a regional one, and there are many resources available to veteran students and their families. There are links to the Department of Veteran Affairs Education Benefits pages, scholarships, organizations, and many other resources relevant to these students (Sosnoski, 2018). It is evident that Rowan University has begun to develop programs to assist with the specific needs of its non-traditional student population.

One area that it was difficult to find specific programming for was for adult undergraduate students. One result of a search for "adult students" was for Online Learning, but adult students were only one group identified as being helped by these services (Sosa, 2018). While online learning is an initiative that may help adult students (and other non-traditional students) to overcome one impediment to success, it is not an encompassing program geared to help adult students with multiple challenges and needs. This needs assessment will identify these areas of need for adult students, as well as a program incorporating services specific to these needs. Recommendation will also be included to modify current policies and procedures that impact adult students at Rowan University.

Stakeholders

The following stakeholders were identified:

1. Students aged 25 or older who are engaged in obtaining their undergraduate degree from Rowan University in fall 2018.

2. Key staff for student services departments at Rowan University, including
   representatives from financial aid, orientation, admissions, student life, and
   Rowan Global.

3. Faculty of Rowan University that teach undergraduate courses.

Outcomes

There will be both immediate outcomes and long-term outcomes expected to
come from the implementation of this program. Linfield and Posovac (2019) describe
several types of impact models, which can be used to visually show how the elements of
a program will initiate specific outcomes. I created an impact model (see *Figure 1*) using
a Microsoft Word hierarchal SmartArt chart. The chart identifies the expected immediate
and intermediate outcomes of the program. The long-term outcomes will need to be
examined several years out to see if the adult student program was instrumental in
helping the students to successfully complete their programs and graduate from Rowan
University. One way to evaluate these long-term outcomes may be by administering a
survey to the participants several years after graduation or termination from the
University (Linfield & Posovac, 2019).

Assumptions and Limitations

This study assumes that all respondents answered the survey and interview
questions truthfully. It was assumed that the sample, although minimal, represented the
greater population of adult students currently enrolled at Rowan University. It was also
assumed that the staff selected for interviews were sufficiently knowledgeable of student
services programming and adult students and were representative of the administration
currently employed at Rowan University. There was a time constraint as well as size

limitation affecting this study. There may have been researcher bias regarding the

respondent's attitudes in their answers to the survey, as well as the interviewees' answers

to the interview questions. I was an adult undergraduate student and it is possible that I

may have projected my attitudes and experiences upon the respondents and interview.
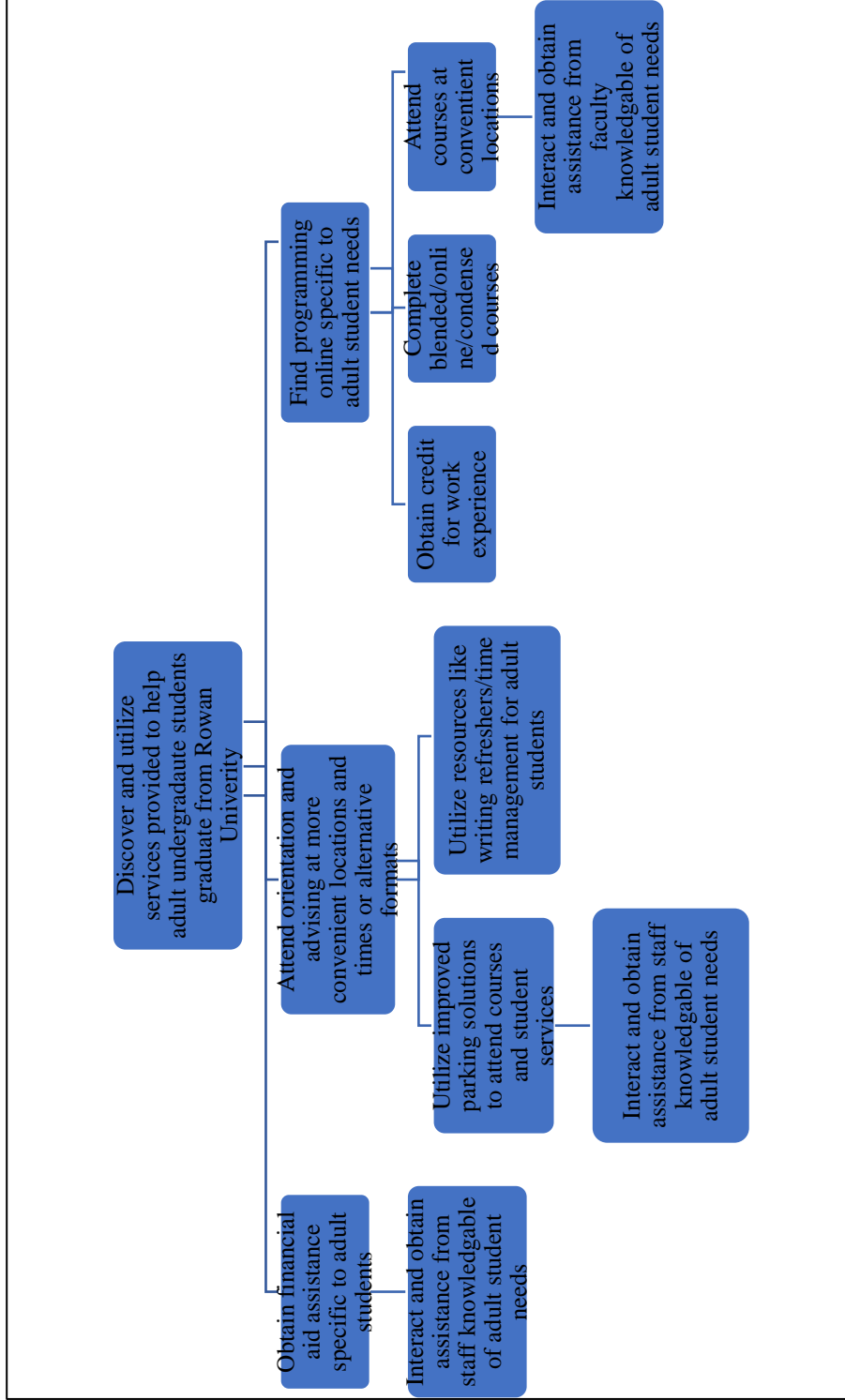
Figure 1. Impact model identifying expected immediate and intermediate outcomes of adult student programming

Operational Definitions

1. Adult Student: An undergraduate student aged 25 or above attending Rowan University during fall 2018.

2. Adult Learner Programs and Services (ALPS): A set of CAS standards for services and programming for adult learners in higher education.

3. American Council on Education (ACE): A membership organization for accredited, degree-granting institutions in the United States.

4. Andragogy: The study of adult learning in higher education.

5. Advanced Placement (AP) Programs: Programs through the College Board that allow students in high school to earn college credits.

6. ASCEND Program: A program that provides services to at-risk students and students who qualify under the Equal Opportunity Fund (EOF) program.

7. College Level Education Program (CLEP): College credits can be awarded to students scoring high on examinations in place of taking certain courses.

8. Commuter Students: Students who do not reside on Rowan University's campus.

9. Constituency: Rowan University's Board of Trustees, alumni, student body, and community.

10. Council for the Advancement of Standards in Higher Education (CAS): An organization that provides standards and guidelines for higher education student services.

11. Ellucian Banner: The student and financial database used by Rowan University.

12. Flying First Program: The Rowan University program created to assist students who are the first in their family to attend a higher education institution.

13. Microsoft Word SmartArt: A component of Microsoft Office's word processing system (Word) used to create complex graphics, such as diagrams and organizational charts.

14. Mission or Mission Statement: The written statement of Rowan University detailing its main goals and core purpose in effect during fall 2018.

15. Post-Traditional and Commuter Student Programs and Services: A combination of two previous CAS standards (ALPS and Commuter Students) which address the specific needs of nontraditional students in higher education programming.

16. Qualtrics Surveying Software: Qualtrics is the electronic surveying tool utilized by Rowan University.

17. Student Services: Services provided at colleges to assist students, such as admissions, financial aid, orientation, alternative course structures, and tutoring.

18. Traditional-Aged Students: Undergraduate students aged 18 to 24 enrolled at Rowan University during fall 2018.

19. Transfer Students: Students who have transferred into Rowan University from another higher education institution.

20. Undergraduate Programs: Bachelor-degree granting programs at Rowan University during fall 2018.

21. The Office of Volunteerism, Community Engagement & Commuter Services (VCECS): An office within Rowan University that promotes service-learning opportunities with its commuter students and their neighboring community.

Overview of the Needs Assessment

Chapter II includes the literature review which contains all relevant articles, websites, and theses drawn upon in this needs assessment.

Chapter III provides the methodology used in this needs assessment, including descriptions of the context, sample, and populations, the data collections via Ellucian Banner, survey administered with Qualtrics, and in-person interviews.

Chapter IV is a detailed description of the results found from the data extraction, the electronic survey, and the interviews.

Chapter V is where the conclusion and results of the needs assessment are discussed at length, as well as recommendations for programming.

Chapter II

Review of Literature

In 1992, Henry M. Rowan gifted a regional state college, Glassboro State College, $100,000,000. With that gift, Glassboro State College changed its name to Rowan College of New Jersey (later to be renamed Rowan University) and its identity from a regional commuter school to a nationally ranked research and academic institution (The Rowan Gift, 2018). The university also changed its mission from its roots of training teachers to work in the region, giving veterans returning from World War II (WWII) a way to regain entry to the workforce, and providing affordable education to non-traditional commuting students (Rowan History, 2018; Pustizzi, 2008) to a nationally ranked public university providing education for a more traditional student population (Pustizzi, 2008).

In this chapter, I will define a nontraditional student. I will then examine nontraditional student history and trends, theory affecting these students, as well as their special needs and support services available for them. I will then look at the current mission statement of Rowan University, how the mission relates to its nontraditional population, and if there are sufficient support services available to this specialized student population.

Definitions of Nontraditional Students

Colleges in the United States (U.S.) were originally institutions modeled after European universities and centered around religion. As the U.S. grew and changed, so did the focus of its colleges (Wechsler, Goodchild, & Eisenmann, 2007). However, into the mid-20th century, the student body still tended to be middle- to upper-class, white,

unmarried males (U.S. Department of Education, 2013). Even today, the focus of higher education tends to be on younger students, directly out of high school, who enroll in and graduate from the same institution. To be ranked and included in the *U.S. News Best Colleges Rankings*, an institution is ranked based upon the graduation and retention rates of first-time enrolled students graduating within six years (Morse & Brooks, 2017). *U.S. News* will not rank institutions that have too many students that do not fit into that traditional mold (Morse, Brooks, & Mason, 2017).

Nontraditional students can be defined by multiple characteristics. Age is a predominant indicator that an undergraduate student falls outside of the traditional 18- to 24-year-old status (Nontraditional Undergraduates Definitions and Data, 2018). Other characteristics of nontraditional students may be their work status, if they live on or off campus, family responsibilities, and other demographic identifiers, such as their race or gender (Nontraditional Undergraduates Definitions and Data, 2018). Nontraditional students may also be financially independent, have delayed or interrupted their college careers, or did not graduate from high school with a traditional diploma (About ANTSHE, 2018; Walton Radford, Cominole, & Skomsvold, 2015). The Council for the Advancement of Standards in Higher Education (CAS) refers to all students possessing these nontraditional traits as adult learners, regardless of their age (Adult Learner Programs and Services CAS Contextual Statement, 2015). While these characteristics are what is used to define a nontraditional student, recent studies show that approximately 74% of all undergraduate students have at least one of these characteristics (Walton Radford et al., 2015).

History of Nontraditional Students

Nontraditional students were introduced into the United States' higher education arena as far back as the 18th century, with evening classes, citizenship courses, and part-time programs being funded by various states (U.S. Department of Education, 2013). Starting in the 1960s, there were federal efforts like the *Economic Opportunity Act of 1964* and the adult basic education (ABE) legislation to help improve adult education efforts in the U.S. More currently, the *Adult Education and Family Literacy Act* (AEFLA) of the *Workforce Investment Act* (WIA) have been used to assist adults in pursuing higher education and more lucrative careers in the workforce (U.S. Department of Education, 2013).

One of the most significant stimuli of nontraditional students into U.S. higher education was the *Serviceman's Readjustment Act of 1944*, also referred to as the GI Bill. The GI Bill was initiated by Congress to help the returning soldiers from WWII re-integrate into the workforce. WWII plus the Great Depression had created a national workforce that was lacking in education and work experience (Greenberg, 2004). The influx of adult students into colleges and universities caused the campus environments to change quickly, from small and elite to large and crowded. These students also changed the demand from traditional liberal arts, lecture-style teaching to a more practical and technical style (Greenberg, 2004). Although the GI Bill was initially created to help avoid a national social crisis, it ultimately changed the landscape of higher education in America (Greenberg, 2004).

These legislative efforts have altered the purpose and changed the participants of higher education in the U.S. As the needs of society changed with major events such as

immigration, wars, and economic disasters, colleges and universities were looked upon to help citizens become more educated and hirable. The changing needs of the workforce have been a driving force to redefine the identities of traditional students to nontraditional ones.

Adult and Nontraditional Theories

As nontraditional students enrolling in higher education programs became more prevalent, a need for new theories to understand these students arose. The *Journal of Adult Education* published results of successful adult education teachers' methodologies from 1929 to 1948, but there was no theory to support it until Malcolm S. Knowles introduced *andragogy* (Knowles, 1970). In 1968, Knowles (1970) defined *andragogy* as the "art and science of helping adult learners" (p. 43). His theory was based on the following assumptions: adult learners are self-directed; their knowledge is based on accumulated experiences; their readiness to learn is need based; and their knowledge is immediately applied, competency-based learning (Knowles, 1970). Knowles was integral in defining the differences between adult and non-adult learners' motivations and competencies.

Nancy Schlossberg's transitional theory can be used to study why nontraditional students enroll into college and what resources they can use to help them to succeed. Nontraditional students may have undergone an unanticipated life event such as death of a spouse or divorce, or a non-event like being passed over for a promotion, prompting them to make changes to their life (Goodman, Schlossberg, & Anderson, 2006). Depending on where they are in the transition process, it may indicate how prepared they are for the changes they are encountering (Goodman et al., 2006).

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Schlossberg's *4 S's* can be very helpful for the transitioning students and for the college support professionals (Goodman et al., 2006). Evaluating the *situation* is the first step in taking stock of coping resources. Was the event a role change, such as becoming a widow or divorcee? Was the change permanent or temporary? Did previous experiences affect how the individual coped with the change? Were there outside stressors? Did the individual see this as a positive or negative change (Goodman et al., 2006)? This may be the step that prompts individuals to decide to enroll in school, or shy away from education due to previous bad experiences.

The next step is *self*-evaluation. How did the individuals' age, gender, or state of health affect their ability to cope with the transition? Did they have a positive or negative outlook? What types of values did they have (Goodman et al., 2006)? These personal and demographic characteristics can be strong indicators of how these individuals will transition to lives as nontraditional students.

Step three in the process is evaluating the *support* system of these students. Did they have strong intimate relationships? Did they have family members willing to support their efforts? Did they have strong networks of friends ready to help? What types of support did they expect to receive from their schools or other institutions (Goodman et al., 2006)? The nontraditional students may need a good deal of support from family and friends to embark on these new life events. It is important that these individuals know about what support and services are available for them at the higher education institutions; the support will not mean much if they do not know of its existence.

