

Adult Learning Focused Institutional Self-Assessment College and University Version

Note: Unless indicated otherwise, survey questions concern *all* of your undergraduate degree-seeking students. However, some of the survey questions ask only about *adult learners*. Please be alert for this distinction.

Institutional Background

1. What *specific characteristics* does your institution use to define an “adult learner” (for example, age, employment status, self-supporting, part-time, etc.)? _____

2. According to this definition, about what percentage of the undergraduate degree-seeking students at your institution is composed of “adult learners?”
 - Less than 10%
 - 11% to 25%
 - 26% to 50%
 - 51% to 75%
 - More than 76%

3. Approximately what percentage of your undergraduate degree-seeking students experience most of their instruction *on-line* (or through similar modes of delivery that are not face-to-face)?
 - Less than 10%
 - 11% to 25%
 - 26% to 50%
 - 51% to 75%
 - More than 76%

4. Please provide the following information about your institution’s overall *enrollment* (approximate Fall-Term counts that are consistent with IPEDS definitions):
 - Undergraduate Degree-Seeking:
 - FTE enrollment: _____
 - Unduplicated headcount enrollment: _____
 - Undergraduate Students Not Seeking Degree or Credential:
 - Credit-bearing headcount enrollment: _____
 - Non-credit headcount enrollment: _____
 - Other Undergraduate Students (non-credential-seeking, continuing education, etc.):
 - Credit-bearing headcount enrollment: _____
 - Non-credit headcount enrollment: _____

5. Please provide the following information about your *instructional staff* (approximate counts for the past academic year):
 - Full-time faculty (headcount): _____
 - Part-time faculty (headcount): _____

Mission, Leadership and Organizational Structure

6. To what extent is your institution's *mission* guided by a commitment to serve adult learners?
- Not at all
 - Not very much
 - Somewhat
 - A great deal
 - Almost exclusively
7. Do members of your institution's Governing Board (Trustees, Directors, etc.) explicitly represent or actively advocate the values of serving adult learners?
- No
 - Yes
8. To what extent has your institution developed organizational structures and processes (e.g., online admissions or dedicated financial aid counselors) that are intentionally and explicitly structured to serve adult learners?
- Not at all
 - Not very much
 - Somewhat
 - A great deal
 - Almost exclusively*

* If this option is chosen, please explain or provide examples on the **supplementary page** provided (page 17).

9. Which of the following best describes how the responsibility for designing and delivering instruction for adult students is organized at your institution?
- Concentrated in a special school or unit
 - Characteristic of the entire institution
 - No practices especially designed to serve adult learners are present
 - Other (please describe): _____

10. To what extent is a commitment to serving adult learners emphasized in *position descriptions and hiring procedures* for the following positions at your institution?

	Almost always*	A great deal	Somewhat	Not very much	Not at all
President or Chief Executive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Academic Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Financial Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Student Affairs Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty or Instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions and Recruitment staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative and support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 18).

11. To what extent is a commitment to serving adult learners emphasized in the following *publications* or *statements* at your institution?

	Almost always	A great deal	Somewhat	Not very much	Not at all
Institutional mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brochures and view books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web sites and on-line materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public statements by top administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recruitment and Orientation

12. Which of the following methods and venues does your institution employ to recruit prospective students in general? Which of these are targeted at and tailored explicitly for recruiting *adult learners*?

	Used	Targeted at Adults	Which are the <i>most important</i> for recruiting adult learners? (Choose 3 only)
Visits to high schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Houses for Prospective Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct mailed printed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper/magazine advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV/radio advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toll-free number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information sites in community locations (e.g., shopping malls, public libraries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one meetings with faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word of mouth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. To what extent do recruitment materials (such as view books, brochures, catalogues, web sites, etc.) emphasize *specific services* for adult learners and *visibly portray* adult learners and the adult learner experience?

- Not at all
- Not very much
- Somewhat
- A great deal
- Almost always

14. To what extent do recruitment materials (such as view books, brochures, catalogues, web sites, etc.) emphasize a *diverse student population*?

