

Applying ALI Results to Improve Student Learning:
Traditional & Nontraditional Students

Ursa Johnson
Institutional Research Technician
Mount Olive College

What is ALI & ISAS?

- The Adult Learner Inventory (**ALI**) is produced by Noel-Levitz
- Consists of 47 questions within 8 scales
- An additional 10 questions can be customized by the institution.
- Designed with adult learners in mind.
- ALI is given only online, not paper & Pen
- ISAS is produced by the Council for Adult & Experiential Learning (CAEL)
- ISAS is part of a larger “tool kit” called ALFI.
- This workbook consisted of 57 questions that a group consisting of Faculty, Staff, & Administration can collaborate on answers.
- ISAS is given only in a pen & paper format (workbook)

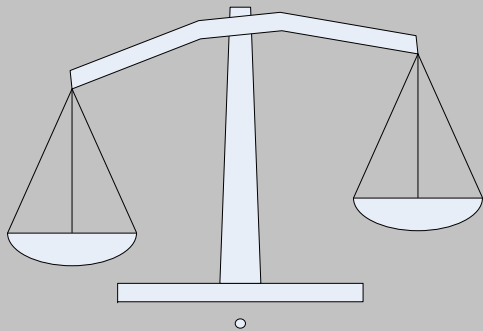
Survey History

- Adult Learner Inventory (**ALI**) & the ALFI Assessment Toolkit was created in 2002 in response to a demand of climate surveys tailored toward adult learners.
- Group effort by Noel-Levitz (**ALI**) & CAEL (**ISAS**) to create two surveys
 - From the student view (**ALI**)
 - From the institution view (**ISAS**)
- Crosswalk between the two surveys vetted by Noel-Levitz, CAEL, & National Center for Higher Education Management Systems (NCHEMS)
- Both surveys are Perception Surveys
 - Student's perception of importance
 - Student's perception of satisfaction
 - Institution's report of what services are offered & their perception of how much of their student body uses those services

ALI Scales / ISAS Principles

1. Outreach
2. Life & Career Planning
3. Financing
4. Assessment of Learning Outcomes
5. Teaching: Learning Process
6. Student Support Systems
7. Technology
8. Transitions

1. Outreach
2. Life & Career Planning
3. Financing
4. Assessment of Learning Outcomes
5. Teaching-Learning Process
6. Student Support Systems
7. Technology
8. Strategic Partnerships
9. Transitions



ALI Scale

Key

1 = Not important at all

2 = Not very important

3 = Somewhat unimportant

4 = Neutral

5 = Somewhat important

6 = Important

7 = Very important

1 = Not satisfied at all

2 = Not very satisfied

3 = Somewhat dissatisfied

4 = Neutral

5 = Somewhat satisfied

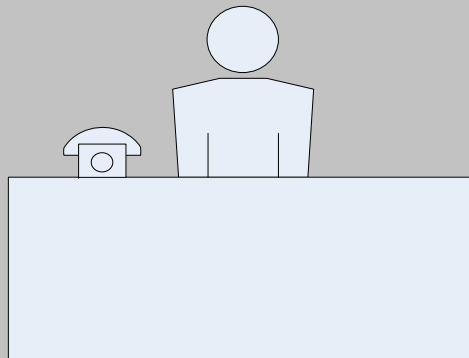
6 = Satisfied

7 = Very satisfied

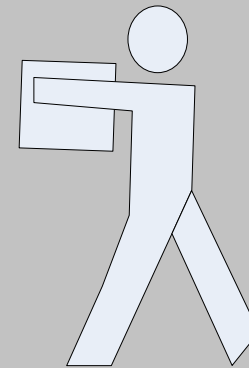
Discover the Gap



Students take the ALI



Results are Analyzed



Faculty, Staff & Administration
take the ISAS

Mount Olive College: Spring 2008

ALI / ISAS

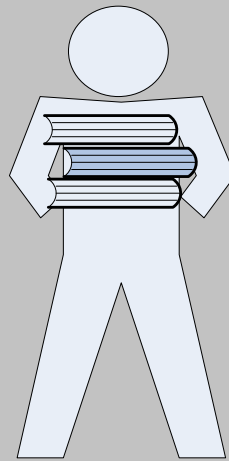
- Mount Olive College utilized the 10 custom questions within the ALI to target the traditional student body.
- The email invite was delivered to 4,090 students and MOC received 745 responses.
- The Mount Olive College survey participants consisted of staff, faculty, and administration.
- Participants invited to join ranged from individuals whose contact with students ranged from traditional students to non-traditional students.