The final step in developing coping resources is building *strategies*. How did these individuals modify their situations? Did they control problems? How did they

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manage stress (Goodman et al., 2006)? By developing strong and adaptable strategies, these nontraditional students can set themselves up for a successful academic career. Higher education professionals can help these nontraditional students attain successful strategic planning skills.

Trends for Nontraditional Students in Undergraduate Programs

The percentage of undergraduate students having nontraditional characteristics has been consistently rising over the past 30 years. The National Center for Education Statistics (NCES) reported that in the timeframe of 1986 to 1992, the percentage of undergraduate students with any nontraditional characteristics rose from 64.6% to 69.6%. Traits such as above-normal age, financial independence, having dependents, and single parents all rose between 1986 and 1992. Other nontraditional characteristics that saw an increase were students attending school part-time and students working full-time. The number of students that did not attain a high school diploma did decline from 7% to 4%, but that was the only characteristic that did not increase during that timeframe (Nontraditional Undergraduates Definitions and Data, 2018).

The NCES completed another study on students that had nontraditional characteristics between the years of 1995 to 2012. During this timeframe, there were over 70% undergraduate students with one or more nontraditional characteristics, capping at 73.8% in 2012. Financially independent students, students with dependents, and single parents all rose during this time, along with students without high school diplomas and students that delayed postsecondary education entrance beyond one year (Walton Radford et al., 2015). Two characteristics that decreased during this time were part-time students and students that worked full-time (Walton Radford et al., 2015).

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There has been evidence in more recent studies that the trend of undergraduate students possessing nontraditional characteristics may be remaining stable or even decreasing, most likely due to the improving economy (Barrett, 2018). According to the U.S. Department of Education's *National Postsecondary Student Aid Study* (*NPSAS*), between 2012 and 2016, students under the age of 30 have stayed fairly even, while students over 30 decreased in all groups except in private non-profit colleges. There have been some declines in financially independent students and those independent students with dependents. The number of students attending part-time has increased by around 7% since 2012 (Barrett, 2018). While the *NPSAS* data showed a slowing or decrease in several areas considered nontraditional, there have still been a majority of undergraduate students possessing at least one nontraditional trait for decades. Even if the numbers continue to stagnate or decrease, it seems unlikely that the percentages will fall below the 50% mark soon.

One nontraditional characteristic that is projected to continue to increase is the number of adult students enrolling in post-secondary education, both on-campus and online (Anderson, 2016). The NCES predicts that the percentage of adult student enrollments will grow at a higher rate than traditional-aged students in the next five to six years (Digest of Educational Statistics: 2014, 2015). The need to understand this cohort of students will become critical to higher education administration, faculty, and professional support staff as they will become a larger percentage of the student body.

Special Needs and Traits for Nontraditional Students

There have been a multitude of studies and theories focusing on what students need to succeed in and graduate from college. Unfortunately, many of these methods are

based on the needs and traits of traditional students. Nontraditional students tend to have different needs and require different areas of support. In a study conducted by Ruffalo Noel Levitz (2016), adult learners find things such as availability and relevance of programs, convenience in time and place as well as online course offerings, and flexibility in the pace and completion time of programs to be important. Financial aid assistance, tuition reimbursement programs, and cost were also highly valued (Levitz, 2016).

Institutions that are attempting to improve student engagement may not realize that nontraditional students may not interpret engagement in the same manner as traditionally aged, residential students. These students may not live on campus and may have jobs and family competing with their time for school activities. For these reasons, nontraditional students may not value engagement in clubs and campus activities, but may instead value faculty interaction outside of lectures, learning groups in alternate locations, and online socialization (Gilardi & Guglielmett, 2011).

Based upon Knowles' theory on adult learners, nontraditional students may respond better to self-directed learning and active learning strategies, which do not coincide with the traditional lecture and learning environment of most universities (Ross-Gordon, 2011). These students may feel more in control and invested in their education if they can choose course order or program content. They may learn better if they can engage in methods other than lecture, applying their past knowledge to the course content. To better serve this growing group of students, universities may need to adjust to accommodate their different learning styles and needs.

Support Services for Nontraditional Students

Due to their specific characteristics, nontraditional students can benefit from support services that are tailored to their needs. Organizations such as the Association for Nontraditional Students in Higher Education (ANTSHE) have been created to give students access to scholarships and research opportunities, as well as to give university faculty and staff guidance and resources to help these students (About ANTSHE, 2018). ANTSHE's mission includes helping adult students to build their formal and informal support networks to improve their chances of success and completion (About ANTSHE, 2018). This concept of support networks reflects one of Schlossberg's 4 S's, which indicates that this organization is aware of the special needs and assistance that nontraditional students may need to succeed.

Post-Traditional and Commuter Student Programs and Services (PTCSPS) (formerly known as Adult Learner Program and Services) can be adopted by institutions that want to improve the experiences of their prospective and current nontraditional learners (Council for the Advancement of Standards in Higher Education, 2018). The CAS Standards and Guidelines for Post-Traditional and Commuter Student Programs and Services (2018) were created to help guide higher education institutions in the admission, retention, and successful completion of its post-traditional (or nontraditional) and commuter students. The institutions are charged with tailoring their admissions, orientation, and financial aid programs to meet the needs of the potential students. Retention efforts should be geared toward helping the post-traditional and commuter learners clear all hurdles created by their special circumstances. The institutions should keep abreast of current trends and the impact on these students and should educate their

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faculty and staff on their findings. They are encouraged to advocate for the post-traditional and commuter students in all academic and non-academic matters. They should also create a supportive and collaborative environment for them (Council for the Advancement of Standards in Higher Education, 2018).

Several states have recently introduced bills or programs to help nontraditional students. Florida created the Degree Completion Pilot Program in 2012 to help recruitment and retention efforts of adult students. The same bill (H.B. 5201) contains the Florida Virtual Campus, which includes online support, and state-wide distance learning programs (Anderson, 2016). New Jersey, New York, and Washington also have enacted legislation to make higher education accessible and improve success rates for adult students (Anderson, 2016).

Traditionally, adult undergraduate students have been steered toward community colleges, for-profit institutions, and ancillary programs within mainstream universities (Adult Learner Programs and Services CAS Contextual Statement, 2015). As the numbers of adult students are growing, and their dissatisfaction in access to and success within these more traditional universities are voiced, some universities are beginning to model for-profit institutions in programming and services for adult students. Distance learning accelerated programs and credit for past work history are some examples of these initiatives. However, there are more innovative programs being introduced by the non-profit sector for adult students that have not yet been integrated into more traditional universities. Some examples are the highly individualized programs of study such as the faculty mentoring model offered at Empire State University (Ross-Gordon, 2011) and Brandman University's Instructional Design for Engaged Adult Learning (iDEAL)

curriculum model. This model blends e-learning components with traditional classroom experiences (The Top 25 Schools for Adults Going Back to College, 2018).

It is important that the support service departments of universities are familiar with the challenges and needs of nontraditional students. They can build their services to be accessible to all students, including having alternative times for admissions and orientation appointments and programs designed specifically to support nontraditional students (Rice, 2003). It is equally as important to sufficiently advertise these services so that the students are aware of them (Rice, 2003).

Rowan University's Mission and Its Relationship to Nontraditional Students

Rowan University's most recently adopted mission statement focuses on "inclusivity, agility, and responsivity" (A Visionary Mission for Student Learning, Research Excellence, and Service, 2018). These areas can be directly applied to nontraditional students and their specific needs. By opening its recruitment and enrollment efforts to include nontraditional students, Rowan University can build a more diverse student population. The mission also mentions creating alternative pathways and services, as well as staying abreast with current trends and needs (A Visionary Mission for Student Learning, Research Excellence, and Service, 2018). By splitting its strategic domains into three distinct groups of undergraduate core, research and medical programs, and adult and continuing education, Rowan University has chosen to separate out these nontraditional students to be included in that third domain. The way the mission statement is structured, Rowan University applies its institutional goals of alternative pathways, student success, resource capacity, innovation, and competitive advantage to each of the domains (A Visionary Mission for Student Learning, Research Excellence,

and Service, 2018). While this separation may not seem like it fosters inclusivity, if the institutional goals are applied equally to each domain, there should still be an overall feeling of being a part of one organization.

Rowan University's Nontraditional Student Population History

There was a study done in 2008 by Rowan University graduate student Derrell Pustizzi entitled "The adult student decline: A study of the longterm impact of the Rowan University strategic plan" (Pustizzi, 2008). Pustizzi (2008) examined the enrollment trends at Rowan University between the years 1997 and 2007 and how the revised strategic plan affected adult students. Pustizzi (2008) extracted data from SIS Plus in 1997 and Ellucian Banner in 2007 to study the trends of the student population at Rowan University for both of those times.

Pustizzi was interested in the effects the revised Rowan University strategic plan in 1992 and the subsequent report entitled *The Rowan Plan FY 1997-2001* had on adult student enrollment and student satisfaction. Rowan University had been a primarily commuter school with high numbers of part-time students. *The Rowan Plan* changed the focus of Rowan University to a more traditional institution made up of residential, full-time undergraduate students (Pustizzi, 2008).

Based upon his 1997 and 2007 data extractions, Pustizzi (2008) reported the following findings: Overall enrollment went from 9442 to 10,091 students, an increase of 6.87%. There was a significant increase of 13.11% in undergraduate students, going from 7740 to 8755; full-time enrollment increased 28.97% from 6145 to 7925, while part-time enrollment decreased 32.74% from 3222 to 2167; adult students decreased from 26.08 mean age or 37.1% over age 25, to mean age 23.7 or 22.3% over age of 25.

I replicated Pustizzi's study for a term project in Rowan University's master's-level course Procedures and Evaluation in Research in spring 2018. I utilized the Tableau Dashboard system to extract a snapshot of data from Ellucian Banner for all Rowan University students in fall 2017 and compared the data to Pustizzi's 2007 data extraction (Savage, 2018).

The data extraction findings were the following: Overall enrollment from fall 2007 to fall 2017 went from 10,091 to 18,484, an increase of 83.17%. The percentage of undergraduate students decreased from 86.8% in 2007 to 83.3% in 2017. The percentage of full-time students increased 90.9% and part-time students increased 54.9%. The mean age for adult students in 2007 was 23.7 or 22.3% of the student population; the mean age for adult students was 23 in 2017 or 20.7% of the student population. The mean age of adult students decreased less than 1 year in this 10-year timeframe (Savage, 2018).

Support Services for Rowan University Nontraditional Students

To identify services and programming available to nontraditional students at Rowan University, I conducted a search on its website. Searching for "student success services" via the search engine located on the home page returned the result of the Rowan University's Student Success Programs web page. On this page, there are links for academic advising, ASCEND, career advancement, education abroad, disability resources, first year programs, testing, tutoring and Veterans Affairs (Hendricks, 2018). The ASCEND program (which includes the Equal Opportunity Fund (EOF) students) is available for incoming freshman students either identified as at risk or eligible for the EOF program. It is highly intensive and provides support services to help students from admissions to graduation (Hendricks, 2018). There are first year programs to assist

incoming freshmen students' transition to college-level academics and to help with acclimation to the Rowan University community (Hendricks, 2018). There is a link under Academic Advising for RSN. This is for the Rowan Success Network, which is a tool to help first year students stay informed about their progress and in touch with faculty (Hendricks, 2018). There is one link that is relevant for one type of nontraditional students, transfer students. This page gives information on transfer student services, information sessions, and orientation sessions (Arbizo, 2018). None of the programs listed on the University's Student Success site seem applicable to adult students except for the Veterans Affairs program.

The term "nontraditional students" returned results for the Transfer Credits – Non-Traditional Transfer Credits page on the Registrar's site (Kessel, Non-Traditional Transfer Students, 2018). This page describes several methods that Rowan University will accept alternative assessments, such as Advanced Placement (AP) credits, the College Level Examination Program (CLEP) tests, and the American Council on Education's (ACE) "National Guide to Educational Credit for Non-Collegiate Programs" (Kessel, Non-Traditional Transfer Students, 2018).

As noted in Chapter I, I next began to search by specific terms for nontraditional students. The terms "transfer students", commuter students", "first-generation students", and "veteran students" all provided information on programs within the University that provide services specific to those types of students. The one term that returned limited information, and no discernible program, was "adult students".

Summary of Literature Review

  This literature review is a summary of the introduction of nontraditional students into the U.S. higher education system and how their continued and increasing enrollments have not yet changed the perception that they are the underrepresented students. There are many factors that designate students as nontraditional, including their age, work status, living arrangements, and enrollment status. These factors can create special challenges for these students in their quest for a degree. An understanding of adult and transitional theories and specialized support services can help university administration, faculty, and support staff to recruit, retain, and graduate these students.

  The review also examined student enrollment trends at Rowan University for the last 20 years. While there was a 95.76% increase in overall enrollments from 1997 to 2017, the population of adult students decreased from 37.1% in 1997 to 20.7% in 2017. This trend for adult learners does not mimic the national trend.

  The current mission statement for Rowan University was examined to see if nontraditional students are considered to be a relevant part of its student population. The Rowan University website was reviewed to discover if nontraditional student services are available and easily found. While a generalized search for nontraditional students or programming did not generate many results, searching by individual types of nontraditional characteristics did. The one type of nontraditional student programming that was not found on the website was for adult students.

  Based on this review of literature, it is unclear if Rowan University is aware of the national trend of increasing nontraditional student enrollments. It is not apparent that Rowan University plans for an increase in this student population. It is not evident that

Rowan University understands the specific needs of nontraditional students, has sufficient support services in place for these students, or plans to expand services in the future. It is also unclear if these services are in place already, but not advertised clearly on the website.

I recommend that a needs assessment be performed to identify the current and future Rowan University adult student population, evaluate their specific needs and if they are being met by current student services, and if the creation of adult student programming will be beneficial to the Rowan University community.

Methodology

Site

The study was conducted at Rowan University in Glassboro, NJ. Rowan

University is a Middle States Commission on Higher Education accredited institution

(Harvey, 2018). Rowan University is a regional university that provides over 70

bachelor's, 50 master's, four doctoral, and two professional programs (About Rowan,

n.d.) Rowan University is one of 56 institutions in the United States that offers accredited

business, education, engineering, and medical programs (About Rowan, n.d.). Rowan

University opened in 1923 as a "normal school" used to prepare teachers to teach in local

area school districts (Rowan History, n.d.). The university has undergone many changes

over the decades, including several name changes, shifts in academic programs, attained

research status, and varying enrollment trends.

Population and Sample Selection

The target population of the qualitative portion of the study was the adult student

population enrolled at Rowan University in fall 2018. I attempted to utilize the Tableau

Dashboards feature for Ellucian Banner to extract demographic data, including email

addresses, for the student population. Unfortunately, "age" had been removed as a

criterion in the dashboard; however, a member of the Information Resources and

Technology (IRT) staff was able to pull the data for me. Staff from Rowan University

Global Learning & Partnerships were contacted to obtain assistance in identifying adult

students enrolled in fall 2018. There were 1789 students that were enrolled in

undergraduate programs who were 25 years-of-age or older. The Rowan University

Global Learning & Partnership staff provided 279 emails for students enrolled in online

degree completion programs, explaining that a large majority of the enrolled students

were 25 and older. I removed any duplicate email addresses to come up with a combined

list of email addresses totaling 1792. The survey was emailed to the 1792 students to

obtain the mostly highly representative sample of the overall Rowan University adult

student population, with the desired number of 627.2 (35%) students completing the

survey. The interview participants were selected using purposive sampling from the

survey responses. Five departments were identified as areas of interest or concern from

the student responses (McMillan, 2016) and interview questions were developed based

upon those areas of interest or concern (Appendix E). Interviews were completed with the

key staff in February 2019.

