

Adult Learner 360 Report

Carmen University



Executive Summary

CAEL is pleased to present the results of the surveys that your institution and students recently participated in from the Adult Learner 360. These results are aligned to the Ten Principles for Effectively Serving Adults.

In April 2017, 452 adult learners at Carmen University completed the Adult Learner 360 Student Survey (Student Survey). This instrument measures adult students' perceptions of the University's services for adult learners. During this same time, the Carmen University faculty, staff and administration completed the Adult Learner 360 Institutional Survey (Institutional Survey) that, when rolled up, provides a snapshot of their perspectives. The summary of the data comparisons from the two surveys reveals the activities and practices that are important to the institution's adult learners, as well as indicating Carmen University's internal perspective of those same activities and practices. The combination of these two surveys constitutes the Adult Learner 360 (AL360).

The surveys are based on CAEL's Ten Principles for Effectively Serving Adult Learners. These Principles are:

- Outreach
- Life and Career Planning
- Financing
- Assessment of Learning Outcomes
- Teaching-Learning Process
- Student Support Systems
- Technology
- Transitions
- Strategic Partnerships
- Adaptivity

Carmen University staff's rankings of the importance and effectiveness for their adult student offerings in the Institution Survey are paired with students' ranking of importance and satisfaction of those services within the Student Survey. Following the administration of the surveys, Carmen University is able to view the results through the online AL360 portal and can make detailed comparisons against similar institutions using CAEL's AL360 Data Hub.

CAEL documents the aggregated data from both surveys, pairing them to identify strengths, challenges and disconnects between the University and its adult students. This report also offers recommendations for next steps to assist your institution with strategic planning efforts.

Carmen University's Student Survey results reflect slightly above or above average rankings, based on satisfaction, for seven of the ten Principles. A review of the Institution Survey results reveals that the internal institutional team ranked their quality and/or effectiveness as slightly above or above average on only four of the ten Principles. The principles of **Strategic Partnerships**, **Life and Career Planning** and **Financing** ranked below average on the Student Survey, while **Financing**, **Life and Career Planning**, **Adaptivity**, **Technology** and **Student Support Systems** ranked below average on the Institution Survey. In both the Student Survey and the Institution Survey, all but one Principle ranked at or above average when looking at the importance of each principle to the respondents. The **Strategic Partnerships** Principle ranked slightly lower for importance.

Carmen University provides outstanding services for adult learners across the Principles of **Outreach** and the **Teaching-Learning Process**. In addition, the students report a high level of satisfaction in **Student Support Systems**. This AL360 report will provide guidance for further enhancing services for Carmen University's adult students.

RECOMMENDATIONS

STRENGTHS

CAEL encourages Carmen University to continue its apparently strong work in the area of Teaching-Learning Process.

- a. Continue to provide high-level of instruction and well-defined learning outcomes to adult learners
- b. Proactively communicate with students if they appear to be falling behind in courses and/or program progression
- c. Consider working with faculty to address methods to ensure timely feedback to students about their progress
- d. Ensure that students' life and work experiences relates to and continues to be utilized in coursework

CAEL encourages Carmen University to continue its apparently strong work in the area of Outreach.

- a. Provide adult students with individualized study plans
- b. Provide ready access to enrollment and registration services
- c. Ensure adult students have access to classes at times and in delivery methods that serve the largest number of adult students each term

CAEL encourages Carmen University to continue its apparently strong work in the area of Student Support Systems.

- a. Support students by offering assistance in balancing life, work and educational responsibilities

- b. Offer access to support services where and when they are needed, often through one point of contact
- c. Monitor the need for specific services and expanding the offerings as needed

CHALLENGES

CAEL encourages Carmen University to endeavor to improve its practices in the area of Strategic Partnerships.

- a. Explore methods to expand experiential learning opportunities for adult students (e.g., informational interviews, internships, job shadowing, networking options)
- b. Grow the University's network of partner employers to create new and sufficient experiential learning opportunities
- c. Involve the dedicated staff person or persons in the conversation around leveraging partnerships with community-based organizations and employers to improve experiential learning options and wraparound services for adult students.