MOC: Student Population

Definitions

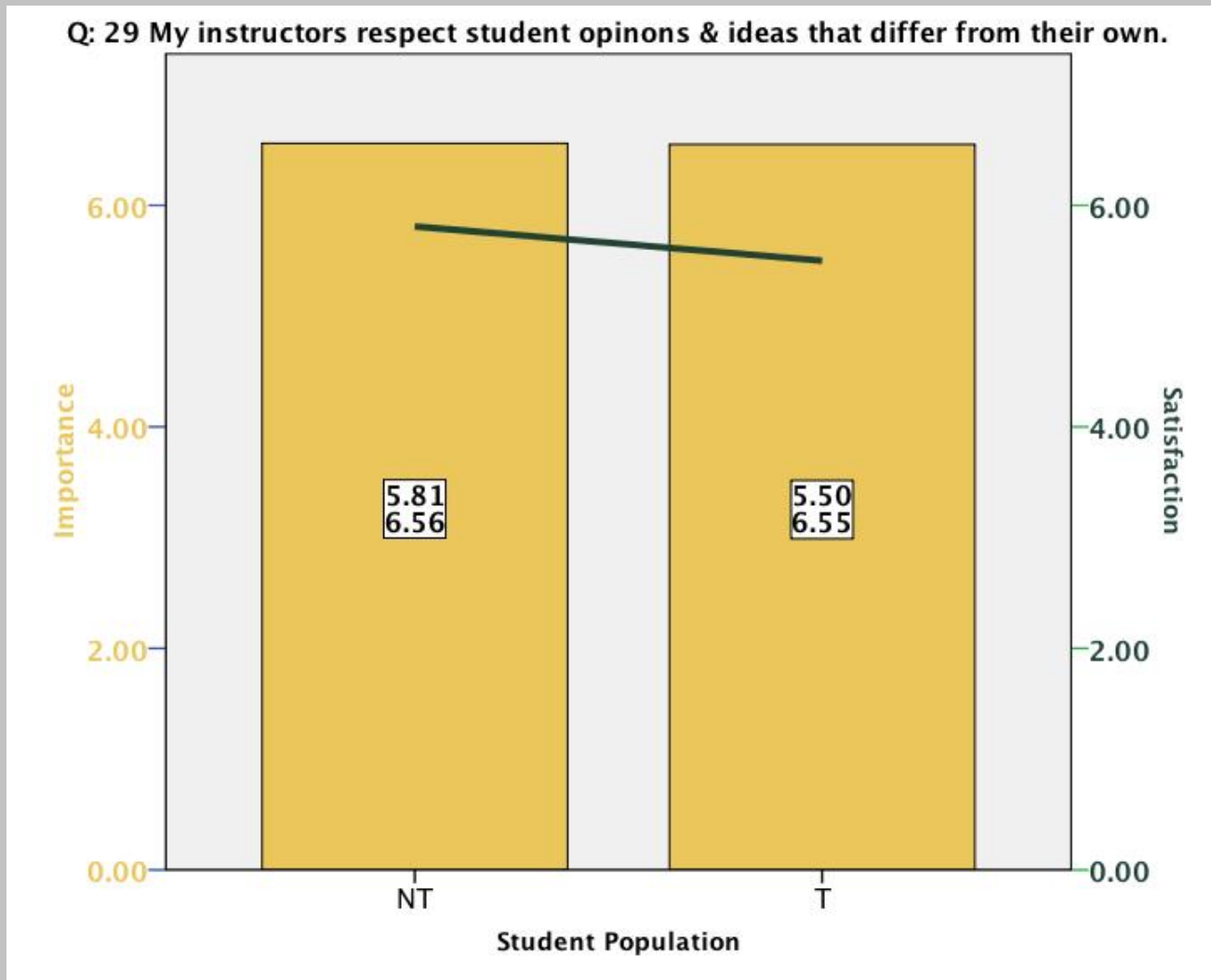
- **Traditional Students**: Student enrolled in the Mount Olive location campus, specifically enrolled in a traditional formatted daytime course work (Fall, Spring, &/or Summer). These students may or may not be first-time freshmen.
- **Non-Traditional Students**: Students enrolled at several locations (Mount Olive, New Bern, RTP, Washington, & Wilmington). These students are enrolled in sequential, modular courses that typically occur in the evening. These students are typically those who have previous college level experience & have full-time employment.