Instrumentation

The needs assessment was completed utilizing a mixed-method approach.

Quantitative data was collected utilizing Rowan University's Banner system plus an

electronic survey. Qualitative research was completed with interviews with key staff

(McMillan, 2016).

There were two instrumentation methods used to extract data for use in the

comparison of student demographic and enrollment information at Rowan University in

fall 2007 and fall 2017. The first was Derrell Pustizzi's data extraction from Rowan

University's Banner system in 2007 (Pustizzi, 2008). There was another data extraction

obtained utilizing the Tableau Dashboards system, which also extracts data from Rowan

University's Banner system. This snapshot of data was for fall 2017 (Savage, 2018). These data were compared to identify any continuing enrollment trends at Rowan University over this 10-year period.

There was also a data extraction performed by an IRT employee via Ellucian Banner including student demographic and enrollment information for fall 2018, minus any identifying data. This data was pulled to compare to the 2017 data to see if there were any new enrollment trends.

The survey instrument (Appendix C) was an adaptation of the tool used by Pustizzi in spring of 2008. I emailed Derrell on November 13, 2018 and obtained his permission to utilize an adapted version of his survey. There were changes in the categorizations of race/ethnicity to make the survey coincide with the United States Census Bureau (U.S. Census Bureau, 2017). Although the United States Census Bureau still tends to collect data on sex (or the biological identities of male or female) (U.S. Census Bureau), I decided to collect data based on gender, using more inclusive gender categories than the male and female sex categories. Some of the original survey questions were adjusted to adapt to new technology or programs, and some were eliminated due to the length of the survey.

The survey was administered electronically to Rowan University students who were 25-years-old or older at the time of the data extraction (fall 2018). The survey consisted of 16 multiple-choice questions geared to gather background information. There were 42 Likert-style statements evaluating Rowan University adult student satisfaction with student services organized by student services categories. An open-

ended question was included at the end of each section to allow for students' suggestions and comments. The statement scaling options were: very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, and very dissatisfied. The numeric rankings for each statement went from 4 being very satisfied to 1 being very dissatisfied (and 0 for neither satisfied nor dissatisfied). The survey has six sections: Background Information, Admissions/Orientation, Financial Aid and Scholarships, Registration and Academics, Academic Advising/Graduation, and Additional Student Success Services. Pustizzi's original survey had been developed based on the literature review done for his thesis. The revised survey used for this project was based upon Pustizzi's survey, as well as information gleaned from the more recent literature review done for this project.

The survey was created using the Rowan University survey tool, Qualtrics. The questions were constructed using the same format as the original (multiple choice and Likert-style scale statements). There is skip logic built in for two questions: if a student answers they are 18 to 24, they will be re-directed to the end of the survey; if a student answers they are a graduate student, they will be re-directed to the end of the survey.

Following completion of CITI training, Institutional Review Board of Rowan University approval was obtained (Appendix A). A pilot study of the survey was completed with three colleagues in the IRT department at Rowan University. They are not currently pursuing their bachelor's degrees, but they have had experience as adult students. They were being used to test the readability and validity of the survey (McMillan, 2016). All three felt the questions were clear and the length of the survey was appropriate.

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The interview questions were created based upon the areas of interest and need identified in the survey. There were 10 questions focusing on adult undergraduate student needs and services.

A pilot study of the interview was conducted with one colleague in the academic advising department. She was used to test the validity and appropriateness of the questions (McMillan, 2016). She felt the questions were appropriate and valid.

Data Collection and Analysis

In spring 2018, I retrieved the enrollment data from Banner via the Tableau Dashboards application. The data was presented in graphic and tabular form and stored in a report known as the 10th Day Report (Savage, 2018). Tableau analyzes the data and presents it in similar format as the Statistical Package for the Social Sciences (SPSS). These tables and charts were able to be compared to the data collected in 2008 by Pustizzi (Pustizzi, 2008), searching for enrollment trends that could be used to evaluate the need for adult student programming for Rowan University. Some of the data compared was the overall enrollment, then the percentage of enrollment broken down by student level, full-time and part-time, and students under 25 and over 25 years of age. The students' age statistics were also broken down by mean, median, mode, standard deviation, variance, and range. I used both Microsoft Excel and SPSS to analyze and compare the data.

The data collected in fall 2018 was also compared to the fall 2017 data using Microsoft Excel and SPSS. The same overall enrollment and enrollment specific to

student level, status, and age were compared. The students' age statistics were again analyzed by mean, median, mode, standard deviation, variance, and range.

The survey was created in Qualtrics and an anonymous link was sent out via the Qualtrics system. The student email addresses were gathered from Global Learning & Partnership at Rowan University and data extraction from Rowan University's Banner system. Instructions were included in the survey itself, and the email contained a brief letter of explanation as well as thanks (Appendix B). The survey was resent in early March 2019 via email to capture any late submissions.

The results of the survey were imported into Microsoft Excel and the responses to the satisfaction multiple choice questions were analyzed by frequency and percent, as well as by sample size, standard deviation, mean, and missing. The open-ended questions were coded by key terms manually and analyzed in Microsoft Excel. The responses were grouped by categories and response rates to each category.

The interview questions were created in response to the survey results. Interviews were conducted with the sample of administrative staff, and results were analyzed with Microsoft Excel using a manual coding method to group answers by categories (McMillan, 2016). Content analysis was performed on the qualitative data and patterns and connections were identified (Grand Canyon University, 2018).

Chapter IV

Findings

Profile of the Sample

The subjects studied in the enrollment comparison portion of the study were Rowan University students in fall 2017 and fall 2018. All undergraduate, graduate, and professional students were included in the comparison. Of note, the category of Osteopathic Medicine is new for 2018 data. The total number of students in fall 2017 was 18,484, while the total number of students in fall 2018 was 19,465. The percentage of undergraduate students did decrease slightly from 83.3% in 2017 to 82.8% in 2018. Graduate students slightly increased from 11.1% in 2017 to 11.4% in 2018. There was also a minimal increase in Professional students when combining the Professional and Osteopathic Medicine students in 2018 (5.6% in 2017 and a combined percentage of 5.7% in 2018).

The population for the survey portion of the study were all undergraduate students over the age of 25 as of the fall 2018 semester. The student email addresses were gathered from Global Learning & Partnership at Rowan University and from the Ellucian Banner system. The survey was sent to 1792 student email addresses on 1/23/2019. Three reminder emails were sent between 1/30/2019 and 2/13/2019. Of the 1792 surveys sent, 306 surveys were completed, which is a 17% response rate, lower than the hoped for 35% response rate. I further filtered out the survey responses for those who were 24 and under plus any who reported they were in a graduate program. The final number of surveys used in analysis were 297.

The sample of adult undergraduate students was consistent with the overall adult undergraduate student population. Figures 2, 3, and 4 suggest similar patterns for age, race/ethnicity, and gender, taking into consideration some differences in categories (for example, unknown in gender vs transgender or other).
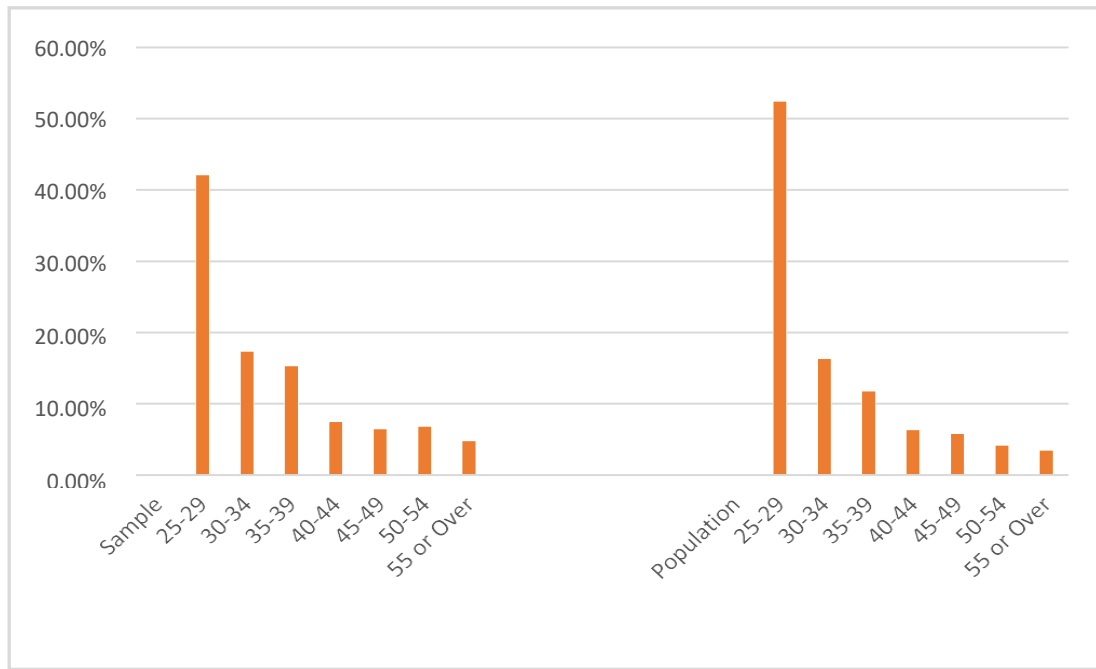
Figure 2. Sample vs Population Age Statistics. Comparing the age by percentage for both the sample and the population.
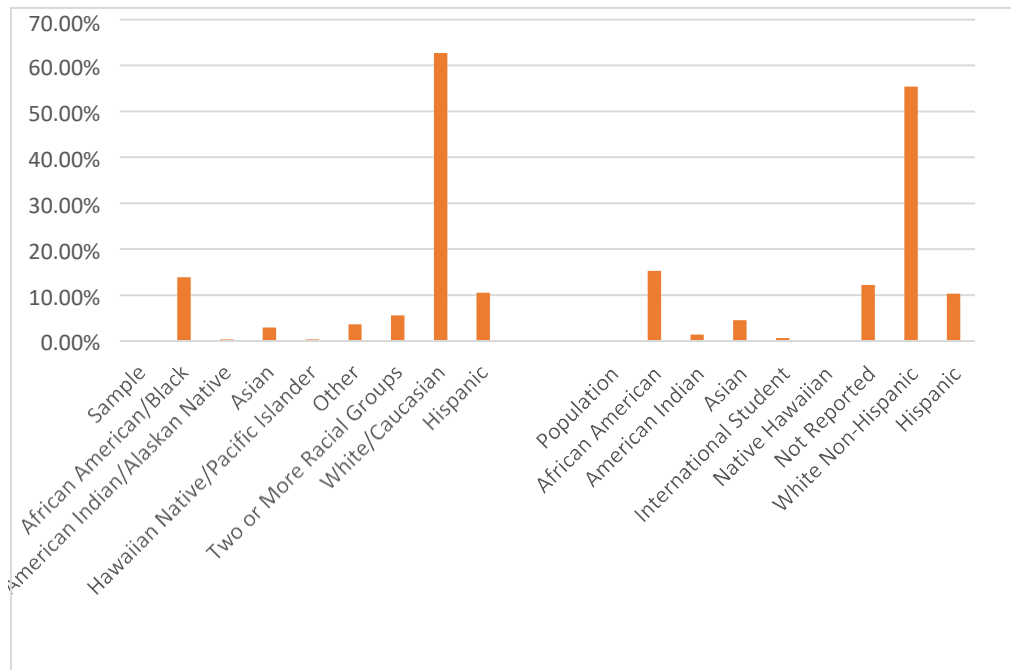
Figure 3. Sample vs Population Race/Ethnicity Statistics. Comparing the race and ethnicity by percentage for the sample and population of the study.
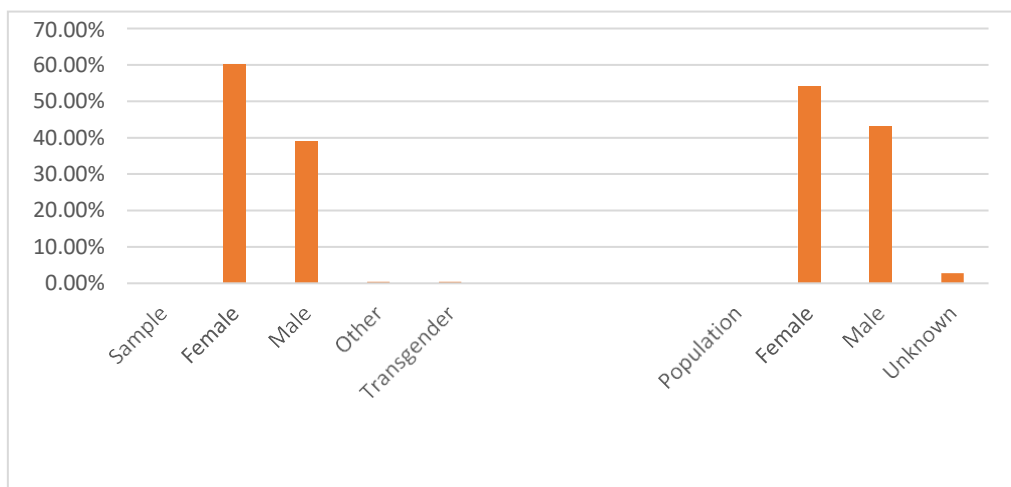
Figure 4. Sample vs Population Gender Statistics. Comparing gender reported by percentage for the sample and population.

Figure 2 suggests that the largest age cohort for both the sample and population was the 25 to 29 year olds, at 42.03% and 52.38% respectively. I found this statistic interesting, as it seemed in speaking to staff during interviews, the perception of adult students were individuals significantly older than the traditionally aged students, with other non-traditional characteristics such as being married and having children. The national trends do indicate that many non-traditional students have one or more non-traditional characteristic like family obligations, working full time, and attending college part time (Nontraditional Undergraduates Definitions and Data, 2018). Figure 5 suggests that 55.23% of the sample are single and Figure 6 that 54.71% have no children; these statistics do not correlate with the perceptions expressed in the interviews or with the national trends.
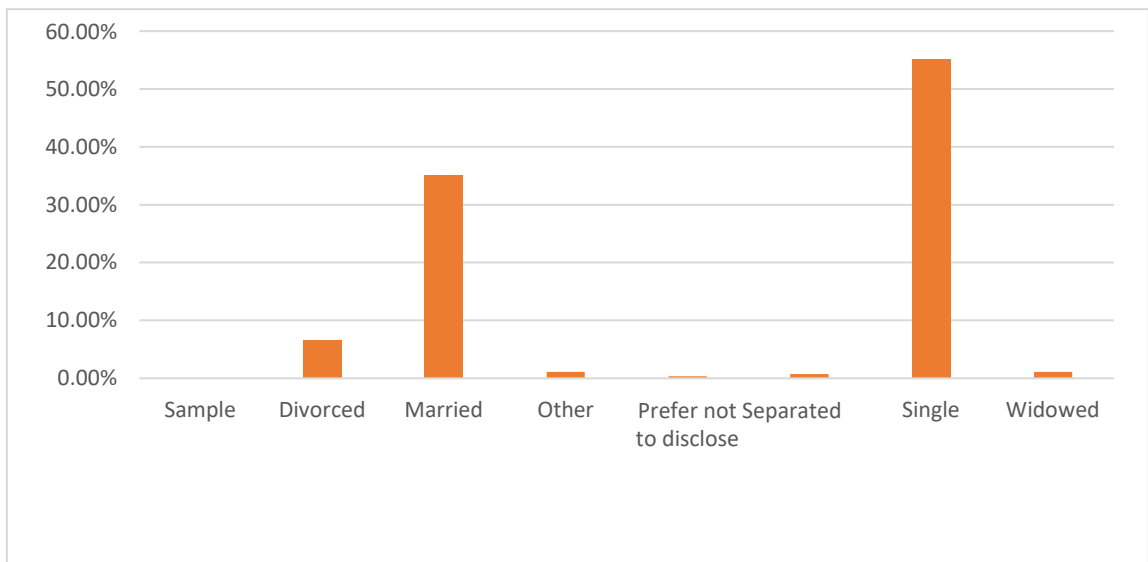
Figure 5. Sample Marital Status. Displaying the reported marital status by percentage for the sample.