CAEL encourages Carmen University to endeavor to improve its practices in the area of Life and Career Planning.

- a. Improve upon service in academic and career advising to ensure that the University provides relevant and timely responses with students throughout their program
- b. Provide information about current and future employment opportunities and career paths
- c. Continue to provide students with timelines and academic plans that align their education and career goals

CAEL encourages Carmen University to endeavor to improve its practices in the area of Financing.

- a. Ensure that adult students have access to financial services during non-business hours such as weekends or after work
- b. Review the processes and procedures for providing assistance to students to complete the necessary paperwork and forms provided by employers or other third-party payers

CAEL encourages Carmen University to endeavor to improve its practices in the area of Adaptivity.

- a. Examine the relatively low scores for Adaptivity to determine how the low rankings on various benchmarks for this Principle effects change in other Principles.

AREAS FOR INVESTIGATION

CAEL encourages Carmen University to investigate the discrepant perspectives in the area of Assessment of Learning Outcomes.

- a. Investigate where lines of communication need to be improved to ensure that students understand how their prior life and work experience can be assessed for college credit
- b. Explore how to improve faculty student communication, increasing opportunities to guide and improve student performance

CAEL encourages Carmen University to investigate the discrepant perspectives in the area of Transitions.

a. Determine how to assist students with processes including transferring to other institutions and how their skills and learning relate to current and future careers

Internal Comparisons

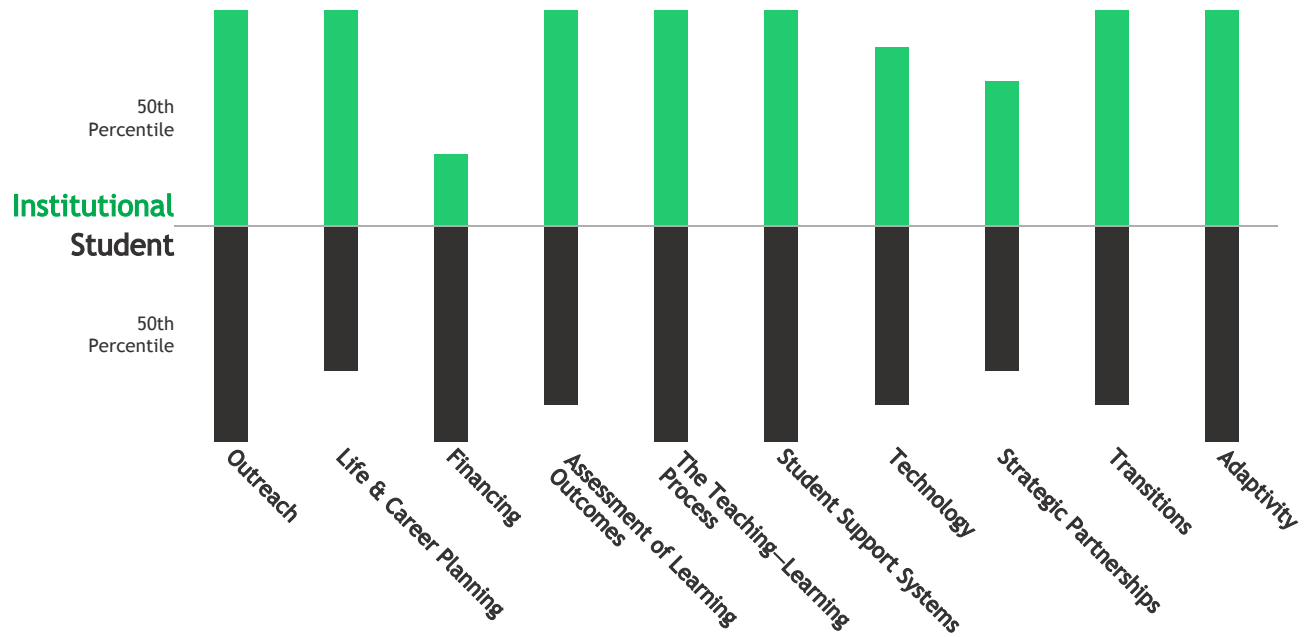
The two surveys' datasets provide valuable information about how adult learners' perceptions, as indicated on our Student Survey, compare to the responses from the Institutional Survey; these are consistent with the underlying concept of the AL360: perceptions = reality.

