Mar 8th, 3:00 PM - 3:45 PM

The Adult Student Priorities SurveyTM: An Analysis at a Private Central Appalachian University

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McCann, Jack and Graves, Daniel, "The Adult Student Priorities SurveyTM: An Analysis at a Private Central Appalachian University" (2012). SoTL Commons Conference. 56.  
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Adult Student Priorities and Satisfaction at a Private Central Appalachian University School of Business
MBA Program at LMU

- LMU MBA Program began in 1993
- Current Locations
  - Harrogate, Knoxville, Sevierville

- Current Programs Offered
  - Part-time evening Program
    - Focus is on working adults
  - Professional Program
    - Focus is on healthcare professionals, currently DCOM students
  - Business of Medicine’ Certificate Program
    - Focus is on healthcare professionals unable to complete an MBA
  - Full-time day program
    - Focus will be on recent graduates, those facing career changes
MLP at LMU

• MLP began in fall of 2005 as an adult degree completion program.

• Current Locations
  ◦ Middlesboro, Morristown, Knoxville, Sevierville

• Current Program Offered
  ◦ Evening Program
    • Focus is on working adults
    • Courses are offered face-to-face, online, and hybrid
    • 54 hour curriculum with 6 hour internship option
Research Purpose

- The purpose of this research was to assess the adult student priorities and satisfaction of adult learners.

- This study included a total of 305 School of Business students.

- MBA program and MLP (adult degree completion program).
The Adult Student Priorities Survey (Noel-Levitz)

- The Adult Student Priorities Survey (ASPS) is appropriate for students 25 years of age and older.

- Undergraduate degrees at four-year institutions or enrolled in graduate-level programs.

- The ASPS is similar in structure and design to the Noel-Levitz Student Satisfaction Inventory (SSI).

- Items have been modified to be appropriate for adult students.
The Adult Student Priorities Survey

- The ASPS gives the institution an opportunity to examine the priorities of their adult undergraduate or graduate students as a unique group.

- Identifies what matters to your adult students and how satisfied these students are, and target areas most in need of improvement in order to retain adult students.

- The Adult Student Priorities Survey asks students to respond with a level of importance and a level of satisfaction.

- A performance gap is calculated by subtracting the satisfaction score from the importance score.
# Survey Time Period

<table>
<thead>
<tr>
<th>Survey Opened</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td></td>
<td>11/15/2011</td>
<td>First Invitation Sent</td>
</tr>
<tr>
<td></td>
<td>11/22/11</td>
<td>Reminder 1 Sent</td>
</tr>
<tr>
<td></td>
<td>11/29/11</td>
<td>Reminder 2 Sent</td>
</tr>
<tr>
<td>Survey Closed</td>
<td>12/10/11</td>
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## Survey Response Rates

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Completed Surveys</strong></td>
<td>170</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Incomplete Surveys</strong></td>
<td>135</td>
<td>44%</td>
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<tr>
<td><strong>Out of a Possible</strong></td>
<td>305</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Opted Out of Survey</strong></td>
<td>0</td>
<td>0%</td>
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## ASPS Respondents by Program

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>117</td>
<td>71.78%</td>
</tr>
<tr>
<td>MLP</td>
<td>46</td>
<td>28.22%</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>100.00%</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>55.76%</td>
</tr>
<tr>
<td>Male</td>
<td>73</td>
<td>44.24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>165</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>No Answer</strong></td>
<td>5</td>
<td></td>
</tr>
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</table>
## ASPS Respondents by Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>27</td>
<td>16.36%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>71</td>
<td>43.03%</td>
</tr>
<tr>
<td>35 to 44</td>
<td>42</td>
<td>25.45%</td>
</tr>
<tr>
<td>45 and over</td>
<td>25</td>
<td>15.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>165</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>No Answer</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>African-American</td>
<td>8</td>
<td>4.88%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>5</td>
<td>3.05%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>139</td>
<td>84.76%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Other race</td>
<td>7</td>
<td>4.27%</td>
</tr>
<tr>
<td>Race - Prefer not to respond</td>
<td>3</td>
<td>1.83%</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>100.00%</td>
</tr>
<tr>
<td>No Answer</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
### ASPS Respondents by Extended Learning Site Location