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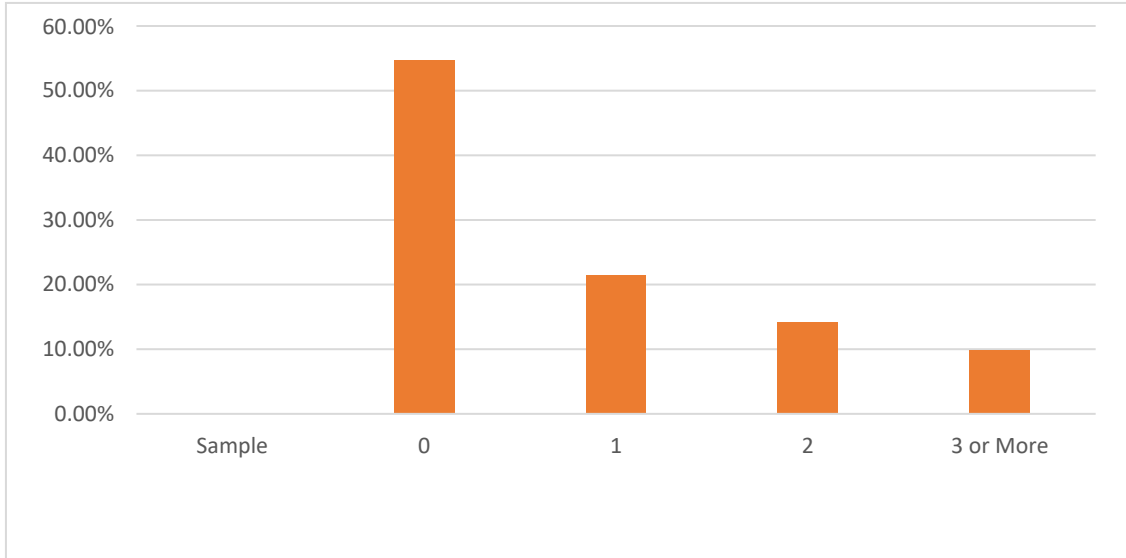
Figure 6. Sample Children. Reported number of children by percentage for the sample.

Figure 7 suggests that more adult students attend school full time than part time (57.82% vs 42.18%), which again does not follow the perceptions nor trends. Figure 8 does indicate that the adult students work full time (53.43%) or part time (27.44%), in addition to their college studies, which is consistent with both the perceptions and trends.
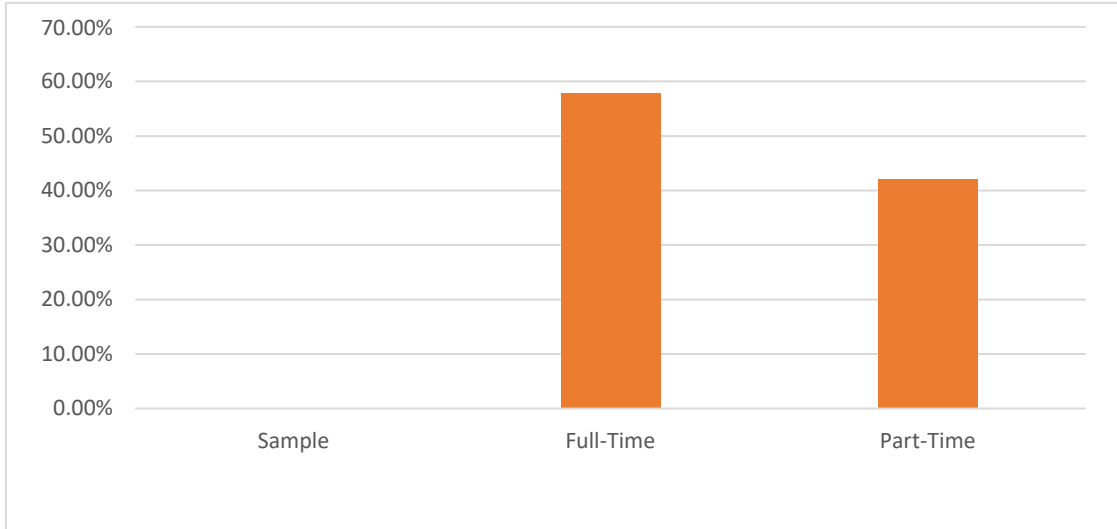
Figure 7. Sample Enrollment Status. Reported enrollment status by percentage for the sample.
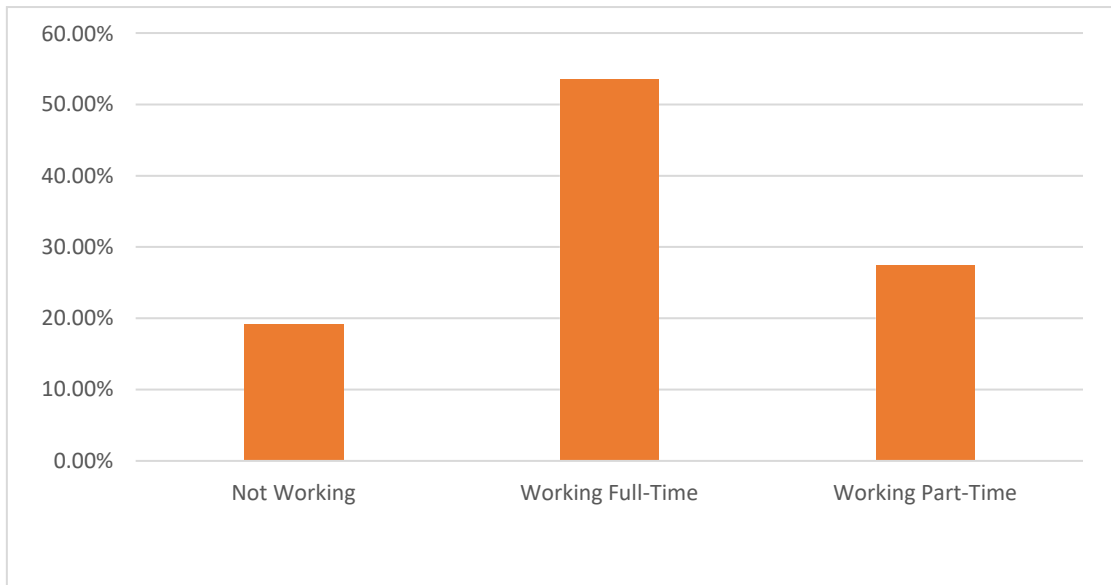
Figure 8. Sample Employment Status. Reported employment status by percentage for the sample.

The population for the interviews was staff from Rowan University's student service departments. I narrowed down the sample to individuals from three areas identified as significant from the student surveys: financial aid, orientation, and academic advising. The final sample consisted of four staff members from these three areas: one associate vice president, one director, one assistant director, and one advisor.

Analysis of the Data

Has the number of adult students at Rowan University continued its decline, or has it stayed on trend with national rates? The data in Table 1 suggests that the overall enrollment of Rowan University had increased by 83.1% from 2007 to 2017. The undergraduate enrollment increased by 75.9%, graduate students increased by 90.7%, and professional students increased by 870.09%. Full-time enrollments increased 90.9% in the timeframe of 2007 to 2017, while part-time enrollment increased 54.9%; of note is the change to completely full-time professional students in 2017. Overall enrollment in 2018 increased another 5.30% since 2017. Full-time enrollments increased 3.53%, and part-time enrollments increased 13.3%, which is a departure from the trend of more aggressively increasing full-time enrollments noted for the previous 10-year time period.

Table 1

Fall 2007, Fall 2017 and Fall 2018 Enrollment by Level

Fall 2007	Full Time	Part Time	Total	*%*
Undergraduate	7662	1093	8755	86.8
Graduate	231	841	1072	10.6
Professional	18	89	107	1.1
Certificate	13	144	157	1.6
Total	7924	2167	10091	100.0

Fall 2017	Full Time	Part Time	Total	*%*
Undergraduate	13635	1766	15401	83.3
Graduate	454	1591	2045	11.1
Professional	1038		1038	5.6
Total	15127	3357	18484	100.0

Fall 2018	Full Time	Part Time	Total	*%*
Undergraduate	14043	2077	16120	82.8
Graduate	501	1727	2228	11.4
Professional Student	372		372	1.9
Osteopathic Med	745		745	3.8
Total	15661	3804	19465	100.0

Table 2 suggests that the adult student population at Rowan University had decreased from 22.3% in 2007 to 20.7% in 2017. The mean age in 2007 was 23.7, while the mean age in 2017 was 23.0. This evidence suggests that the mean age had dropped less than 1 year in the 10-year timeframe. As evidenced in Table 4.3, from 2017 to 2018, however, the adult student population has begun to rise again; it went from 20.7% to 21.4%. The mean age is still 23.1, not a significant increase from 2017, but still moving upward.

Table 2

Fall 2007 and Fall 2017 Student Age Statistics

Students	2007 Frequency	*%*	2017 Frequency	*%*
Number of Students over 25	2252	22.3	3821	20.7
Number of Students under 25	7839	77.7	14663	79.3
Total Number of Students	10091	100.0	18484	100.0
Mean	23.7		23.0	
Median	21		21	
Mode	21		21	
Std. Deviation	7.974		6.654	
Variance	63.582		44.269	
Range	90		58	

Table 3

Fall 2017 and Fall 2018 Student Age Statistics

Students	2017 Frequency	%	2018 Frequency	%
Number of Students over 25	3821	20.7	4168	21.4
Number of Students under 25	14663	79.3	15294	78.6
Total Number of Students	18484	100	19462	100
Mean	23.0		23.1	
Median	21		21	
Mode	21		21	
Std. Deviation	6.654		6.803	
Variance	44.269		46.280	
Range	58		69	

Table 4 suggests that the percentage of adult students had wavered between 22.9% and 20.9% between 2007 and 2017; however, it was its lowest in 2017 at 20.7%. (Of note, data were not available for the years 2008 and 2009). The percentage rose to 21.4% in 2018. The mean age has stayed consistent throughout the 11-year period, ranging from 23.7 in 2007 to 23.1 in 2018 (minus 2008 and 2009).

Table 4

Enrollment 2007-2018

	Over 25	Under 25	Total	% Over 25	Mean Age
2007	2252	7839	10091	22.3%	23.7
2008					N/A
2009					N/A
2010	2490	8902	11392	21.9%	23.7
2011	2552	9264	11816	21.6%	23.7
2012	2544	9639	12183	20.9%	23.5
2013	3050	10299	13349	22.8%	23.6
2014	3381	11397	14778	22.9%	23.4
2015	3533	12622	16155	21.9%	23.1
2016	3878	13494	17372	22.3%	23.3
2017	3821	14663	18484	20.7%	23.0
2018	4168	15294	19462	21.4%	23.1

As noted in Chapter II, the national trend for adult student enrollments have been growing consistently and are projected to grow exponentially in the next few years (Digest of Educational Statistics: 2014, 2015). Rowan University has not engaged in this trend during the last decade; however, the slight increase in 2018 could indicate the enrollments may follow the national trend in the future.

Reasons for adult undergraduate students to attend college and course and format preferences. Tables 5 to 10 contain the results of survey questions administered to the Rowan University adult student population in fall 2018. The tables are located in Appendix F due to space constraints. In Chapter II, I presented theory on reasons why adults may decide to attend college, such as transitioning from situations like divorce, losing a job, finding personal fulfillment (Goodman, Schlossberg, & Anderson, 2006).

Table F1 displays the results of a question asking the adult students to rank their reasons for continuing their education. Students ranked to earn a higher degree first (36.70%), to improve their income second (29.21%), and to learn or improve occupational skills third (25.09%). Table F2 suggests that the students' funding sources for their higher education come primarily from student loans (26.35%), personal/family income (22.92%), and educational grants (20.40%). Scholarships only accounted for 5.96% of the reported sources, and VA benefits only 4.87%. While research indicates that adult students may prefer online or hybrid courses (Levitz, 2016), 73.91% of the adult students surveyed attend classes on Rowan's Main Campus (Glassboro) and only 16.30% attend online only (see Table F3). The students ranked their first choice for locations Rowan's Main Campus (Glassboro) by 56.00%, online only second by 29.20%, and the Rowan College locations third and fourth by 35.20% and 22.40% (see Table F4). Table F5 suggests that 34.34% of the students prefer online classes and 29.43% prefer morning classes first as their types of classes, while 30.57% prefer afternoon second, and 27.92% prefer evening classes third. The students ranked traditional lecture class format first by 49.61% and online 30.08% and blended format second 25.78% in Table F6.

Are surveyed adult students satisfied with the services provided at Rowan University? Tables 11 to 20 contain the remainder of the results of the student survey administered to the Rowan University adult student population in fall 2018. These tables are also located in Appendix F due to space constraints. Tables 11 to 15 display the results of the Likert-style matrix questions, assessing the students' satisfaction with Rowan University's adult student services and programming, and Tables 16 to 20 display the coded analysis of the open-ended questions for those same services.

Table F7 suggests that adult students are generally somewhat satisfied to very satisfied with services provided by the Admissions Department. The students were most satisfied when it came to admissions information being easily obtainable through the website (83.40%) and admissions counselors being readily available and accessible during convenient times (71.25%). Although the students were overall more satisfied than dissatisfied with the Orientation process, they had a higher ratio of dissatisfied and lower ratio of satisfied than for the Admissions questions. They were least satisfied with the orientation process addressing the concerns of adult students (30.00% somewhat to very dissatisfied vs 37% somewhat to very satisfied) and orientation sessions being held during convenient times (28.04% somewhat to very dissatisfied vs 41.00% somewhat to very satisfied).

Table F12 displays the students' open-ended question responses for Admissions/Orientation, grouped by response categories. The largest number of responses (26) were regarding wanting orientation or admissions specific to non-traditional students (i.e., adults, single parents, transfer students, 3+1 program students). The next largest group was for students not aware of orientation or those who did not participate; 10 students expressed interest in evening/more convenient times/parking for admissions and orientation.

Table F8 suggests that the students are generally more satisfied with Financial Aid and Scholarships than dissatisfied. They are most satisfied with currently having financial aid or scholarships to meet their needs (53.36%) and being confident that the financial aid office can answer their questions (50.84%); however, they were most

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dissatisfied with being aware of scholarships available for adult students (42.94%). More students answered neither satisfied nor dissatisfied for the financial aid office is helpful and knowledgeable of all programs and services available to students (43.70%).