- Not at all
- Not very much
- Somewhat
- A great deal
- Almost always

15. In general, how would you characterize the *admissions process* at your institution?
- Fixed deadlines and term-based admissions periods
 - Flexible (rolling) admissions
 - Both of the above
 - Other (explain) _____
-
16. With which of the following institutions or organizations does your institution have formal *articulation agreements or policies* that allow students to gain credit for education or training received? (Check all that apply.)
- Public/private (non-profit) colleges or universities
 - Proprietary (for-profit) colleges or universities
 - Corporate training programs
 - Trade union or community-based training/educational programs
 - Governmental training programs (state, local, federal, military)
17. In which of the following areas do recruitment materials specifically emphasize your institution's role in helping students accomplish a next step in their education or career (Check all that apply)
- Transfer or gain admission to another institution at a higher level
 - Successfully transition from developmental to college-level work at your own institution
 - Obtain occupational/vocational certification
 - Obtain employment in a new job
 - Obtain skills for advancement in present job
18. To what extent does your institution have explicit assessment or enrollment mechanisms for transitioning students from non-credit offerings (such as ABE or ESL) to credit-based offerings?
- Not at all
 - Not very much
 - Somewhat
 - A great deal

19. About what proportion of the *entering students* at your institution experience each of the following?

	Proportion of Students				
	All	Most	Some	Almost none	Not available
Participation in an orientation or planning course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of academic needs and deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to discuss how to address academic deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to determine goals for enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to assess and overcome specific barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to identify specific goals for further study elsewhere (e.g. intended institution, planned field of study, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A single advisor or point of contact from whom to seek help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial contact with peers to create a sense of community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of prior learning (other than examination-based)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive assistance with transcript evaluation and transfer of credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Proportion of Students				
	All	Most	Some	Almost none	Not available
A study contract or individualized plan of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tuition and Financial Aid

20. Which of the following approaches to supporting the costs of attendance are available at your institution? Which are available for *part-time* adult attenders?

	Available	Available for part-timer adults
Federal financial aid	<input type="checkbox"/>	<input type="checkbox"/>
State financial aid	<input type="checkbox"/>	<input type="checkbox"/>
Institutional scholarships and grants	<input type="checkbox"/>	<input type="checkbox"/>
Deferred/flexible tuition payment	<input type="checkbox"/>	<input type="checkbox"/>
Full payment due on tuition reimbursement by employer	<input type="checkbox"/>	<input type="checkbox"/>
Payment by credit card	<input type="checkbox"/>	<input type="checkbox"/>
Third-party billing to employers	<input type="checkbox"/>	<input type="checkbox"/>
Variable fees based on use of services	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

21. Does your institution offer sources of financial support that are *designated specifically for adult learners*?

- No
 Yes (please describe) _____

22. Does your institution employ an individual explicitly assigned to assist students in preparing documentation for third-party payers or reimbursement (such as employer tuition assistance or agency support)?

- No
 Yes (please describe) _____

23. Which of the following methods are available to your students that recognize the special needs and circumstances of *adult learners*?* (Check all that apply.)

- Special eligibility provisions for adults are clearly highlighted.
 Allowances are added to budgets for dependent care.
 Allowances are added to budgets for the cost of commuting.
 Adjustments to budgets are made when actual costs exceed estimates.
 Other (specify) _____

*Note: For purposes of financial aid classification, such students will be termed "Independent" or "Self-Supporting."

24. For each of the following categories and for the last fiscal year, approximately what percentage of the *total financial aid funds* disbursed at your institution were awarded to *adult learners* in each of the following categories?

	Less than 25%	26-50%	51-75%	More than 75%
Federal and state grant funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal and state loan funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching and Learning

25. Which of the following *modes of instructional delivery* are used at your institution? Which of these constitute a *significant* feature of your instructional approach—i.e., are experienced by at least 15% of your undergraduate degree-seeking students? (Check all that apply.)