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Bluff</td>
<td>99</td>
<td>60.37%</td>
</tr>
<tr>
<td>Harrogate</td>
<td>33</td>
<td>20.12%</td>
</tr>
<tr>
<td>Middlesboro</td>
<td>10</td>
<td>6.10%</td>
</tr>
<tr>
<td>Morristown</td>
<td>9</td>
<td>5.49%</td>
</tr>
<tr>
<td>Sevierville</td>
<td>13</td>
<td>7.93%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>164</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>No Answer</strong></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Planning Overview: Strengths
Presented by the ASPS Survey

3. Classes are scheduled at times that are convenient for me.
24. There is a commitment to academic excellence at this institution.
19. My academic advisor is knowledgeable about requirements in my major.
31. I am able to register for classes by personal computer, fax, or telephone.
45. I am able to complete most of my enrollment tasks in one location.
5. Classroom locations are safe and secure for all students.
28. My academic advisor is accessible by telephone and e-mail.
40. Faculty are usually available for adult students outside the classroom by
phone, by e-mail or in-person.
20. Registration processes are reasonable and convenient for adults.
Strategic Planning Overview: Challenges
Presented by the ASPS Survey

42. Nearly all faculty are knowledgeable in their field.
21. Tuition paid is a worthwhile investment.
35. The quality of instruction I receive in my program is excellent.
4. The content of the courses within my major is valuable.
49. There are sufficient options within my program of study.
29. I seldom get the "run-around" when seeking information at this institution.
26. Faculty provide timely feedback about my progress.
39. This institution responds quickly to my requests for information.
50. My advisor helps me apply my academic major to specific career goals.
## Institutional Summary

***diff sig at the .001 level***

<table>
<thead>
<tr>
<th></th>
<th>Lincoln Memorial Students</th>
<th>National Adult Students</th>
<th>Mean Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Import</td>
<td>Satis/SD</td>
<td>Gap</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.53</td>
<td>6.1/0.87</td>
<td>0.43</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.25</td>
<td>6.31/0.84</td>
<td>-0.06</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>6.48</td>
<td>6.18/1.02</td>
<td>0.30</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>6.27</td>
<td>5.96/1.07</td>
<td>0.31</td>
</tr>
<tr>
<td>Academic Services</td>
<td>6.15</td>
<td>5.85/1.01</td>
<td>0.30</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.45</td>
<td>6.26/0.76</td>
<td>0.19</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>6.39</td>
<td>5.99/1.06</td>
<td>0.40</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.44</td>
<td>6.16/0.82</td>
<td>0.28</td>
</tr>
</tbody>
</table>
1. Academic Advising Effectiveness: assesses the comprehensiveness of the academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

2. Academic Services: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

3. Admissions and Financial Aid Effectiveness: assesses the institution’s ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.
4. **Campus Climate**: assesses the extent to which the institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of the institution’s channels of communication for students.

5. **Instructional Effectiveness**: assesses the students’ academic experience, the curriculum, and the campus’s overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of the faculty in and out of the classroom, and the effectiveness of the part-time faculty.
Description of ASPS Scales (continued)

6. **Registration Effectiveness**: assesses issues associated with registration and billing. This scale also measures the institution’s commitment to making this process as smooth and effective as possible.

7. **Safety and Security**: assesses the institution’s responsiveness to students’ personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

8. **Service Excellence**: assesses the perceived attitude of the staff, especially front-line staff, toward students. This scale pinpoints the areas of campus where quality service and personal concern for students are rated most and least favorably.
Management Leadership Program Strengths (MLP)

19. My academic advisor is knowledgeable about requirements in my major.
3. Classes are scheduled at times that are convenient for me.
24. There is a commitment to academic excellence at this institution.
5. Classroom locations are safe and secure for all students.
11. My academic advisor is concerned about my success as an individual.
14. Faculty are fair and unbiased in their treatment of individual students.
18. Parking lots are well-lighted and secure.
2. Faculty care about me as an individual.
7. The staff at this institution are caring and helpful.
Management Leadership Program