It is important to remember that no campus is “the best performer” on every Principle and that, in most of the summaries, Student Survey satisfaction data is compared to Institution Survey quality/effectiveness data, while Student Survey importance data is compared to Institution Survey importance data. The bulk of this analysis examines the data from an internal perspective. By comparing the Carmen University institutional viewpoint with the viewpoint of the students, CAEL identifies points of agreement and divergence and, in turn, helps Carmen identify and implement specific strategies to capitalize on strengths and address challenges.

The ranking of the Principles detailed in the table below is derived from a comparison of students' satisfaction scores on items within each Principle on the Student Survey against the quality/effectiveness aggregate score on the Institution Survey completed by faculty, staff and administration.

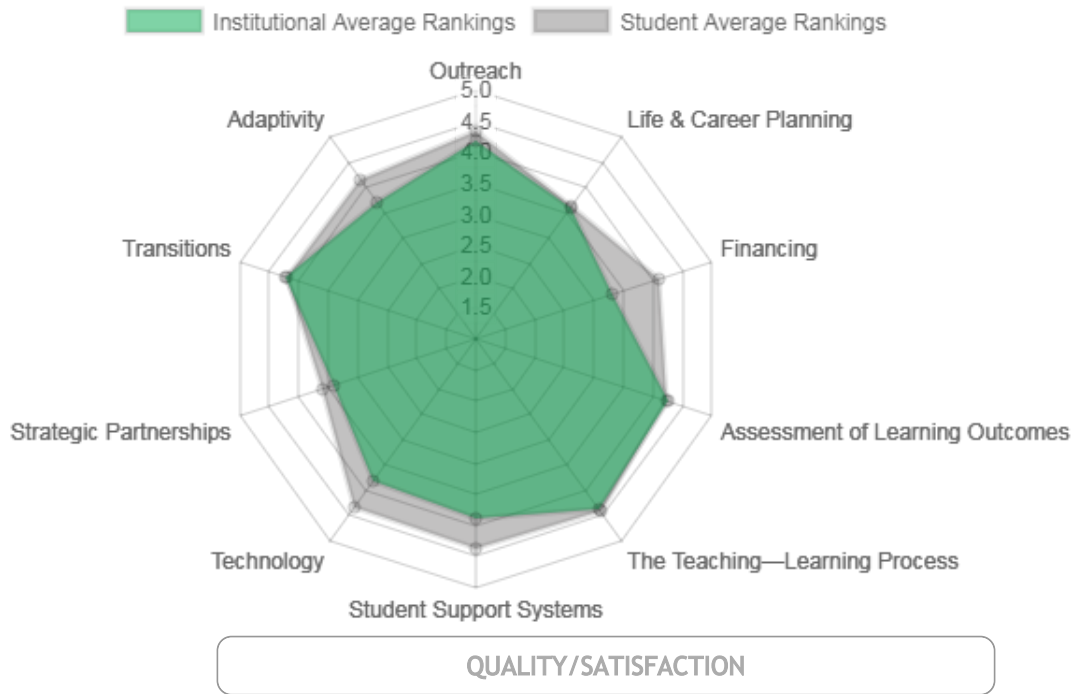
Ranking	Institutional Rank (Faculty, Staff, Admin)	Adult Student Rank (Students)
1	Teaching-Learning Process	Teaching-Learning Process
2	Assessment of Learning Outcomes	Student Support Systems
3	Transitions	Outreach
4	Outreach	Technology
5	Student Support Systems	Assessment of Learning Outcomes
6	Technology	Transitions
7	Adaptivity	Adaptivity
8	Life & Career Planning	Financing
9	Strategic Partnerships	Life & Career Planning
10	Financing	Strategic Partnerships