Analysis



*ALI Survey Results
(Traditional vs. Non-Traditional students)
& ISAS Results*

ALI: What factors might answer the question “Why is there a difference in Satisfaction?”



Traditional / Non-Traditional

Demographics

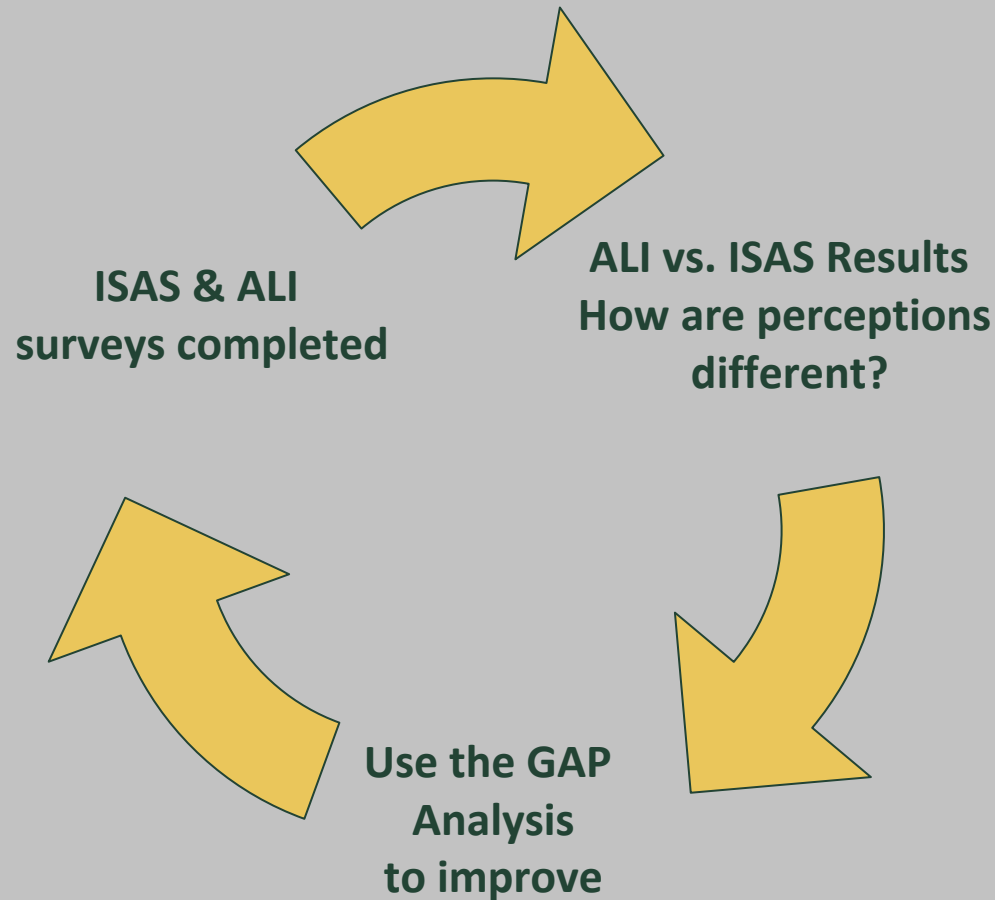
- Self - reported Average Age Range of **25 to 34**
- Self – reported: **18.3%** “Married / Domestic Partner”
- Self – reported: **17.2%** “31 to +40 Hrs per week”
- Self - reported Average Age Range of **35 to 44**
- Self - reported: **61.2%** “Married / Domestic Partner”
- Self – reported: **87%** “31 to +40 Hrs per week”