	Significant mode	Available mode	Not available
Face-to-face delivery (daytime hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (evening hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (before working hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (weekend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (workplace at any time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recorded (one-way) video or audio delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive (two-way) video or audio delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asynchronous print-based (correspondence) delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronous (live) computer-based delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asynchronous computer-based delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Externships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent is each of the following a typical feature of the *curriculum* at your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Modular course formats of varying lengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency-based curriculum design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized or self-paced instructional formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready transferability of credit earned elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive “early warning system” to reach out to students who are not showing progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-led courses or student-organized group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cohort based approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerated approaches (e.g., 6- to 8-week courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible academic calendar with continuous offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 19).

27. To what extent is each of the following frequently employed in the *learning experiences* offered by your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Applied or “hands-on” experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration and group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulations/role-playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Three-fourths or more*	About half	Much less than half	Not at all
Use of student's own life and work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance-based assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that point toward knowledge and skills that graduates will be expected to apply in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships or other work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear learning outcomes established and communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial use of web and/or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted in workplace or community settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodic assessments of learning [other than grades]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompt feedback on performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 20).

28. To what extent is each of the following a prominent feature of the *individual learning experience* at your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Individualized and ongoing assessment of progress, deficiencies, and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized learning plans or contracts tailored to accommodate students' work and life commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized approaches to learning (e.g., learning style, study habits, multiple intelligences, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear plan of study showing what needs to be accomplished and when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready availability of face-to-face tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready availability of remediation to address deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent contact with mentors/advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive intervention by mentors/advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in graduation ceremonies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 21).

29. Is placement into developmental work mandatory at your institution if deficiencies in basic skills are discovered?

- Our institution does not offer developmental work
- No, students are only advised of their test scores
- Students are advised to take basic skills or remedial courses
- Students must take basic skills or remedial courses

30. Does developmental work at your institution visibly connect or articulate with subsequent college-level work with respect to content or topics covered (e.g. similar problems, applications, contexts)?

- Our institution does not offer developmental work
- No
- Sometimes
- Yes

31. Does your institution actively monitor former student experiences at transfer institutions or graduate schools to determine:

	Regularly	Occasion ally	Rarely	Not at all
Whether any of your credits count toward a degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The majors or programs your former students enroll for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effectively prepared your former students are for their current course of study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. How well aligned are the following with respect to content and expected performance levels:

	Very Well	Partially	Not Well	Not at all
High school exit standards and your college's expectations for first-year college-level work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your college's developmental exit standards and its expectations for first-year college-level work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your college's degree standards and the admissions requirements of the graduate schools your graduates attend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. To what extent are students at your institution able to easily check transfer requirements for multiple transfer institutions against their own academic records (e.g. through a “degree audit” system)?
- Very Easily
 - Somewhat Easily
 - Possible, But Not Easy
 - No Capability to Do This
34. Are mechanisms in place for students at your institution to obtain credit toward a degree for previous work-related credentials or prior non-credit work (check all that apply)?
- Some Regular Academic Majors
 - All Regular Academic Majors
 - Some Vocational/Professional Programs
 - All Vocational/Professional Programs

Faculty Recruitment and Development

35. Approximately what percentage of the faculty teaching at your institution are employed elsewhere in a professional, non-teaching capacity in their area of expertise?

	Less than 25%	26-50%	51-75%	More than 75%
Full-time faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please indicate whether or not a commitment to serving adults and the application or knowledge of adult learning principles is explicitly emphasized in each of the following:

	Emphasized	Not Emphasized	Not Applicable or Not Present
<u>For full-time faculty:</u>			
Position announcements and recruitment materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation criteria for promotion or salary increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>For part-time faculty:</u>			
Position announcements and recruitment materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation criteria for promotion or salary increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Which of the following statements best describes how your institution supports its faculty in working with adult learners?

- No systematic approach
- Reactive
(Faculty are encouraged to learn more about adult learning principles and, on request, provided with appropriate resources and materials)
- Mostly reactive
(As above)
- Mostly proactive
(As below)

- Proactive*
(Intentional and systematic approach involving proactive contact with substantial numbers of faculty, highly visible and utilized resources like a Teaching-Learning Center, and widespread participation in faculty development activities centered on adult learning)

* If this option is chosen, please explain or elaborate on the **supplementary page** provided (page 21).