Percentile Comparison to All Institutions



ALFI Principle	Institutional	Student
Outreach	100	100
Life & Career Planning	100	67
Financing	33	100
Assessment of Learning Outcomes	100	83
Teaching-Learning Process	100	100
Student Support Systems	100	100
Technology	83	83
Strategic Partnerships	67	67
Transitions	100	83
Adaptivity	100	100

Institution to Student Comparison



Adult Learner 360 Principle	Institutional Average Rankings Importance	Institutional Average Rankings Quality/Satisfaction	Student Average Rankings Importance	Student Average Rankings Quality/Satisfaction
Outreach	4.59	4.20	4.58	4.35
Life & Career Planning	4.47	3.61	4.21	3.63
Financing	4.57	3.30	4.41	4.09
Assessment of Learning Outcomes	4.75	4.25	4.63	4.22
The Teaching—Learning Process	4.85	4.39	4.50	4.41
Student Support Systems	4.51	3.88	4.42	4.36
Technology	4.74	3.83	4.51	4.33
Strategic Partnerships	4.32	3.40	3.71	3.60
Transitions	4.59	4.23	4.59	4.18
Adaptivity	4.62	3.73	4.44	4.16

Strengths

Carmen University has a number of strengths. Their high score on the Principle of **Teaching-Learning Process** is a critical point for attraction of adult learners to the institution. This Principle examines how Carmen University's "faculty uses multiple means of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills". This Principle ranks first on both the Institution Survey and Student Survey.

Adult learners report above average rankings for both importance and satisfaction for benchmarks for this Principle that include the flexibility of instructors in meeting with students, the multiple ways that instructors teach courses and how instructors relate coursework to the students' life and work experiences (Q1, Q7, Q8). Students indicated that learning expectations and course goals are clearly defined (Q2, Q3). Students and institutional respondents agreed on many of these benchmarks and ranked the instruction's emphasis on extending knowledge and skills as a clear and positive area of agreement (Q11).

While students indicated general satisfaction with most of the benchmarks associated with the **Teaching-Learning Process**, they did express lower satisfaction and relatively high importance regarding receiving timely feedback on their performance in academic courses. Institutional respondents recognized its importance while also identifying this as an area of improvement.

Institutional respondents ranked multiple benchmarks as both important and being provided in a highly effective manner. The inclusion of students' life and work experiences in the classroom and the use of practice-based and academic-based instruction were highly ranked by both sets of respondents (Q8, Q9), indicating that adult students see the relevance and applicability of classroom experiences to work and life outside of the classroom.

Institutional respondents report that faculty can do a better job of reaching out to students if they fall behind in class (Q12). Students agree that their instructors can improve upon when and how they reach out to them regarding course performance. Coupled with some dissatisfaction related to the timeliness of feedback on academic coursework, Carmen's faculty may require training on more effective communication with adult students.

The lowest ranked benchmark for the **Teaching-Learning Process** was a lack of support at the University for competency-based teaching in the curricula. This benchmark ranked low in both importance and effectiveness. The low rank may be explained by an institutional decision not to consider competency-based assessments and learning but should be examined to determine if competency-based assessments could be added to specific courses that link to career opportunities with employers who identify the competencies and knowledge necessary for successful employment. This benchmark, which relates to the **Strategic Partnerships** Principle, will be discussed in detail later in this report.

Carmen University also demonstrates a strength in the Principle of **Outreach**. The **Outreach** Principle explores how effectively Carmen University “conducts its outreach to adult learners by overcoming barriers in time, place and tradition in order to create lifelong learning access to educational opportunities”. The Institution Survey response ranks this Principle fourth out of ten while the Student Survey ranks this Principle third out of ten.