ALI vs. ISAS Results

Q29 / Q26e & 27e

- **Q29:** My Instructor respects student opinions & ideas that differ from their own [**NT = 5.81; T= 5.50**]
- **Q26e:** To what extent is each of the following a typical feature of the curriculum at your institution? (*Emphasis on cultural diversity*) [**About half**]
- **Q27e:** To what extent is each of the following frequently employed in the learning experiences offered by your institution? (*Use of student's own life & work experiences*) [**About half**]

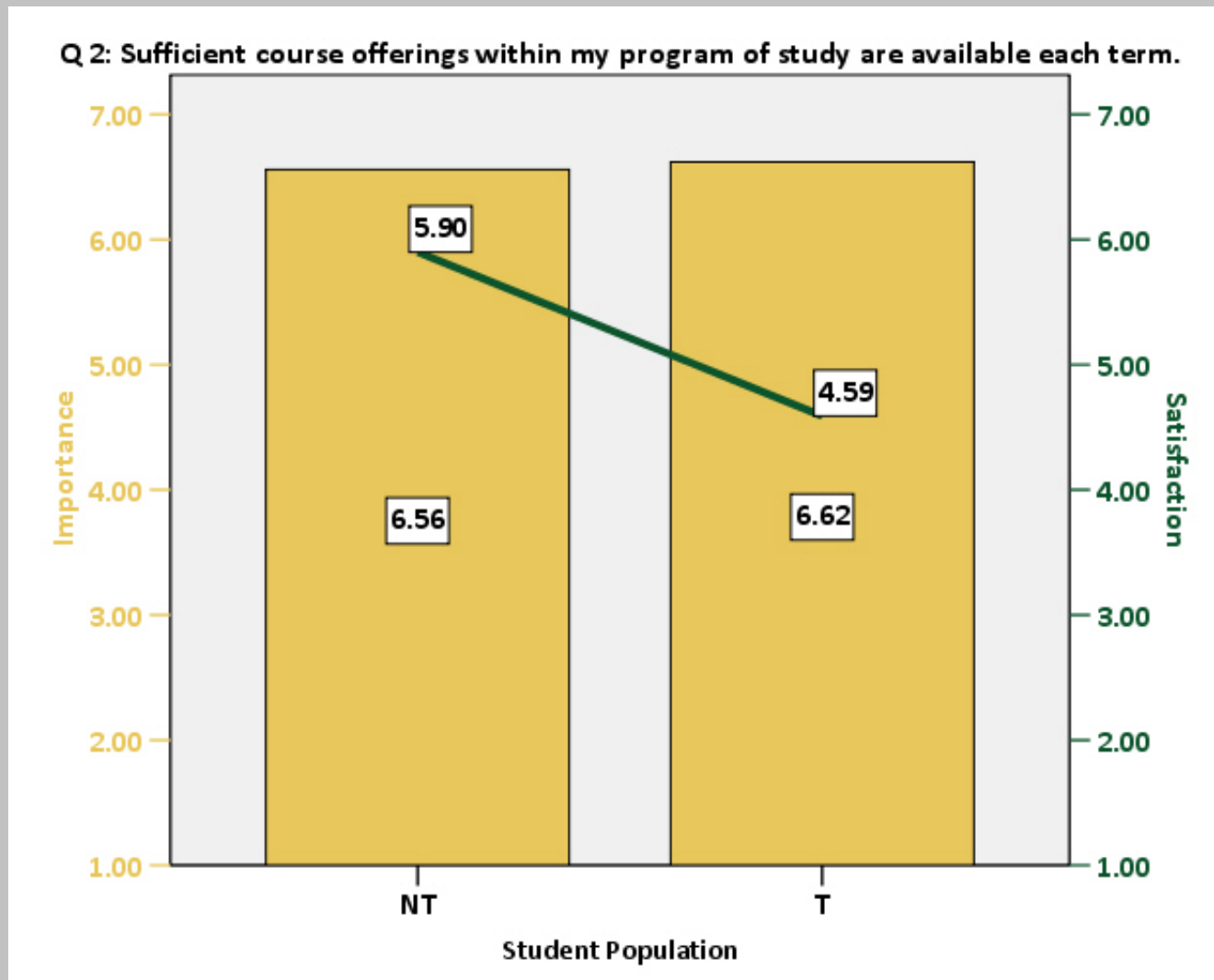
What is GAP Analysis?