Table F13 displays the students' open-ended question responses for Financial Aid/Scholarship. The most reported category for this question was wanting scholarships for non-traditional students (i.e., adult, transfer, international); next was 19 with N/A or do not need financial aid or scholarships; finally, 18 students expressed the need for someone to help them navigate financial aid or scholarships or more information on them.

Table F9 suggests that students are consistently more satisfied than dissatisfied with Registration and Academic Programs. They are most satisfied with Rowan University offering majors that are relevant to adult students (79.75%) and course information being easy to obtain (78.1%). The two categories that they were least satisfied with were courses being held during convenient times and locations (34.29%) and being able to get courses that fit into their schedules (27.39%). Of interest, the one question to have a higher response rate of neither satisfied nor dissatisfied (19.42%) was for courses being offered in online or blended formats; during the interviews, several of the interviewees had indicated that adult students prefer online formats.

Table F14 displays the results for the open-ended question for Registration and Academic Programs. The highest response rate was for the need more convenient times and locations category (21), with not enough courses or required courses being cancelled second at 18 and more online needed third at 16.

Table F10 suggests that students are consistently more satisfied than dissatisfied with Academic Advising and Graduation; not one question received a somewhat or very dissatisfied rate above 19%. The students reported being most satisfied with their academic advisor being helpful in meeting their educational goals (74.79%) and their academic advisor keeping them on track for graduation (71.01%). The question that received the most neither satisfied nor dissatisfied response was for University officials explaining the graduation process and applying for/participating in graduation (41.35%); this makes sense since usually only junior or senior students would be actively working on the graduation process.

Table F15 contains the results to the open-ended question for Academic Advising and Graduation. For this question, the highest number of respondents expressed satisfaction with academic advising (20). Having to self-advocate/schedule on their own/complete graduation preparation was second at 15 and having technical problems/improvements needed was next at 14.

Table F11 asked students to rate other student services available to students. The majority of the responses fell within 35 to 52% neither satisfied nor dissatisfied, except for parking is available during the times of my classes (23.08% neither satisfied nor dissatisfied; 17.95% somewhat or very satisfied; 37.61% somewhat or very dissatisfied). Others with a higher ratio of dissatisfaction to satisfaction were Rowan offers services and activities geared toward adult students (38.46% vs 25.65%); it is easy to find adult student services online (41.03% vs 21.79%); Employees in student services are aware of

the special needs of adult students (28.02% vs 21.55%); and I feel in touch with the Rowan Community (31.62% vs 28.20%).

Table F16 displays the results for the open-ended question regarding Other Student Services. There was a tie for first with 12 responses each for feeling disengaged with the greater Rowan University community and needs for a commuter rest area/better parking. Next highest category was for hours and locations are inconvenient at 10 responses. The next largest group at 9 responses was for N/A or no time or interest as adult students.

Selected staff views on adult undergraduate students at Rowan University.

The interview questions administered to the interview sample are contained in Appendix E. There was a good deal of consistency in the answers provided by the interviewees. Two of the four reported working directly with adult undergraduate students; two indirectly. All four claimed knowledge of the special needs and challenges faced by adult students and knowledge of national trends for adult students in higher education. All discussed at some point in the interview the decline in traditionally aged students enrolling right out of high school and the prediction that adult student and returning student enrollments will be increasing.

When asked if they think Rowan University will follow these national trends in the future, all agreed that this would be the strategic thing to do, but one staff member said they thought Rowan would "buck the national trend" for non-traditional students, but like they have for the traditional undergraduate students. He explained that Rowan "had an understanding of these national trends, identified pockets of opportunities, developed

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unique marketing opportunities, and broke out of the trends"; he expects Rowan to do the same with non-traditional students. Another staff member questioned if Rowan University could develop the "curb appeal" to appeal to full-time workers with a family and kids. He claimed if Rowan could develop this curb appeal, the "draw will be easier". This staff member also thinks that Rowan should follow economic and social trends, too; offer degrees that will entice people to come to school, even with the economy is good; and welcoming all types of people.

Each expressed little to no knowledge of student programming or services available specifically for adult students at Rowan University. One stated she thought online programs are "geared toward" adult students, but is not sure of any on campus, except for the Veterans Affairs office since their students are traditionally adult students. However, she explained that student activities and organization are all geared toward traditionally aged students and only offered during times convenient to them. One individual said they know that the adult students are welcome to utilize the same services as traditionally aged students (i.e., childcare, mental health resources, tutoring), but he is not sure if they take advantage of them.

When asked if they refer adult students to these services, one stated they do not refer students directly and is sometimes the resource for these students; one stated she tries to point these students in the right direction and tries not to assume "they know where to go, just because they are older"; one said that even though they are not specifically for adults, the services at Global are geared more toward them and "we try and take care of our students"; the last stated he refers all students with immediate needs

to services like financial aid and the registrar; however, he finds adult students more "self-sufficient" and able to find their own answers through "Google or friends".

The staff answered what do they think Rowan does well for its adult student population with the following: "good pathways and access"; "admissions does a good job getting the students on campus, and there is a good breadth of different classes for them to choose from"; "offering online/hybrid classes and degree programs that wrap around the lives of working adults"; "excellent course availability and good degree availability"; "an excellent academic program portfolio that focuses on practical, hands-on education"; "our competitive advantage is we have not lost the focus of what really matters to students, but enhanced that".

Here are some of the recommendations made by the interviewees for what Rowan University can do better for its adult students:

- Improve academic support outside of the classroom

- Improve social integration and institutional pride

- Make the point of entry more visible, connect opportunities with employers and the community

- Make multiple paths visible and market to adults

- To serve them better, we need to understand them better

- Offer welcome events that fit their needs

- Develop an academic program competitive advantage for the next 3-5 years (no longer next 10 years)

- Understand the consumer behavior that influences student behavior

- Articulate our brand value and propose it in a clear, concise, and compelling manner
- Develop segmented sensitivity to customer needs
- Focus on outside class services
    - Childcare (obviously)
    - Flexible schedules
    - Truly hybrid courses
    - Both synchronous and asynchronous online courses
    - Use digital medium to develop learning and redefine how we think about, deliver, grade, and evaluate in-seat time vs credits.

Chapter V

Summary, Procedures, Findings, and Conclusions

Summary of the Needs Assessment

The adult undergraduate student population has been growing since its inception after World War II. Rowan University has shifted its focus from being a regional commuter school to a nationally-ranked research institution for predominantly traditionally-aged undergraduate students for the last 20 years. National trends indicate that the number of traditionally aged students entering college right out of high school will continue to decrease in the future.

This needs assessment is being completed to evaluate if Rowan University is continuing its focus on traditionally aged student enrollments, or if it will adjust to follow national trends. Current adult student services and programming were identified and evaluated, and recommendations will be made to further develop this type of programming, if warranted.

Procedures and Methodology

Enrollment data from fall 2018 were extracted from the Ellucian Banner system and compared to data extracted in fall 2017 to see if the enrollment trends were consistent.

A survey was created using the Qualtrics survey tool and administered electronically to the 1792 adult undergraduate students identified via the Ellucian Banner system and Rowan Global Learning & Partnerships. Of the 1792 surveys sent, 306 surveys were completed and 297 were used for the final analysis. The survey identified demographic information from the students, had them rate their reasons for continuing

their education and preferred methods of instruction, and gauged their satisfaction with services provided at the university.

Interviews were conducted with four staff members from three departments identified in the student surveys as significant to the adult students. The staff were asked the same 10 questions which were constructed to evaluate their knowledge of adult student needs and trends and services provided at the university.

Findings

- The student sample (which was consistent with the adult undergraduate student population) indicated the largest age cohort was 25-29 year-olds (42.03%), single (55.23%), with no children (54.71%), attending college full time (57.82%). These results do not correlate with the national ideal of adult students or with the impressions given during the interviews of what constitutes an adult student. Over 80% of the adult students reported working at least part time, so this statistic correlates with both the national and interview ideals.

- The enrollment numbers for students over 25 increased from 20.70% in 2017 to 21.40% in 2018; not a large increase, but maybe an indication of the enrollment shift that all of the staff interviewed referenced for the future at Rowan University.

- Overall, the adult students were more satisfied than dissatisfied with the services provided, but some areas of dissatisfaction were with orientation addressing concerns of adult students (30.00%); being aware of scholarships for adult students (42.94%); courses being held during convenient times and locations

(34.29%); parking (37.61%); and services being offered for adult students

(38.46%).

Conclusion and Implications

Although the current enrollment practices still focus on traditionally aged

undergraduate students, national trends and the opinion of the staff interviewed indicate

that Rowan University will begin to expand its enrollment efforts to adult undergraduate

students.

The demographic data, survey results, and interview results indicate a lack of

knowledge on the part of the university staff of the characteristics of their current adult

population and its specific needs. The staff interviewed all described adult students as

older, with children, and full-time jobs. The demographic data collected for the adult

student population at Rowan University and the surveyed population of adult students

indicate that the largest cohort of adult students are within 25-29 and have no children.

More than 50% do work full-time. The staff interviewed all identified childcare as an

important service for adult students. As the majority of adult students do not have

children, this does not seem like a service most needed at this time. Rather than childcare,

the adult students surveyed identified things like financial aid and scholarships, parking,

more convenient class times and office hours, as well as an orientation program that

focused on adult needs, rather than underaged drinking. I recommend the university staff

and administration study the actual demographic makeup of their student body, rather

than make assumptions based upon external ideals. They can adjust their services if the

demographics change with future admissions, but I believe they should begin

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developing support services and programming for the adult students that they already have enrolled.

The research data in Chapter II gives some good insight on the types of services and programs relevant to adult undergraduate students, such as institutions that engage in Post-Traditional and Commuter Student Programs and Services (PTCSPS) to help with admitting, retaining, and graduating of adult students. The institutions that follow these guidelines redesign their admissions, orientation, and financial aid programs to better serve this population (Council for the Advancement of Standards in Higher Education, 2018). There are scholarships and research opportunities for adult students (About ANTSHE, 2018). The University should invest time in identifying these opportunities, and educate its staff on how to help its adult student population to benefit from them. The 3+1 programs and the partnerships with the Rowan Colleges are programs in place now at Rowan University to increase enrollments and specialize services for adult undergraduate students; however, research indicates these types of programs can increase feelings of isolation and frustration with adult students (Adult Learner Programs and Services CAS Contextual Statement, 2015), which is indicated in the results of the student surveys in Appendix F. The University should create a more seamless transition for these programs and better manage the admissions, orientation, and advising. Besides these initiatives, the University may want to consider modeling for-profit institutions by developing accelerated programs, credit for past work history, and individualized programs of study (Ross-Gordon, 2011). I recommend more research be done to identify and implement programs and services such as these to not only attract and admit adult

students, but also to support them successfully through to graduation and beyond to the workforce.

I think that an adult student program or division would be beneficial to the university. Because these students tend to have other non-traditional characteristics, such as being commuter or transfer students, it seems that they can be overlooked if they do not have these other traits. There also seems to be an assumption that adult students are either a part of the Veterans Affairs office or Rowan Global, so there are many adult students attending main campus that are not even receiving the special support services that these two groups provide. An adult program that crosses over campuses and programs would help to alleviate the feeling of disconnect reported in the student surveys. Rowan can utilize the standards and guidelines for a PTCSPS institution, which not only helps to identify what post-traditional and commuter students need, but will also help educate faculty and staff on how best to serve this population. It is not enough to start programs that will capture a growing and underserved population. Rowan needs to study the population, market strategically, and create programs and services which will not only attract the adult students, but also support them through graduation and beyond. It is imperative that its faculty and staff know of the programs and services available for adult students and are able to direct the students to the correct areas for help. Having a program specifically for these students should help to centralize services, tailoring them to the specific adult needs, and help to make the students feel more valued and part of the University.

I believe Rowan University should use the same strategic focus and agility it used to transform into a nationally ranked research institution to create a forward thinking,

state-of-the-art adult program. Rowan has the opportunity to get ahead of the national

trend and create a niche in the region for this fast growing, underserviced population.

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Appendix A

Institutional Review Board Stamped Protocol

COMPLETING A ROWAN PROTOCOL

The following template provides three exampleosf developinga researchprotocol for social and behavioral research and biomedical research for mediccahl art review. These templates arefor guidancepurposes
only to providea general idea ofhow a protocol may bewrittento describe a research design or methodology,how participants are chosenand approached or howparticipant's records are obtained and used, a descriptionof whatwill happenin the study whether the study involve prospective interviewosr anonymoussurveys or analyzingexisting dataor biological specimens and what data will bceollected and analyzed.

Before youstart completingan eIRBapplication you should write out the protocol foyrour study. You must use the official Rowanprotocol template.   You can obtain it either from the appropriate Rowwanebsite (http://www.rowam.edu/som/hsp/forms/protocol.ht) lor from the department of surgery – resident research IRBfile.

You will beuploadingthe protocolinto the Rowan-IRB from and copy/pasting varioussections from the protocol into the IRB form.The two documents must be consistentwith each other.

The next few pages show the protocol document with an outline (in blue) of how rtoespond tothe questions. All 'Word'documents uploaded intothe eIRB application must containa version datea paginationin a footer.

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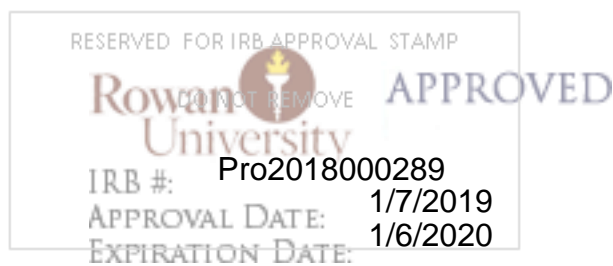
Title of Project: <u>A NEEDS ASSESSMENT OF PROGRAMMING FOR ADULT</u>
                          <u>UNDERGRADUATE STUDENTS AT ROWAN UNIVERSITY</u>
Principal Investigator:<u>Dr. Andrew Tinnin</u>
Co-Investigator/Student: <u>Jennifer Savage</u>
Funding Source(s):   <u>Internally Funded/College of Education,Rowan University</u>

1. Purpose/Specific Aims

This needs assessment will identify these areas of need for adult students, as well as a program incorporating services specific to these needs. Recommendations will also be included to modify current policies and procedures that impact adult students at Rowan University.

1.1 Objectives

1. Identify the current and future Rowan University adult student population.
2. Evaluate their specific needs and if they are being met by current student services.
3. Determine if the creation of adult student programming will be beneficial to the Rowan University community.

1.2 Hypotheses

Not applicable for a Needs Assessment.

2. Background and Significance

s like the Economic Opportunity Act of   ic education   t   Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act (WIA) (U.S. Department of Education, 2013) and the Serviceman's Readjustment Act of 1944 (the GI Bill) have altered the purpose and changed the participants of higher education in the U.S (Greenberg, 2004). As the needs of society changed with major events such as immigration, wars, and economic disasters, colleges and universities were looked upon to help citizens become more educated and hirable. The changing needs of the workforce

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have been a driving force to redefine the identities of traditional students to nontraditional ones.