Students at Carmen University report that they are satisfied with the ease of enrollment, registration, and orientation (Q1, Q4, Q5). They indicate that Carmen University provides them with a personalized education plan and the flexibility to pace their studies to suit their life and work schedules (Q9, Q10). Institutional respondents also ranked these same benchmarks as important and effective.

Several areas of disagreement between the institutional and student respondents were identified in **Outreach**. Students were dissatisfied with times that classes are offered (Q6) and the delivery methods available for those classes (Q7). Institution respondents ranked the importance and the effectiveness of the times that classes are offered as one of the highest scored benchmarks for this Principle. They ranked their effectiveness providing multiple course delivery methods as good. CAEL suggests that Carmen University look into the apparent disconnect between the institution’s rankings and those of the students to determine what changes could be made to increase student satisfaction.

Student Support Systems examines how Carmen University “assists adult students using comprehensive academic and student support systems in order to enhance students’ capacities to become self-directed, lifelong learners.” This Principle was ranked second out of the ten

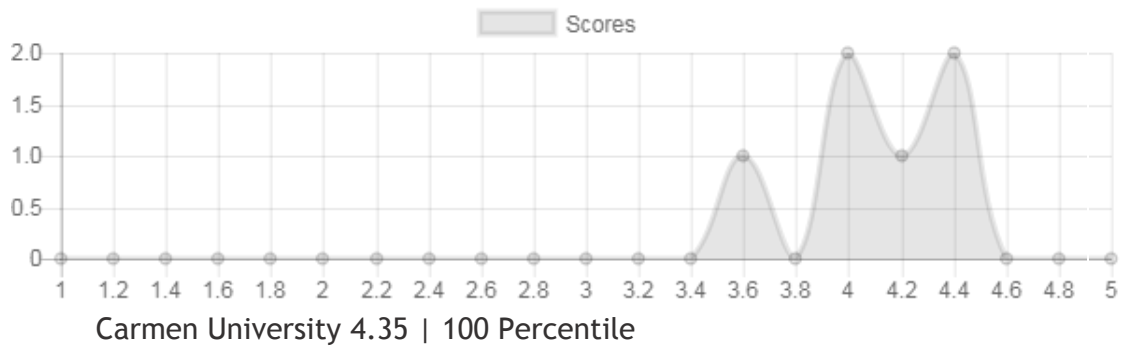
principles on the Student Survey, and respondents to the Institution Survey ranked this Principle as fifth out of ten.

Both the institution and students expressed satisfaction with support the institution offers to balance life, work and educational responsibilities (Q1), the flexibility and fairness of institutional policies (Q2), the overall responsiveness of faculty and staff (Q3), and the helpful and accessible resources available to improve academic skills (Q4). Respondents to both surveys also reported that how Carmen provides access to disability-related services as effective (Q8).

Students were also pleased with their ability to access support services where and when they were needed (Q5) and that they had one point of contact for most support services (Q6). Carmen's institutional respondents ranked the effectiveness of providing support services when and where they are needed as below average, indicating a disconnect between these two sets of perspectives. It is likely that current offerings work for most students, but not all, and institutional respondents are aware of the pain points for particular students. Examining whether and how to build flexibility into support services can only benefit adult students. By convening students around this topic, specific support services in need of greater flexibility can be identified. This may include both the times the services are offered (e.g., outside of the typical working hours) and methods through which they are offered (e.g., online or via phone conference).

The lowest rankings for this Principle were in the benchmarks for specific services. Those were high-quality care for dependents, referrals to mental or physical health services, and referrals to social service agencies. The scores were well below average for both the Student Survey and the Institution Survey. While these services may not be needed by the currently enrolled adult students, Carmen University should continue to monitor the need for these services to ensure that students' needs are being met by the University. Carmen can also leverage **Strategic Partnerships** with community-based organizations to provide wraparound services in the communities where adult students live. These organizations can also provide referrals to Carmen, especially for prospective students who have completed adult basic education programs in the community and are college-ready.