Challenges

42. Nearly all faculty are knowledgeable in their field.
23. Adequate financial aid is available for most adult students.
35. The quality of instruction I receive in my program is excellent.
4. The content of the courses within my major is valuable.
21. Tuition paid is a worthwhile investment.
29. I seldom get the "run-around" when seeking information at this institution.
39. This institution responds quickly to my requests for information.
MBA Strengths

3. Classes are scheduled at times that are convenient for me.

42. Nearly all faculty are knowledgeable in their field.

41. Major requirements are clear and reasonable.

45. I am able to complete most of my enrollment tasks in one location.

19. My academic advisor is knowledgeable about requirements in my major.

31. I am able to register for classes by personal computer, fax, or telephone.

5. Classroom locations are safe and secure for all students.

28. My academic advisor is accessible by telephone and e-mail.

20. Registration processes are reasonable and convenient for adults.

40. Faculty are usually available for adult students outside the classroom by phone, by e-mail or in-person.
MBA Challenges

3. Classes are scheduled at times that are convenient for me.
16. I am able to register for classes I need with few conflicts.
21. Tuition paid is a worthwhile investment.
35. The quality of instruction I receive in my program is excellent.
4. The content of the courses within my major is valuable.
49. There are sufficient options within my program of study.
14. Faculty are fair and unbiased in their treatment of individual students.
29. I seldom get the "run-around" when seeking information at this institution.
44. When students enroll at this institution, they develop a plan to complete their degree.
26. Faculty provide timely feedback about my progress.
50. My advisor helps me apply my academic major to specific career goals.
34. I receive complete information on the availability of financial aid.
37. Part-time faculty are competent as classroom instructors.
Continuous improvement initiatives

- Presented data to university administration and School of Business faculty

- School of Business formed a committee to respond to the ASPS challenges (MBA and MLP)

- Conducting focus groups to gather more information, establish timelines for responding to challenges

- Data will be used to develop plans for future survey administrations
Continuous Improvement: Instructional Effectiveness and Teaching and Learning Process (ALFI #5)

42. Nearly all faculty are knowledgeable in their field.

35. The quality of instruction I receive in my program is excellent.

4. The content of the courses within my major is valuable.

49. There are sufficient options within my program of study.

26. Faculty provide timely feedback about my progress.
42. Nearly all faculty are knowledgeable in their field.

- FT and adjunct faculty are being more closely vetted in the hiring and evaluative process
  - Preference given to hiring academically prepared and experienced faculty in their field
  - Emphasis on hiring and preparing faculty who understand and practice andragogical principles of learning
Data from student Outcomes Assessments including the scores on elements of the MFT – (Major Fields Test) are analyzed for opportunities to improve needed content areas of emphasis in areas of classroom instruction which compliment CPC’s & CPK scores.

Feedback from students taken on evaluations of instructors, senior exit interviews, NSSE, and GSS

Faculty are evaluated annually by Dean, Program Directors and Chairs and by student in each class, regarding quality of instruction.
4. The content of the courses within my major is valuable.

- Core course syllabi objectives must align with learning objectives of the CPC from the MFT; syllabi are reviewed by dean, program directors, and chairs.

- Annual program reviews are conducted using data from class evaluations and the MFT to assess specific learning outcomes in courses offered in the curriculum.

- On the recommendation of our ACBSP Self-Study, CPC & CPK scores, two classes were incorporated into the Management & Leadership Studies Program – Business Law & Statistics.
49. There are sufficient options within my program of study.

- Courses are offered on a regularly scheduled basis and as need dictates additional sections are offered.
- Increased efforts to offer a variety of courses through multiple delivery methods are being utilized and explored to meet student needs.
- Individual student programs of study are evaluated and courses offered as needed.
26. Faculty provide timely feedback about my progress.

- School of Business adopted an assignment return policy of 3-7 days with feedback.
- Adjunct and full-time faculty must have office hours before and after classes. Online and hybrid courses include office hours, too.
- School of Business adopted a mid-term grade feedback for accelerated courses.
- School of Business instituted a 24-hour guideline to respond to students regarding class, program or other advising needs. 48 hours on weekends.
- End of class course evaluations are assessed addressing faculty feedback to students.
- Registration for new semesters: students must meet with advisor to evaluate course, program, and graduation requirements.
Conclusion

- Questions