Before You Begin

- Are survey questions defined the same as your institution?
 - Ex. What is “cultural diversity”?
- Who are your participants?
 - Ex. In the ISAS, how will you select your participants? What views, understandings or possible biases will they have?
- Who are your “peers” in your ISAS group?
 - Do they match your institutions demographics?

ALI: What factors might answer the question *“Why is there a difference in Satisfaction?”*



Traditional / Non-Traditional

Course Offerings

- Wide range of curriculum offerings
 - 75 possible [4-Year Degrees]
 - 4 [2-Year Degrees].
- Courses are offered in traditional style including Fall & Spring schedules including rotations.
- Limited Faculty & facilities to offer more courses
- Specific Majors tailored toward working adults in targeted areas
 - 6 possible [4-Year Degrees]
 - 4 [2-Year Degrees]
- Programming is designed to be in modular fashion, major courses already registered as they need it.

ALI vs. ISAS Results

Q2 / 19k & 26l

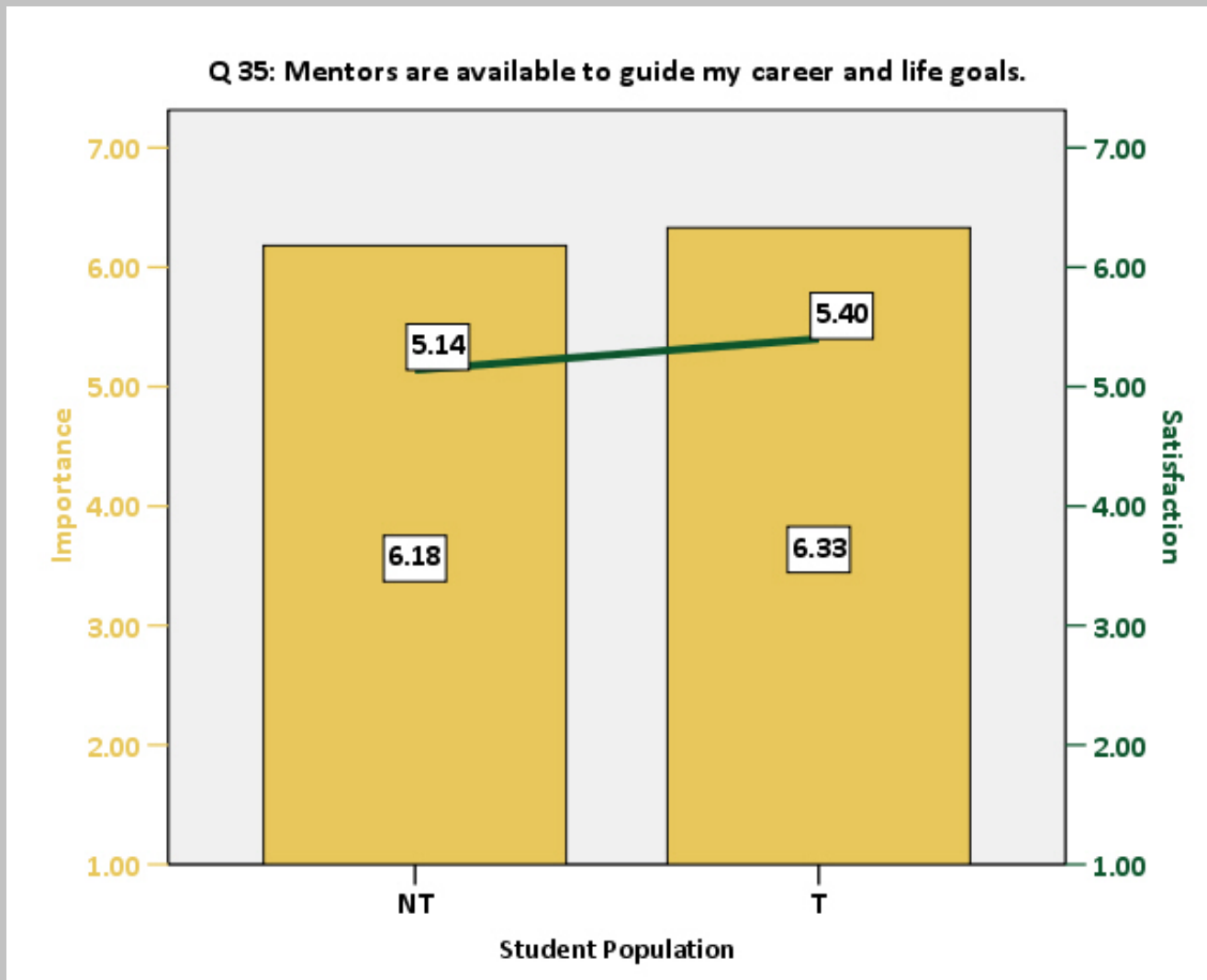
- **Q2:** Sufficient course offerings within my program of study are available each term. [NT = 5.50; T= 4.59]
- **Q19k:?** About what proportion of the entering students at your institution experience each of the following? (*A study contract of individualized plan of study*) [Most]
- **Q26l:** To what extent is each of the following a typical feature of the curriculum at your institution? (*Flexible academic calendar with continuous offerings*) [3/4th or More]