Outreach Distribution across All Institutions

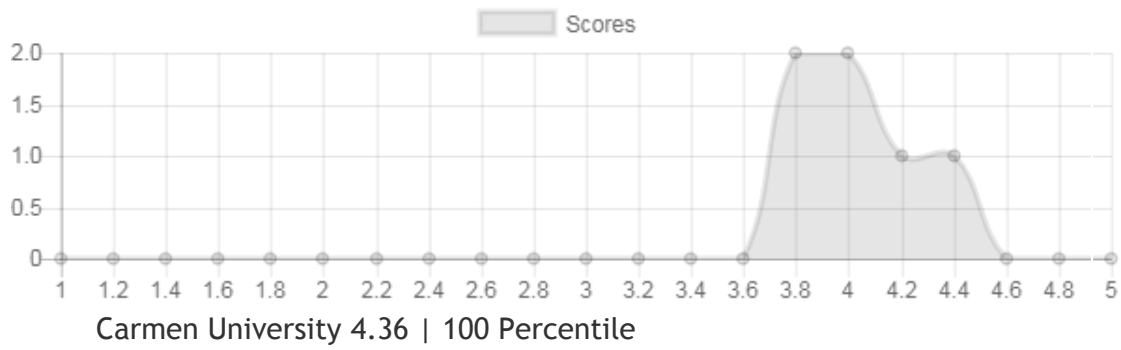


QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Outreach
Student importance score	4.58
Student importance percentile	83
Student satisfaction score	4.35
Student satisfaction percentile	100
Institution importance score	4.59
Institution importance percentile	100
Institution quality score	4.20
Institution quality percentile	100

Student Support Systems Distribution across All Institutions



QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Student Support Systems
Student importance score	4.42
Student importance percentile	83
Student satisfaction score	4.36
Student satisfaction percentile	100
Institution importance score	4.51
Institution importance percentile	67
Institution quality score	3.88
Institution quality percentile	100

Challenges

Principles identified as challenges in the Institution Survey and the Student Survey were **Financing, Life & Career Planning** and **Strategic Partnerships**. While there were slight variations in the ranking order from the perspectives of the survey respondents, these three Principles were at the bottom of the rankings for both groups. Challenges represent opportunities for Carmen University to examine these Principles through the lens of improving individual benchmarks to increase student satisfaction and improve the institution's quality and effectiveness.

The first challenge is found in the **Financing** Principle. This Principle examines how Carmen University “promotes choice using an array of payment options for adult learners in order to expand equity and promote financial flexibility.” **Financing** ranked last among the ten on the Institution Survey and eighth on the Student Survey.

Both sets of respondents agree that Carmen University does not effectively provide one-on-one help from the financial aid office (Q5) and the bursar/business office is not open during convenient times that work with adult students' schedules (Q9). A quick check of the Carmen University website did not reveal office hours nor were hours offered on the recorded phone message. There was also agreement between the two survey sets that Carmen University did not provide adequate information about scholarships for adult students (Q2).

Students also indicated dissatisfaction with the assistance they received in processing employer reimbursement forms (Q6) while institutional respondents indicated a slightly positive ranking in how effective they thought they were in delivering those services. CAEL suggests that Carmen University work with students to determine how to increase student satisfaction with this process.

Students did indicate above average satisfaction with two benchmarks for the Financing Principle. Students gave high importance and satisfaction scores for the easy access to tuition and payment information (Q1) as well as being able to, with available payment options, complete their program at their desired pace (Q8). The institutional respondents agreed that payment and tuition information was available to students but ranked themselves as ineffective at flexibly addressing the financial constraints that present barriers to adult

students. Similar to the opportunity found in **Student Support Systems**, policies and practices that work for most adult students may not work for all, and faculty and staff are keenly aware of the pain points for some adult students. Convening adult students around the topics related to financial aid could help to identify specific calls for change; institutional respondents already appear to be aware of some of these needs.