The percentage   n   l   tics has been consistently rising over the past 30 years. The National Center for Education Statistics (NCES) reported that in the timeframe of 1986 to 1992, the percentage of undergraduate students with any nontraditional characteristics rose from 64.6% to 69.6% (Nontraditional Undergraduates Definitions and Data, 2018). The NCES predicts that the percentage of adult student enrollments will grow at a higher rate than traditional-aged students in the next five to six years (Digest of Educational Statistics: 2014, 2015). The need to understand this cohort of students will become critical to higher education administration, faculty, and professional support staff as they will become a larger percentage of the student body.

s   nontraditional students can benefit tailored to their needs. Organizations such as the Association for Nontraditional Students in Higher Education (ANTSHE) have been created to give students access to scholarships and research opportunities, as well as to give university faculty and staff guidance and resources to help these students (About ANTSHE, 2018). The CAS Standards and Guidelines for Post-Traditional and Commuter Student Programs and Services (2018) were created to help guide higher education institutions in the admission, retention, and successful completion of its post-traditional (or nontraditional) and commuter students. The institutions are charged with tailoring their admissions, orientation, and financial aid programs to meet the needs of the potential students.

Retention efforts should be geared toward helping the post-traditional and commuter learners clear all hurdles created by their special circumstances. The institutions should keep abreast of current trends and the impact on these students and should educate their faculty and staff on their findings. They are encouraged to advocate for the post-traditional and commuter students in all academic and non-academic matters. They should also create a supportive and collaborative environment for them (Council for the Advancement of Standards in Higher Education, 2018).

Based on the fact that this student cohort is expected to continue its growth, I recommend that a needs assessment be performed to identify the current and future Rowan University adult student population, evaluate their specific needs and if they are being met by current student services, and if the creation of adult student programming will be beneficial to the Rowan University community.

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3. Research Design and Methods

The needs assessment will be completed utilizing a mixed-method approach. Quantitative data will be collected utilizing Rowan University's Banner system plus an electronic survey created and administered with Qualtrics survey software. Quantitative research will be completed with interviews with key staff from departments within relevant departments identified via the survey.

There were two instrumentation methods used to extract data for u e parison of student demographic and enrollment information at Rowan University in fall 2007 and fall 2017. The first was Derrell Pustizzi's data extraction from Rowan University's Banner system in 2007 (Pustizzi, 2008). There was another data extraction obtained utilizing the Tableau Dashboards system, whdata from Rowan University's Banner system. This snapshot of data was for fall 2017 (Savage, 2018). These data were compared to identify any continuing enrollment trends at Rowan University over this 10-year period.

There will also be a data extraction performed by an IRT employee via Ellucian Banner including student demographic and enrollment information for fall 2018, minus any identifying data. This data will be pulled to compare to the 2017 data to see if there were any new enrollment trends.

The survey instrumentol used by Pustizzi in spring of 2008. I emailed Derrell on November 13, 2018 and obtained his permission to utilize an adapted version of his survey (See appendix). There were changes in the categorizations of race/ethnicity to make the survey coincide with the United States Census Bureau (U.S. Census Bureau, 2017). Although the United States Census Bureau still tends to collect data on sex (or the biological identities of male or female) (U.S. Census Bureau, 2017), I decided to collect data based on gender, using more inclusive gender categories than the male and female sex categories. Some of the original survey questions were adjusted to adapt to new technology or programs, and some were eliminated due to the length of the survey.

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The survey will be administered electronically to the 1792 students identified by Banner and Global Learning & Partnerships as Rowan University undergraduate students who will be 25-years-old or older at the time of the survey distribution (January 2019).

The survey consists of 16 multiple-choice questions geared to gather background information. There are 42 Likert-style statements evaluating Rowan University adult student satisfaction with student services organized by student services categories. An open-ended question will be included at the end of each section to allow for students' suggestions and comments. The statement scaling options will be: very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, and very dissatisfied. The numeric rankings for each statement will go from 4 being very satisfied to 1 being very dissatisfied (and 0 for neither satisfied nor dissatisfied). The survey will have six sections: Background Information, Admissions/Orientation, Financial Aid and Scholarships, Registration and Academics, Academic Advising/Graduation, and Additional Student Success Services. Pustizzi's original survey had been developed based on the literature review done for his thesis. The revised survey used for this project was based upon Pustizzi's survey, as well as information gleaned from the more recent literature review done for this project. The survey was created using the Rowan University survey tool, Qualtrics. The questions were constructed using the same format as the original (multiple choice and Likert-style scale statements). There will be skip logic built in for two questions: if a student answers they are 18 to 24, they will be re-directed to the end of the survey; if a student answers they are a graduate student, they will be re-directed to the end of the survey.

A pilot study of the survey will be completed with three colleagues in the Ie   Rowan University. They are not currently pursuing their bachelor's degrees, but they have had experience as adult students. They will be used to test the readability and validity of the survey (McMillan, 2016).

The interview questions will be created based upon the areas of interest and need identified in the survey. There will be approximately 10 questions focusing on adult undergraduate student needs and services.
A pilot study of the interview will be conducted with one colleague in the a   g department. She will be used to test the validity and appropriateness of the questions (McMillan, 2016).

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3.1. Duration of Study

The survey should take approximately 20 minutes for each student to complete. I will keep the survey open for approximately two weeks in January. The interviews should take staff between 30 and 45 minutes. I will perform the interviews within a four-week period following the survey administration in the spring semester.

3.2 Study Sites

The study site will be at the Glassboro Campus of Rowan University.

3.3 Sample Size Justification

The target population of the qualitative portion of the study was the 1792 adult undergraduate students enrolled at Rowan University in fall 2018. The survey will be emailed to the 1792 students to obtain the mostly highly representative sample of the overall Rowan University adult student population, with the desired number of 627.2 (35%) students completing the survey.

Based upon the survey results, a criterion sampling of administrative staff from key student service departments will be identified (McMillan, 2016) and interview questions will be developed. Interviews will be completed with the key staff in February 2019.

3.4 Subject Selection and Enrollment Considerations
[Note: Selection and enrollment design considerations are extremely important for assuring human subjects' protections, including their voluntary & informed consent, privacy of person and confidentiality of data, and equitable access to research.]

I will be administering the survey to the 1792 Rowan University students who have been identified as undergraduates, aged 25 and above. I will send a recruitment email (See appendix), explaining that they have been identified as adult undergraduate students and asking for their voluntary and anonymous completion of the survey. There is a consent form built into the survey, explaining that there are no dangers or harm to them and providing check boxes to indicate they are over 18 years old and willing to participate in the survey.

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The interview participants will be selected using purposive sampling from the survey responses. I will identify approximately five departments that have been identified as areas of interest or concern from the student responses, and I will reach out to a key staff member for those five departments to request an interview. I will send a recruitment email (See appendix), explaining the purpose of the study, how they were selected for

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Version Date: 11/27/2018

inclusion, and the importance of the research study. I will present an informed consent to each participant for their signature prior to starting the interview, providing each with a signed copy if they so desire. I will explain that their participation is voluntary and that the interview results will be destroyed upon the completion of the study. They will have the ability to request a copy of the Needs Assessment upon its completion.

3.5.1   Inclusion Criteria

The target population for the survey is undergraduate students aged 25 years or older. There will be no exclusions based on gender, race, or ethnicity. However, participation is voluntary.

The target population for the interviews is faculty of staff members employed in departments deemed as of interest or concern to adult undergraduate students at Rowan University by the results of the survey. There will be no exclusions based on gender, race, or ethnicity. However, participation is voluntary.

3.5.2   Exclusion Criteria

No groups of persons will be categorically excluded from this survey except students under 25 years of age at the time of the survey.

No faculty or staff members who fit the criteria of working in an area defined by the student survey as of interest or concern shall be otherwise categorically excluded from the interviews.

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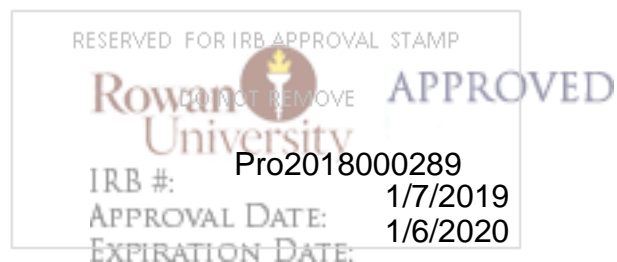
3.5.3   Subject Recruitment

All students identified by Banner and Global Learning & Partnerships (See appendix) as adult undergraduate students at Rowan University will be emailed an electronic survey via Qualtrics Survey Tool. The survey will be conducted online, should take approximately 15 to 20 minutes to complete, and will be open for approximately two weeks in January 2019.

Based upon the results of the survey, approximately five faculty or staff members will be identified from student services departments who are deemed as knowledgeable to the topic of adult undergraduate student services. They will be called or emailed and asked if they would like to participate in an interview about adult undergraduate student services, and a time and date will be set. The interviews should take approximately 30 to 45 minutes to complete, will be completed in person, and will be performed within a four-week timeframe.

3.5.4   Consent Procedures

There will be an informed consent included in the Qualtrics survey explaining the topic of the survey, the criteria they will need to meet in order to participate, and the fact that participation is completely voluntary. It will be explained that there are no risks associated with the survey and that responses will be kept confidential, but that a breach of confidentiality is always possible. They It will be explained that their completion of the survey will indicate their consent.

Faculty and staff completing the interviews will be given the consent forms to review and sign prior to the interview beginning. Interviewees will be able to request and receive a signed copy of the consent if they so desire.

3.5.5   Subject Costs and Compensation

There will be no costs or compensation accrued during this study.

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3.6 Chart Review Selection

This is not applicable to this study.

4.   Study Variables
4.1 Independent Variables or Interventions

This is not applicable to this study.

4.1.1 Drug or Device Interventions

This is not applicable to this study.

4.2 Dependent Variables or Outcome Measures

De-identified student data wilbl e collected from an IRT employee via Ellucian Banner including student demographic and enrollmenitnformationfor fall 2018. This datawill be compared toa similar data extraction performedin 2017 to see if there have been any newenrollment trends.

A survey will be administered electronically to Rowan University students who were 25-years-old or older at the time of the de-identified student record data extraction from Banner (fall 2018). The survey was created using the Rowan University survey tool, Qualtrics. There is skip logic built in for two questions: if a student answers they are 18 to 24, they will be re-directed to the end of the survey; if a student answers they are a graduate student, they will be re-directed to the end of the survey.

The survey consists of 16 multiple-choice questions geared to gather background information. There are 42 Likert-style statements evaluating Rowan University adult student satisfaction with student services organized by student services categories. An open-ended question was included at the end of each section to allow for students' suggestions and comments. The statement scaling options are: very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, and very dissatisfied. The numeric rankings for each statement go from 4 being very satisfied to 1 being very dissatisfied (and 0 for neither satisfied nor dissatisfied).

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The survey has six sections: Background Information, Admissions/Orientation, Financial Aid and Scholarships, Registration and Academics, Academic Advising/Graduation, and Additional Student Success Services.

Here is a link to the Qualtrics survey:
https://rowan.co1.qualtrics.com/jfe/form/SV_8BpCy6NqxI7ZEjP.

Interviews will be conducted with key staff members from student services departments identified in the surveys as relevant to adult students. The interview questions will be created based upon the areas of interest and need identified in the survey. There will be 10 questions focusing on adult undergraduate student needs and services.
Here is a link to the planned interview script:
https://drive.google.com/open?id=14jVXmCzgrpACk0Cbpe_0QthQRH_3pksg
4.3 Risk of Harm

There are no risks or discomforts associated with this survey.

There is little risk in participating in these interviews. Participants' identity will be kept confidential to the extent provided by law.

4.4 Potential for Benefit

There is a lack of data for this particular student demographic at Rowan University, so projects like this one can hopefully improve understanding of the group plus services provided to it in the future.

5. Data Handling and Statistical Analysis

The data collected in fall 2018 from Banner and the data collected in fall 2017 from Banner via the Ellucian Dashboard will be compared using Microsoft Excel and SPSS. The overall enrollment and enrollment specific to student level, status, and age will be compared. The students' age statistics will be analyzed by mean, median, mode, standard deviation, variance, and range. The data will be stored on Rowan University's Open Area drive.
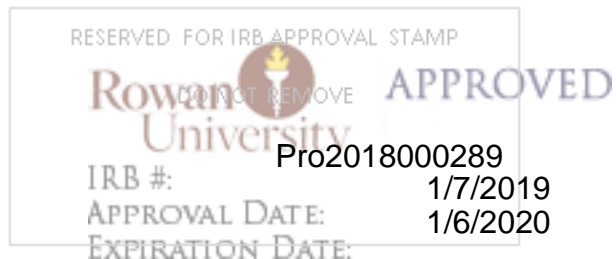
Creation/Revision Date: 10/03/2014

Data from the survey will be collected and stored in Qualtrics survey tool. Responses to the survey will be kept confidential. The results of the survey will be imported into Microsoft Excel and the responses to the satisfaction multiple choice questions will be analyzed by frequency and percent, as well as by sample size, standard deviation, mean, and missing. The open-ended questions will be coded by key terms manually and analyzed in Microsoft Excel. The responses will be grouped by categories and response rates to each category. Data will be stored in a secure computer and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include any individual information

mati   e   n   the interviews will be assigned a code number that is
this study. No one other than the researchers will know whether they have participated in the study. Study findings will be presented only in summary form and participants' names will not be used in any report or publications. The interview questions will be created in response to the survey results. Interviews results will be analyzed with Microsoft Excel using a manual coding method to group answers by categories (McMillan, 2016). Content analysis will be performed on the qualitative data and patterns and connections were identified (Grand Canyon University, 2018).

6. Data and Safety Monitoring

This section is not applicable to this study.

7. Reporting Results
7.1 Individual Results

This section is not applicable to this study.

7.2 Aggregate Results

The survey results will be reported in aggregate with no identifiers.

RESERVED FOR IRB APPROVAL STAMP

Rowan University   APPROVED

IRB #:   Pro2018000289
APPROVAL DATE: 1/7/2019
EXPIRATION DATE: 1/6/2020

Creation/Revision Date: 10/03/2014

7.3 Professional Reporting
They will be included in a master's program evaluation.

8. Bibliography

References

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Creation/Revision Date: 10/03/2014

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Savage, J. V. (2018). *A study of Rowan University adult students services and satisfaction: A comparison between 2007 and 2018*. Glassboro: Rowan University.

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APPENDICES

GlobalEmail: https://drive.google.com/file/d/14EBXZ00L4uTO80U-n73XauIQbRg5mKkO/view?usp=sharing

Pustizzi Email:https://drive.google.com/open?id=1hQqGBB9svGltURXoJuFKM9ob64TehX21

Survey RecruitmentEmail: https://drive.google.com/open?id=1SZg4pnBmVZzJaRGzRrsqXewm_sCeErbt

Interview RecruitmentEmail: https://drive.google.com/open?id=1UiWHYhUc8Ro7_4NEajZ7mFCL5bztNqwT

PlannedInterview Script: https://drive.google.com/open?id=14jVXmCzgrpACk0Cbpe_0QthQRH_3pksg

Creation/Revision Date: 10/03/2014

Online Survey Alternate Consent

Dear Rowan University student:

You are invited to participate in this online research survey entitled A Needs Assessment of Programming for Adult Undergraduate Students at Rowan University. This study has been approved by Rowan IRB. IRB# Pro2018000289. The Principal Investigator of the study is Dr. Andrew Tinnin, 856-256-4453. If you have any questions about this study, please contact Dr. Andrew Tinnin, Assistant Vice President for Student Life, Savitz Hall, Suite 203, 201 Mullica Hill Road, Glassboro, NJ 08028. If you have questions about your rights as a research participant, please contact the **Rowan University SOM IRB Office** at (856) 566-2712 or Rowan University Glassboro/CMSRU IRB at 856-256-4078. You can ask questions of the research team prior to your consent to participate.