38. To what extent do faculty teaching at your institution *actively collaborate* across disciplines, departments or areas of study to create interdisciplinary or problem-based learning experiences?

- Not at all
- Not very much
- Somewhat
- A great deal
- Almost always

39. To what extent do faculty at the department level at your institution seek out and work directly with their counterparts at transfer or graduate institutions to map requirements and align standards for student performance?

- Not at all
- Not very much
- To some extent
- A great deal

40. To what extent do faculty at the department level at your institution seek out and work directly with employers, trade groups, or union representatives to map requirements and align performance standards to expectations in the workplace?

- Not at all
- Not very much
- To some extent
- A great deal

41. In faculty development workshops that focus on how to address each of the following topics, how would you describe the participation of faculty teaching at your institution?

	Three-fourths or more	About half	Less than half	Not offered
<u>For full-time faculty</u> —workshops on how to:				
Create active learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create collaborative learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate student life experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ culturally-responsive teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>For part-time faculty</u> —workshops on how to:				
Create active learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create collaborative learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate student life experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assess prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ culturally-responsive teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Does your institution have a training or orientation program that addresses principles and approaches to adult learning for new *full-time faculty* teaching at your institution?

Not applicable

No

Yes (please describe) _____

If yes, are new *full-time faculty* required to participate?

No

Yes

43. Does your institution have a training or orientation program that addresses principles and approaches to adult learning for new *part-time faculty* teaching at your institution?

No

Yes (please describe) _____

If yes, are new *part-time faculty* required to participate?

No

Yes

44. To what extent does mastery of adult learning principles count in hiring decisions for new faculty who will teach at your institution?

Not at all

Not very much

Somewhat

A great deal

Almost always

45. To what extent does mastery of adult learning principles count in promotion, tenure or continuing employment decisions for faculty teaching at your institution?

Not at all

Not very much

Somewhat

A great deal

Almost always

Student Services

46. Please indicate whether students at your institution can *receive substantial services* or *fully complete a transaction* from either institutional or unit resources at each of the times and/or through each of the media shown. *Substantial services* means, for example, being able to interact with an advisor to determine which courses to take. *Fully completing a transaction* might be receiving accurate financial aid information and being able to file forms to apply for financial aid (not just getting information about how to do it). [Check each box that applies.]

	FACE-TO-FACE				NON-FACE-TO-FACE		
	Main Campus		Other Sites		Print-Based	Telephone-Based	Web- or Technology-Based
	Daytime Hours	Evening/Weekend Hours	Daytime Hours	Evening/Weekend Hours			
Academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	FACE-TO-FACE				NON-FACE-TO-FACE		
	Main Campus		Other Sites		Print- Based	Telephone- Based	Web- or Technology- Based
	Daytime Hours	Evening/ Weekend Hours	Daytime Hours	Evening/ Weekend Hours			
Book purchases/distribution of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bursar/business office services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment/Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visible mechanisms to help students change programs at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability information/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health information/programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluation of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources/library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior learning assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remediation of skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student study groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependent care (Pre-K-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Dependent care (School Age)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Food services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Shuttle or other transportation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A

47. To what extent does your institution *partner* with other organizations (e.g., community-based organizations, employers, other postsecondary providers) to deliver student support services?

- Not at all
- Not very much
- Somewhat
- A great deal
- Almost always*

* If this option is chosen, please provide some examples on the **supplementary page** provided (page 23).

48. In which of the following areas does your institution provide specific counseling designed to help students make transitions (Check all that apply)?

- Non-credit to credit
- ABE/ESL/Developmental to college-level work
- Contract training to college-level work
- Choosing a major at your institution
- Changing majors at your institution

49. Which of the following statements best characterizes your institution's *overall approach* to providing student support services?

Proactive delivery (choose one):

- Students are provided with information about services and, for the most part, choose which to use on their own.
- Faculty and staff continuously monitor individual student needs and conditions, and proactively contact students to direct them to appropriate services.*

Flexible delivery (choose one):

- Most services are offered in a standard format, with each student receiving similar treatment.
- Services are delivered flexibly and are tailored to meet the needs of individual students.*

* If either of these options is chosen, please provide additional explanation on the **supplementary page** provided (page 24).

