AAC Non-traditional Student Survey

Survey Findings and Recommendations
March 1, 2010
Non-traditional students have an increased visibility at the AAC.

These students often require different resources and support services.

Faculty have made requests for more comprehensive services for non-trads at AAC.

Faculty have expressed concern about non-traditional students’ academic preparedness.
To begin to assess non-traditional students’ needs

To acknowledge these students’ presence on campus and invite their input into their educational goals and outcomes

To provide more and better services to and for non-traditional students

To educate administration and faculty about non-traditional student characteristics and learning preferences
Internal needs assessment
Web-based via email
All Lawrence Tech students 25 or older (1,506)
Anonymous
15 questions
2 weeks
158 responses (11% response rate)

65% (101) undergraduate

35% (54) graduate/non-matriculated/other

45 receive Recovery Grant

25 receive No Worker Left Behind

69% take primarily evening courses

Nearly 75% of responders live 11 or more miles from campus

86% of responders are neutral, somewhat satisfied, or very satisfied with their Lawrence Tech experience
By using one or a combination of the criteria at right, the National Center for Educational Statistics estimates that over 60 percent of students in U.S. higher education can be characterized as non-traditional (U.S. Dept. of Education, 2001)

- 25 or older (147)
- Returning to college after 4+ years (70)
- Delayed enrollment due to:
  - Career (42)
  - Financial concerns
  - Military service (11)
  - Family obligations (24)
- Single parent (17)
- Family obligations (67)
- Financially independent (95)
- GED/did not complete high school (5)
- Working full time (30+ hpw) (67)
- Attend classes part-time
Non-traditional students would like:
- greater access to campus resources
- a larger selection of course offerings
- consistent faculty use of Blackboard
- an on-campus orientation at the beginning of the semester
- adult networking events
- career planning opportunities
- greater academic support, particularly with technology, math, and academic citation
- a non-trad lounge with amenities
- overnight accommodation options.
Recommendations

- Later hours for campus departments one day or more per week
  - AAC, One-Stop, bookstore, library
- Orientation/transition to college program
- Designate section of USEM and LDR2000 for non-trad enrollment only
- AAC review workshops for math, chemistry, physics, writing & citation
- Technology drop-in workshops (E-learning services or dept. specific)
- Non-trad student organization
- Greater visibility of, and more services offered by, commuter services office
RECOMMENDATIONS

- Fee-based short-term housing option
- Consistent Blackboard use
- Career services workshop series on career planning/transitioning
- Professional organizations for non-trads
- Development of an office of adult learning
- Non-traditional student lounge space with amenities for commuters
- Co-op childcare on campus
- Incentive for participation in future data-collection efforts
AAC will stay open until 9 p.m. one night per week this semester
  > Several workshops offered evenings
Non-traditional student web page created under AAC main
Survey results and report posted at AAC website
FYP hiring one non-trad as a FY mentor for 10/11 academic year
Non-traditional women in architecture student group in development
Adult learners are the largest and most rapidly growing segment of U.S. postsecondary education.

Prioritizing services for non-traditional students results in their retention and increased involvement in campus life. This translates to stronger future alumni support and ties to the community for the institution.

References