You are included in this survey because you are a student at Rowan University. We are send the survey to all adult undergraduate students at Rowan University (1792) in hopes of obtaining a strong representative sample of this population.

The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

This survey is part of a needs assessment for student services programming for the adult (aged 25 and above) undergraduate population at Rowan University. Student services in this survey are defined as the services available to assist this student population in gaining access, retention, and successful completion of their undergraduate programs at Rowan University.

There are no risks or discomforts associated with this survey. Your participation is greatly appreciated. There is a lack of data for this particular student demographic at Rowan University, so projects like this one can hopefully improve understanding of the group plus services provided to it in the future.

Your response will be kept confidential. We will store the data in a secure computer file and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me at the address provided below, but you do not have to give your personal identification.

Version #:1.1
Version Date: Dec 2018
Creation/Revision Date:
11/14/2016

Jennifer Savage
Student in Seminar/Internship in Higher Education
Administration Masters in Higher Education
Administration Program
201 Mullica
Hill Road
Glassboro,
NJ 08028

Please complete the checkbox below.

To participate in this survey, you must be 18 years or older. Place a check box here ☐

Completing this survey indicates that you are voluntarily giving consent to participate in the survey ☐

Version #:1.1
Version Date: Dec 2
Creation/Revision
Date: 11/14/2016

Appendix C

Rowan University Adult Student Needs Assessment Survey

Start of Block: Default Question Block

You are invited to participate in this online research survey entitled A Needs Assessment of Programming for Adult Undergraduate Students at Rowan University. This study has been approved by Rowan IRB. IRB# Pro2018000289. The Principal Investigator of the study is Dr. Andrew Tinnin, 856-256-4453. If you have any questions about this study, please contact Dr. Andrew Tinnin, Assistant Vice President for Student Life, Savitz Hall, Suite 203, 201 Mullica Hill Road, Glassboro, NJ 08028. If you have questions about your rights as a research participant, please contact the **Rowan University SOM IRB Office** at (856) 566-2712 or Rowan University Glassboro/CMSRU IRB at 856-256-4078. You can ask questions of the research team prior to your consent to participate.

You are included in this survey because you are a student at Rowan University. We are sending the survey to all adult undergraduate students at Rowan University (1792 students) in hopes of obtaining a strong representative sample of this population.

The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

This survey is part of a needs assessment for student services programming for the adult (aged 25 and above) undergraduate population at Rowan University. Student services in this survey are defined as the services available to assist this student population in gaining access, retention, and successful completion of their undergraduate programs at Rowan University.

There are no risks or discomforts associated with this survey. Your participation is greatly appreciated. There is a lack of data for this particular student demographic at Rowan University, so projects like this one can hopefully improve understanding of the group plus services provided to it in the future.

Your response will be kept confidential. We will store the data in a secure computer file and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me at the address provided below, but you do not have to give your personal identification.

Jennifer Savage
Student in Seminar/Internship in Higher Education Administration Masters in Higher
Education Administration Program
201 Mullica Hill Road Glassboro, NJ 08028

Please complete the checkbox below.

o   To participate in this survey, you must be 18 years or older
o   Completing this survey indicates that you are voluntarily giving consent to participate in
    the survey

End of Block: Default Question Block Start of Block: Block 1

Q2 Background Information: Please select the answer that best describes your
demographic information.

Q3 CURRENT AGE

o   24 or Under o 25-29

o   30-34

o   35-39

o   40-44

o   45-49

o   50-54

o   55 or Over

Skip To: End of Survey If CURRENT AGE = 24 or Under

Q4 DEGREE OR CERTIFICATE PROGRAM ENROLLED IN

o   Undergraduate

o   Graduate

o   Certificate

*Skip To: End of Survey If DEGREE OR CERTIFICATE PROGRAM ENROLLED IN =
Graduate*

Q5 ETHNICITY

o   Hispanic

o   Not Hispanic

Q6 RACIAL GROUP

o   African American/Black

o   American Indian/Alaskan Native

o   Asian

o   Hawaiian Native/Pacific Islander

o   White/Caucasian

o   Other

o   Two or More Racial Groups

Q7 GENDER

o   Male

o   Female

o   Transgender

o   Other

o   Prefer not to disclose

Q8 MARITAL STATUS

o   Single

o   Married

o   Divorced

o   Separated

o   Widowed

o   Other

o   Prefer not to disclose

Q9 NUMBER OF DEPENDENT CHILDREN

o   0

o   1

o   2

o   3 or More

Q10 CURRENT FAMILY INCOME

o $9,999 or less

o $10,000 to $24,999 o $25,000 to $49,999 o $50,000 to $74,999 o $75,000 to $99,999

o $100,000 to $124,999

o $125,000 or More

o   Prefer not to disclose

Q11 STUDENT ENROLLMENT STATUS

o   Full-Time

o   Part-Time

Q12 EMPLOYMENT STATUS

o   Working Full-Time

o   Working Part-Time

o   Not Working

Q13 REASONS FOR CONTINUING YOUR EDUCATION (Please drag and drop into ranking order)

_____To earn a higher degree

_____To improve my income

_____To learn or improve my occupational skills

_____For personal satisfaction/fulfillment

_____To earn or maintain a certificate

_____Self-improvement

Q14 FUNDING SOURCE FOR YOUR EDUCATION (Please check all that apply and indicate what percentage is funded by each type).

○ Personal/Family Income _____

○ Personal/Family Savings _____

○ Social Security Benefits _____

○ Veterans' Benefits _____

○ Educational Grants (Pell, private grants, etc.) _____

○ Scholarships (Private, federal, college, etc.) _____

○ Student Loans (Perkins, Stafford, etc.) _____

○ Other Loans _____

○ Reimbursed by Employer _____

○ Other _____

Q15 ROWAN CAMPUS WHERE YOU **CURRENTLY** ATTEND CLASSES
o   Rowan Main Campus (Glassboro)
o   Rowan School of Osteopathic Medicine (Stratford)
o   Cooper Medical School of Rowan (Camden)
o   Rowan College Gloucester County
o   Rowan College Burlington County
o   Online Only
o   Other

Q16 ROWAN CAMPUS WHERE YOU WOULD **PREFER** TO ATTEND CLASSES
(Please drag and drop into ranking order)

_____Rowan Main Campus (Glassboro)

_____Rowan School of Osteopathic Medicine (Stratford)

_____Cooper Medical School of Rowan (Camden)

_____Rowan College Gloucester County

_____Rowan College Burlington County

_____Online Only

_____Other

Q17 WHAT TYPE OF CLASSES DO YOU PREFER? (Please drag and drop into
ranking order)

_____Morning classes

_____Afternoon classes

_____Evening classes

_____Weekend classes

_____Online or self-paced classes

_____No preference

_____Other

Q18 WHICH TYPE OF CLASS FORMAT DO YOU PREFER? (Please drag and drop into ranking order)

_____ Traditional Lecture

_____ Online

_____ Blended (mix of traditional lecture and online)

_____ Small Group

_____ Independent Study

_____ Self-paced

_____ No preference

End of Block: Block 1 Start of Block: Block 2 Q19

For each item identified below, select the number that best fits with your judgement of the level of satisfaction.

Admissions/Orientation

	Very satisfied	Somewhat satisfied	Not satisfied or dissatisfied	Somewhat dissatisfied	Very dissatisfied
Admissions information was easily obtainable through the website.	o	o	o	o	o
Admission counselors were readily available and accessible during times convenient for me.	o	o	o	o	o
Admission counselors were knowledgeable of my needs as an adult student.	o	o	o	o	o
The admissions office showed genuine interest in my success as a student.	o	o	o	o	o
I felt the orientation program specifically addressed my concerns as an adult student.	o	o	o	o	o
Orientation sessions were held during times convenient for me.	o	o	o	o	o
The orientation staff were welcoming and showed genuine interest in my success as a student.	o	o	o	o	o

Q20 Please list any Admissions or Orientation services that may have improved your experience enrolling as an adult undergraduate student at Rowan University.

Q21 For each item identified below, select the number that best fits with your judgement of the level of satisfaction.

Financial Aid and Scholarships

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
I am aware of financial aid packages available to adult students.	o	o	o	o	o
It is easy to access financial aid and scholarship information online.	o	o	o	o	o
I am aware of scholarships available to adult students.	o	o	o	o	o
The Financial Aid office is helpful and knowledgeable of all programs and services available to Rowan University students.	o	o	o	o	o
I am confident that the Financial Aid office can answer my questions.	o	o	o	o	o
I currently have financial aid and/or scholarships to meet my needs.	o	o	o	o	o

Q22 Please list any Financial Aid and/or Scholarship services that may have improved your accessibility to or continued success as an adult undergraduate student at Rowan University.

Q23
For each item identified below, select the number that best fits with your judgement of the level of satisfaction.

Registration and Academics

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
It is easy to register online for courses.	o	o	o	o	o
I am able to get courses needed for my major.	o	o	o	o	o
I am able to get courses that fit into my schedule.	o	o	o	o	o
Rowan University offers majors that are relevant to adult students in the community.	o	o	o	o	o
Course information is easily obtained.	o	o	o	o	o
Courses are held during convenient times and/or locations to adapt to adult student schedules.	o	o	o	o	o
Courses are offered in online or blended formats to adapt to adult student schedules.	o	o	o	o	o

Q24 Please list any Registration or Academic Programming services that may improve your success and retention as an adult undergraduate student at Rowan University.

Q25

For each item identified below, select the number that best fits with your judgement of the level of satisfaction.

Academic Advising/Graduation

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
My academic advisor has been helpful in meeting my education goals.	o	o	o	o	o
My academic advisor has helped me stay on track for graduation.	o	o	o	o	o
My academic advisor understands my needs as an adult student.	o	o	o	o	o
I am able to schedule meeting times online to meet with my academic advisor.	o	o	o	o	o
My academic advisor is available to meet at times convenient for me.	o	o	o	o	o
My advisor uses alternate methods of meeting if possible (such as telephone or web conferencing)	o	o	o	o	o
I can track my program completion and graduation progress online.	o	o	o	o	o

Q26 Please list any Academic Advising/Graduation services that may improve your success, retention, and completion as an adult undergraduate student at Rowan University.

Q27

For each item identified below, select the number that best fits with your judgement of the level of satisfaction.

Additional Student Success Services

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Rowan offers services and activities geared toward adult students.	o	o	o	o	o
It is easy to find adult student services online.	o	o	o	o	o
Employees in student services are aware of the special needs of adult students.	o	o	o	o	o
Student related service offices are easy to contact and have convenient hours.	o	o	o	o	o
Parking is available during the times of my classes.	o	o	o	o	O
Securing transportation to and from campus is easy (shuttle, mass transit, etc.).	o	o	o	o	o
I utilize the library facilities.	o	o	o	o	o
I am aware of the Office of Career Advancement and the services they provide.	o	o	o	o	o
I feel in touch with the Rowan Community.	o	o	o	o	o
I feel like Rowan University cares about my student success.	o	o	o	o	o

Q28 Please list any student services, programs, clubs, or activities that you would like to see offered at Rowan University specific to the needs of adult students.

End of Block: Block 2

Appendix D

Informed Consent for Interviews or Interviews with Record Reviews

Please read this consent document carefully before you decide to participate in this study.

You are invited to participate in a research study about understanding the need for student services programming for the adult (aged 25 and above) undergraduate population at Rowan University. This study is being conducted by researchers in the Masters in Higher Education Administration Program at Rowan University and has been approved by Rowan IRB. IRB# Pro2018000289. The Principal Investigator of the study is Dr. Andrew Tinnin, 856-256-4453.

Participation in this study is voluntary. If you agree to participate in this study, you would be interviewed for about 30 minutes. The number of participants in the study is five staff members in key student services departments at the University. Participants will take part in an in-person interview with a researcher of this study.

There is little risk in participating in this study. Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number that is unique to this study. No one other than the researchers would know whether you participated in the study. Study findings will be presented only in summary form and your name will not be used in any report or publications.

Participating in this study may not benefit you directly, but your participation is greatly appreciated. There is a lack of data for this particular student demographic at Rowan University, so projects like this one can hopefully improve understanding of the group plus services provided to it in the future. *Your participation in this study is completely voluntary. If you choose not to participate in this study, this will have no effect on the services or benefits you are currently receiving.* You may skip any questions you don't want to answer and withdraw from the study at any time without consequences.

If you have any questions about this study, please contact Dr. Andrew Tinnin, Assistant Vice President for Student Life, Savitz Hall, Suite 203, 201 Mullica Hill Road, Glassboro, NJ 08028. If you have questions about your rights as a research participant, please contact the **Rowan University SOM IRB Office** at (856) 566-2712 or Rowan University Glassboro/CMSRU IRB at 856-256-4078. You can ask questions of the research team prior to your consent to participate.

Version #:1.1 Version Date: Dec 2018

<u>A Needs Assessment of Programming for Adult Undergraduate Students at Rowan University</u>

Informed Consent for Interviews or Interviews with Record Reviews (Expedited Review with identifiers)

YOU WILL BE GIVEN A COPY OF THIS FORM WHETHER OR NOT YOU AGREE TO PARTICIPATE.

Social and Behavioral IRB Research Agreement

I have read the procedure described above. I voluntarily agree to participate in the procedure and **I have received a copy of this description.**

Name (Printed)

Signature: _____

Date: _____

Principal Investigator: _____ Date: _____

Version #:1.1
Version Date: Dec 2018

Appendix E

Interview Questions for Adult Student Programming Needs Assessment

While your participation in this interview is voluntary and you are not required to answer any of the questions, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being reported.

1. What is your name?

2. What is your position and department within the University?

3. Do you work with undergraduate adult students in your job?

4. Are you aware of the special needs and challenges faced by adult students in undergraduate programs?

5. Are you aware of national trends for adult student enrollments in higher education?

6. Do you think Rowan University will follow these trends in the future?

7. Is there adult student programming or services available at Rowan University?

8. Do you refer your adult students to these services?

9. What do you think Rowan University does well for its adult student population?

10. What do you think Rowan University can do better for its adult student population?

Table F1

Reasons for Continuing Your Education (Please drag and drop into ranking order)

Question	1 %	1 f	2 %	2 f	3 %	3 f	4 %	4 f	5 %	5 f	6 %	6 f	Total
To earn a higher degree	36.70	98	22.85	61	14.61	39	12.73	34	10.11	27	3.00	8	267
To improve my income	31.09	83	29.21	78	15.36	41	11.99	32	7.12	19	5.24	14	267
To learn or improve my occupational skills	6.37	17	13.86	37	25.09	67	19.48	52	29.96	80	5.24	14	267
For personal satisfaction/ fulfillment	14.61	39	13.86	37	19.85	53	27.72	74	17.60	47	6.37	17	267
To earn or maintain a certificate	3.37	9	6.37	17	6.74	18	5.24	14	13.86	37	64.42	172	267
Self-improvement	7.87	21	13.86	37	18.35	49	22.85	61	21.35	57	15.73	42	267

Table F2

Funding Source for Your Education (Please check all that apply and indicate what percentage is funded by each type).