50. Does your institution have an *explicit policy* about responding to student inquiries and complaints that establishes a specific time period within which the student should be re-contacted or the matter resolved?

- No
- Yes (please specify the required time period)_____

Key Constituencies

51. Which of the following statements best describes how responsibility for identifying and partnering with employers or community-based organizations is addressed at your institution:

- Such responsibility is not explicitly recognized by the institution.
- Such responsibility is often articulated, but not explicitly assigned.
- Responsibility is assigned explicitly to a particular unit.
- All units are expected to take responsibility for this.

52. Please describe how frequently your institution formally surveys or otherwise contacts *employers* about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Please describe the extent to which your institution actively *involves employers* in the following:

	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 25).

54. Please describe how frequently your institution formally surveys or otherwise contacts *community-based organizations* (e.g., non-profit corporations, churches, community centers) about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

55. Please describe the extent to which your institution *involves community-based organizations* (e.g., non-profit corporations, churches, community centers) in the following:

	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 26).

56. Please describe how frequently your institution formally surveys or otherwise contacts *trade unions or employee organizations* about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57. Please describe the extent to which your institution *involves trade unions or employee organizations* in the following:

	A great deal*	Somewhat	Not very much	Not at all
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	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 27).

58. Please describe any additional good practices that have not been covered by the survey.

59. If you checked “almost exclusively” for whether your institution developed *organizational structures and processes that are intentionally and explicitly structured to serve adult learners*, please describe these structures more fully. CAEL is very interested in obtaining examples of good practice in this area.

60. If you checked “almost always” for the extent to which serving adult learners is emphasized in *position descriptions and hiring procedures*, please describe your practices more fully or enclose examples. CAEL is very interested in obtaining examples of good practice in this area.

61. If you checked “very typical” for any of the typical *curricular* features at your institution, please describe these features in more detail or attach samples. CAEL is very interested in obtaining examples of good practice in this area.

62. If you checked “frequently” for different *learning experiences* employed by your institution, please describe these experiences in more detail or attach samples. CAEL is very interested in obtaining examples of good practice in this area.

63. If you checked “frequently” for any *individual learning experience* of students at your institution, please describe these experiences more fully or provide examples. CAEL is very interested in obtaining examples of good practice in this area.

64. If you indicated that your institution supports its faculty in working with adult learners in an “intentional and systematic approach involving proactive contact with substantial numbers of faculty...,” please provide details and/or attach samples of this approach. CAEL is very interested in obtaining examples of good practice in this area.

65. If you checked that your institution *partners* “almost always” with other organizations to deliver student support services, please provide details or enclose examples of this. CAEL is very interested in obtaining examples of good practice in this area.

66. Please provide details or attach samples of your institution's *overall approach* to providing student support services. CAEL is very interested in obtaining examples of good practice in this area.

67. If you checked “a great deal” for the extent to which your institution actively involves *employers* in various curricular issues, please explain more fully or attach samples. CAEL is very interested in obtaining examples of good practice in this area.

68. If you checked “a great deal” for the extent to which your institution actively involves *community-based organizations* in various curricular issues, please describe more completely or provide examples. CAEL is very interested in obtaining examples of good practice in this area.

69. If you checked “a great deal” for the extent to which your institution actively involves *unions or employee organizations* in various curricular issues, please explain more fully or attach samples. CAEL is very interested in obtaining examples of good practice in this area.

Filename: ISAS Revised Four-Year Version
Directory: C:\Documents and Settings\sthompson\Local
Settings\Temporary Internet Files\OLK4B
Template: Normal.dot
Title: CAEL Adult Learner-Focused Institutional Self-
Assessment Tool
Subject:
Author: Jay Reeves
Keywords:
Comments:
Creation Date: 2/22/2007 10:56:00 AM
Change Number: 2
Last Saved On: 2/22/2007 10:56:00 AM
Last Saved By: Diana Bamford-Rees
Total Editing Time: 6 Minutes
Last Printed On: 2/22/2007 2:06:00 PM
As of Last Complete Printing
Number of Pages: 27
Number of Words: 5,112 (approx.)
Number of Characters: 26,075 (approx.)