Possible Outcomes

Course Offerings

- Increase Full-Time Faculty
- Update curriculums and general electives to improve diversity of course offerings
- Place on strategic plan larger facilities to increase number of classrooms
- Current flexibility of non-traditional programming satisfying MOC students

ALI: What factors might answer the question *“Why is there a difference in Satisfaction?”*



Traditional / Non-Traditional

Mentors & Career Planning

- Students have direct access to Faculty members such as deans and chairs.
- Students have direct access to the Student Success Center (Career Center & the Teaching & Learning Center)
- Students have advisors within their field (*i.e.*, Advisor is the chair of Music)
- Students are at a different location physically from the majority of Faculty members
- Students are at a different location than the Student Success Center.
- Students have Assessment Counselors at their location, that are not the chair of the department.

ALI vs. ISAS Results

Q35 / Q19g, Q28g, Q28h, Q46e, Q46l

- **Q35:** Mentors are available to guide my career & life goals.
[NT = 5.14; T= 5.40]

- **Q19g:** A single advisor or point of contact from whom seek help [ALL]
- **Q28g:** Frequent contact with mentors/advisors [About ½]
- **Q28h:** Proactive intervention by mentors/advisors [About ½]
- **Q46e:** Multiple site/face-to-face & non face-to-face career advising [Indicated]
- **Q46l:** Multiple site/face-to-face & non-face-to-face mentoring [Indicated]

Possible Outcomes

Mentors & Career Planning

- Create more public awareness of the availability of the Student Success Center
- Change hours of the Student Success Center to be available for non-traditional students
- Increase the use of Senior mentors with freshmen & sophomore within their majors.
- Create awareness at non-traditional locations of availability of the **Student Success Center**
- Use technology to improve services to non-traditional students regarding **Student Success Center** (i.e. webpage, videoconferencing, e-mail, & newsletters)
- Create more public awareness by traveling to locations (**Student Success Center**)
- Get more interaction of **chairs & program co-coordinators** to the location (i.e. webpage, videoconferencing, recorded messages, e-mail, & newsletters).

Final Thoughts

- Be aware of your student body profile prior survey administration
- Be aware of the survey item terminology & definitions (both ALI & ISAS)
- Promote your climate survey to get the most student response
- Be aware of who you choose to be a ISAS participant
- Be aware of who your institution will be compared to in reporting
- Some results are easy fixes – just publicize services you already provide
- Some results will require long-term strategic planning
- Inform your administration of the results
- Make sure that your students realize that their voices are important

MOST IMPORTANT: Do something with the results!

Want more information?

- **ALI** produced by Noel-Levitz: <http://www.noellevitz.com>
- **ISAS** produced by CAEL: <http://www.cael.org>
- Slides & paper for this presentation:
<http://www.moc.edu/?about/Institutional%20Research>

Ursa Johnson ujohnson@moc.edu

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