Question	%	f
Personal/Family Income	22.92%	127
Personal/Family Savings	8.48%	47
Social Security Benefits	0.54%	3
Veterans' Benefits	4.87%	27
Educational Grants (Pell, private grants, etc)	20.40%	113
Scholarships (Private, federal, college, etc)	5.96%	33
Student Loans (Perkins, Stafford, etc)	26.35%	146
Other Loans	1.08%	6
Reimbursed by Employer	7.58%	42
Other	1.81%	10
Total	100%	554

94

Table F3

Rowan Campus Where You Currently Attend Classes

Question	%	*f*
Rowan Main Campus (Glassboro)	73.91%	204
Rowan School of Osteopathic Medicine (Stratford)	0.00%	0
Cooper Medical School of Rowan (Camden)	1.09%	3
Rowan College Gloucester County	0.72%	2
Rowan College Burlington County	4.35%	12
Online Only	16.30%	45
Other	3.62%	10
Total	100%	276

95

Table F4

Rowan Campus Where You Would Prefer to Attend Classes (Please drag and drop into ranking order)

Question	1 %	f	2 %	f	3 %	f	4 %	f	5 %	f	6 %	f	7 %	f	Total
Rowan Main Campus (Glassboro)	56.00	140	24.40	61	11.20	28	5.20	13	2.00	5	0.40	1	0.80	2	250
Rowan School of Osteopathic Medicine (Stratford)	0.80	2	5.60	14	15.60	39	18.80	47	25.20	63	27.60	69	6.40	16	250
Cooper Medical School of Rowan (Camden)	1.60	4	7.20	18	9.20	23	21.60	54	31.60	79	23.60	59	5.20	13	250
Rowan College Gloucester County	1.60	4	16.40	41	35.20	88	18.40	46	17.60	44	10.40	26	0.40	1	250
Rowan College Burlington County	10.00	25	13.60	34	14.00	35	22.40	56	16.00	40	22.00	55	2.00	5	250
Online Only	29.20	73	29.20	73	11.60	29	12.00	30	4.40	11	11.60	29	2.00	5	250
Other	0.80	2	3.60	9	3.20	8	1.60	4	3.20	8	4.40	11	83.20	208	250

Table F5

What Type Of Classes Do You Prefer? (Please drag and drop into ranking order)

Question	1 %	f	2 %	f	3 %	f	4 %	f	5 %	f	6 %	f	7 %	f	Total
Morning classes	29.43	78	20.38	54	13.21	35	17.74	47	11.70	31	5.66	15	1.89	5	265
Afternoon classes	15.85	42	30.57	81	20.75	55	16.60	44	12.45	33	2.64	7	1.13	3	265
Evening classes	18.49	49	22.26	59	27.92	74	21.51	57	8.30	22	1.13	3	0.38	1	265
Weekend classes	0.75	2	6.42	17	16.98	45	20.00	53	36.98	98	12.45	33	6.42	17	265
Online or self-paced classes	34.34	91	18.11	48	16.98	45	13.96	37	11.32	30	3.02	8	2.26	6	265
No preference	1.13	3	1.51	4	2.64	7	6.42	17	15.85	42	62.64	166	9.81	26	265
Other	0.00	0	0.75	2	1.51	4	3.77	10	3.40	9	12.45	33	78.11	207	265

97

Table F6

Which Type Of Class Format Do You Prefer? (Please drag and drop into ranking order)

Question	1 %	f	2 %	f	3 %	f	4 %	f	5 %	f	6 %	f	7 %	f	Total
Traditional Lecture	49.61	127	17.19	44	12.11	31	7.42	19	6.64	17	4.69	12	2.34	6	256
Online	30.08	77	17.97	46	17.19	44	17.19	44	7.03	18	5.86	15	4.69	12	256
Blended (mix of traditional lecture and online)	10.94	28	25.78	66	30.08	77	14.45	37	12.11	31	5.47	14	1.17	3	256
Small Group	6.64	17	17.97	46	13.28	34	26.17	67	16.02	41	17.19	44	2.73	7	256
Independent Study	0.39	1	7.03	18	11.72	30	14.06	36	38.67	99	26.56	68	1.56	4	256
Self-paced	1.56	4	13.67	35	14.84	38	17.19	44	14.45	37	33.20	85	5.08	13	256
No preference	0.78	2	0.39	1	0.78	2	3.52	9	5.08	13	7.03	18	82.42	211	256

Table F7

Ranking of Admissions/Orientation

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Admissions information was easily obtainable through the website. *N*=241, *SD*=1.287, *M*=3.20, *n*=297	128	53.11%	73	30.29%	28	11.62%	7	2.90%	5	2.07%
Admission counselors were readily available and accessible during times convenient for me. *N*=240, *SD*=1.482, *M*=2.91, *n*=297	106	44.17%	65	27.08%	41	17.08%	20	8.33%	8	3.33%
Admission counselors were knowledgeable of my needs as an adult student. *N*=241, *SD*=1.571, *M*=2.85, *n*=297	98	40.66%	61	25.31%	47	19.50%	21	8.71%	14	5.81%
The admissions office showed genuine interest in my success as a student. *N*=239, *SD*=0.700, *M*=2.84, *n*=297	101	42.26%	66	27.62%	49	20.50%	13	5.44%	10	4.18%

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Table F7 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
I felt the orientation program specifically addressed my concerns as an adult student. *N*=240, *SD*=1.847, *M*=2.36, *n*=297	47	19.58%	44	18.33%	77	32.08%	38	15.83%	34	14.17%
Orientation sessions were held during times convenient for me. *N*=239, *SD*=1.860, *M*=2.46, *n*=297	61	25.52%	37	15.48%	74	30.96%	34	14.23%	33	13.81%
The orientation staff were welcoming and showed genuine interest in my success as a student. *N*=240, *SD*=1.755, *M*=2.51, *n*=297	92	38.33%	58	24.17%	73	30.42%	8	3.33%	9	3.75%

Table F8

Ranking of Financial Aid/Scholarships

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
I am aware of financial aid packages available to adult students. *N*=239, *SD*=1.558, *M*=2.09, *n*=297	58	24.27%	61	25.52%	66	27.62%	31	12.97%	23	9.62%
It is easy to access financial aid and scholarship information online. *N*=238, *SD*=1.571, *M*=2.01, *n*=297	54	22.69%	61	25.63%	71	29.83%	28	11.76%	24	10.08%
I am aware of scholarships available to adult students. *N*=237, *SD*=1.372, *M*=1.81, *n*=297	35	14.77%	48	20.25%	51	21.52%	42	17.72%	61	25.74%
The Financial Aid office is helpful and knowledgeable of all programs and services available to Rowan University students. *N*=238, *SD*=1.699, *M*=1.70, *n*=297	59	24.79%	36	15.13%	104	43.70%	22	9.24%	17	7.14%

Table F8 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
I am confident that the Financial Aid office can answer my questions. *N*=238, *SD*=1.701, *M*=2.00, *n*=297	68	28.57%	53	22.27%	86	36.13%	14	5.88%	17	7.14%
I currently have financial aid and/or scholarships to meet my needs. *N*=238, *SD*=1.675, *M*=2.14, *n*=297	77	32.35%	50	21.01%	71	29.83%	12	5.04%	28	11.76%

Table F9

Ranking of Registration/Academics

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
It is easy to register online for courses. *N*=241, *SD*=1.183, *M*=3.02, *n*=297	105	43.57%	82	34.02%	18	7.47%	25	10.37%	11	4.56%
I am able to get courses needed for my major. *N*=240, *SD*=1.242, *M*=2.90, *n*=297	99	41.25%	72	30.00%	19	7.92%	33	13.75%	17	7.08%
I am able to get courses that fit into my schedule. *N*=241, *SD*=1.315, *M*=2.64, *n*=297	80	33.20%	71	29.46%	24	9.96%	38	15.77%	28	11.62%
Rowan University offers majors that are relevant to adult students in the community. *N*=242, *SD*=1.296, *M*=3.02, *n*=297	116	47.93%	77	31.82%	27	11.16%	14	5.79%	8	3.31%
Course information is easily obtained. *N*=242, *SD*=1.227, *M*=2.99, *n*=297	104	42.98%	85	35.12%	22	9.09%	21	8.68%	10	4.13%

Table F9 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Courses are held during convenient times and/or locations to adapt to adult student schedules. *N*=242, *SD*=1.289, *M*=2.50, *n*=297	66	27.27%	68	28.10%	25	10.33%	54	22.31%	29	11.98%
Courses are offered in online or blended formats to adapt to adult student schedules. *N*=242, *SD*=1.505, *M*=2.39, *n*=297	77	31.82%	61	25.21%	47	19.42%	31	12.81%	26	10.74%

Table F10

Ranking of Academic Advising/Graduation

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
My academic advisor has been helpful in meeting my education goals. *N*=238, *SD*=1.429, *M*=2.97, *n*=297	130	54.62%	48	20.17%	33	13.87%	17	7.14%	10	4.20%
My academic advisor has helped me stay on track for graduation. *N*=238, *SD*=1.537, *M*=2.85, *n*=297	128	53.78%	41	17.23%	43	18.07%	18	7.56%	8	3.36%
My academic advisor understands my needs as an adult student. *N*=238, *SD*=1.615, *M*=2.62, *n*=297	114	47.90%	36	15.13%	51	21.43%	23	9.66%	14	5.88%
I am able to schedule meeting times online to meet with my academic advisor. *N*=238, *SD*=1.507, *M*=2.85, *n*=297	124	52.10%	44	18.49%	40	16.81%	20	8.40%	10	4.20%

Table F10 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
My academic advisor is available to meet at times convenient for me. *N*=237, *SD*=1.562, *M*=2.62, *n*=297	105	44.30%	47	19.83%	46	19.41%	22	9.28%	17	7.17%
My advisor uses alternate methods of meeting if possible (such as telephone or web conferencing). *N*=235, *SD*=1.759, *M*=2.29, *n*=297	100	42.55%	32	13.62%	73	31.06%	11	4.68%	19	8.09%
University officials did a good job explaining the process for applying for and participating in graduation *N*=237, *SD*=1.709, *M*=1.78, *n*=297	64	27.00%	34	14.35%	98	41.35%	22	9.28%	19	8.02%
I can track my program completion and graduation progress online. *N*=236, *SD*=1.617, *M*=2.47, *n*=297	95	40.25%	48	20.34%	55	23.31%	20	8.47%	18	7.63%

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Table F11

Ranking of Other Student Services

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Rowan offers services and activities geared toward adult students. *N=234, SD=1.409, M=1.48, n=297*	29	12.39%	31	13.25%	84	35.90%	48	20.51%	42	17.95%
It is easy to find adult student services online. *N=234, SD=1.367, M=1.39, n=297*	26	11.11%	25	10.68%	87	37.18%	50	21.37%	46	19.66%
Employees in student services are aware of the special needs of adult students. *N=232, SD=1.453, M=1.20, n=297*	29	12.50%	21	9.05%	117	50.43%	35	15.09%	30	12.93%
Student related service offices are easy to contact and have convenient hours. *N=234, SD=1.595, M=1.41, n=297*	39	16.67%	35	14.96%	116	49.57%	24	10.26%	20	8.55%

Table F11 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Parking is available during the times of my classes. *N=234, SD=1.254, M=1.48, n=297*	25	10.68%	25	10.68%	54	23.08%	42	17.95%	88	37.61%
The campus feels safe during the times of my classes. *N=235, SD=1.631, M=2.63, n=297*	109	46.38%	49	20.85%	56	23.83%	14	5.96%	7	2.98%
Securing transportation to and from campus is easy (shuttle, mass transit, etc). *N=234, SD=1.716, M=1.47, n=297*	56	23.93%	24	10.26%	122	52.14%	15	6.41%	17	7.26%
I utilize the library facilities. *N=236, SD=1.715, M=2.18, n=297*	75	31.78%	65	27.54%	81	34.32%	5	2.12%	10	4.24%
I am aware of the Office of Career Advancement and the services they provide. *N=236, SD=1.664, M=1.92, n=297*	65	27.54%	40	16.95%	82	34.75%	25	10.59%	24	10.17%

Table F11 (continued)

	Very Satisfied 4		Somewhat Satisfied 3		Neither Satisfied nor Dissatisfied		Somewhat Dissatisfied 2		Very Dissatisfied 1	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
I feel in touch with the Rowan Community. *N*=234, *SD*=1.438, *M*=1.45, *n*=297	26	11.11%	40	17.09%	94	40.17%	41	17.52%	33	14.10%
I feel like Rowan University cares about my student success. *N*=237, *SD*=1.553, *M*=2.11, *n*=297	53	22.36%	75	31.65%	65	27.43%	19	8.02%	25	10.55%

Table F12

Admissions/Orientation Open-Ended Question

Satisfied with Admissions/ Orientation	VA Helpful	Unaware/ Didn't Participate	N/A Waste of Time	Wanted specific to non-traditional (adults, single parents, transfer, 3+1)	Non-mandatory / free online orientation	Evening/ More convenient Times/ Parking	Better explanation of fees/ requirements	Staffing/ Turnover/ Unprofessional Staff	N/A	Other
9	3	13	5	26	3	10	8	5	5	6

Please list any Admissions or Orientation services that may have improved your experience enrolling as an adult undergraduate student at Rowan University.

Table F13

Financial Aid/Scholarship Open-Ended Question

Satisfied with FA	Satisfied with Scholarship	N/A Do not need FA/ Scholarship	Not aware of scholarships for adults	Someone to help/more info FA/Scholarships	Want scholarships for specific types of students (adult, transfer, international)	Problem with 3+1 FA	Other
8	1	19	13	18	24	3	12

Please list any Financial Aid and/or Scholarship services that may have improved your accessibility to or continued success as an adult undergraduate student at Rowan University.

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Table F14

Registration/Academic Programming Open-Ended Question

Satisfied with Registration	Satisfied with Academic Programming	Didn't have advisor/ someone to help select classes	Professors/ courses inflexible/ don't understand adult needs	Evening/ More convenient Times/Locations / Parking	Technical Problems/ Improvements Needed	Not enough classes/ required classes cancelled	Staffing/ Turnover	N/ A	Other	More online/ blended	Less Online
3	2	6	10	21	12	18	4	3	7	16	4

Please list any Registration or Academic Programming services that may improve your success and retention as an adult undergraduate student at Rowan University.

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Table F15

Advising/Graduation Open-Ended Question

Satisfied with Academic Advising	Advisors not knowledgeable/ aware of adult learners' needs	Hard to schedule appointments	Have to self advocate/ schedule/ graduation	Evening/ More convenient Times/ Locations/ Parking	Technical Problems/ Improvements Needed	Better Tracking/ Checklists/ Degree Plans	Staffing/ Turnover	N/A
20	7	7	15	2	14	6	3	10

Please list any Academic Advising/Graduation services that may improve your success, retention, and completion as an adult undergraduate student at Rowan University.

Table F16

Other Student Services Open-Ended Question

Clubs geared toward adults/ Veterans /online	Social Events geared toward adults/ online	Career Fair/Honor Society/ Greek Life for adult students/ online	Hours/ locations inconvenient	Not aware of adult programs/ clubs/ activities	Disengaged with greater community	Commuter resting area/better parking	Help for transfer/ adults: Adult Ed Office	Other	N/A No time/ interest as an adult learner
4	3	3	10	5	12	12	7	7	9

Please list any student services, programs, clubs, or activities that you would like to see offered at Rowan University specific to the needs of adult students