Life & Career Planning examines how effectively Carmen University “addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align capacities to help learners reach their goals.” This Principle ranks eighth out of ten on the Institution Survey and ninth out of ten on the Student Survey.

Students and institutional respondents agreed that several benchmarks needed improvement. Both sets of respondents identified lower levels of effectiveness and satisfaction regarding how career advising staff work with students to identify program and course options that are based on the student’s interest and aptitudes (Q7), in providing information about employment prospects and salaries (Q11), and in engaging with students throughout their programs to integrate career-planning activities (Q12, Q13). It is clear that staff development is needed with the career services team to help them more effectively provide career guidance for adult students. In the post-survey consultation, CAEL will work with Carmen University to help identify some methods for alleviating this challenge in the context of what career resources exist at the University.

Students and institutional respondents agreed on two benchmarks for this Principle with high rankings for effectiveness and satisfaction. Both groups felt that advisors provide timely and accurate information about course and program requirements (Q1). They also agreed that Carmen University provides students with a timeline that aligns their education and career goals, while also incorporating their work and life commitments (Q6, Q8). These benchmarks relate primarily to academic advising activities. Given that the **Teaching-Learning Process** and **Transitions** rank as the Principles with high levels of quality and effectiveness according to the institutional respondents, it is clear that academic advising is a practice done well at Carmen.

The third challenge revealed by the AL360 is for the Principle of **Strategic Partnerships**. This Principle examines how Carmen University “engages in strategic relationships, partnerships and

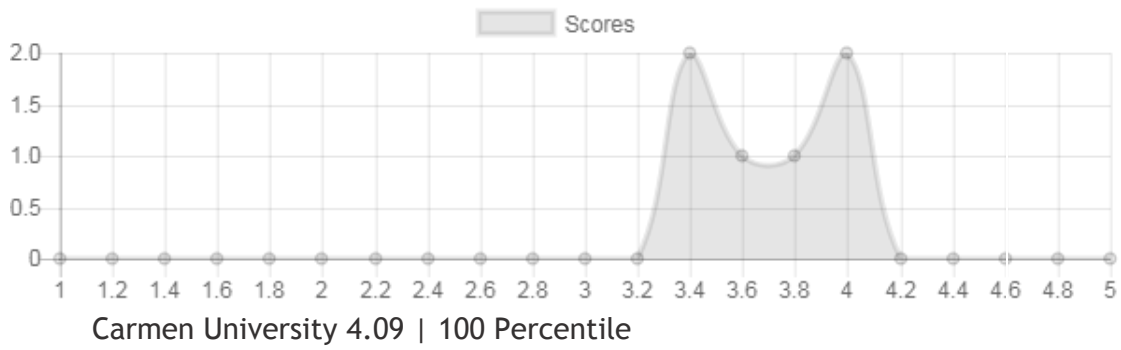
collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.” Both student and institutional respondents ranked **Strategic Partnerships** very low at Carmen University when compared to the other Principles, ranking it ninth on the Institution Survey and last on the Student Survey.

Both sets of respondents identified and agreed on two benchmarks that had above average rankings for importance and effectiveness. Both groups indicated that Carmen University effectively offers adult students opportunities to participate in internships (Q1) and collaborates well with employers to provide tuition or financial assistance (Q8, Q12).

Student respondents reported that, while relationships between employers and Carmen University were important to them, they were not aware of those relationships within their field of study nor were they given opportunities to interact with employers within their programs (Q5, Q7). Institutional respondents indicated that Carmen University does not effectively work with employers to identify opportunities for adult students to job shadow (Q2) or engage in informational interviews (Q3). As these items are reportedly important to adult students, Carmen University should consider expanding the available opportunities for experiential learning by more intentionally collaborating with employers around these topics.

On a positive note, Carmen University does have a highly effective designated staff person or team who works with employers and community-based organizations (Q10), and the University works with employers to develop and assess the learning outcomes for courses. Partnerships are already in place that can be leveraged more effectively to serve adult students.

Financing Distribution across All Institutions

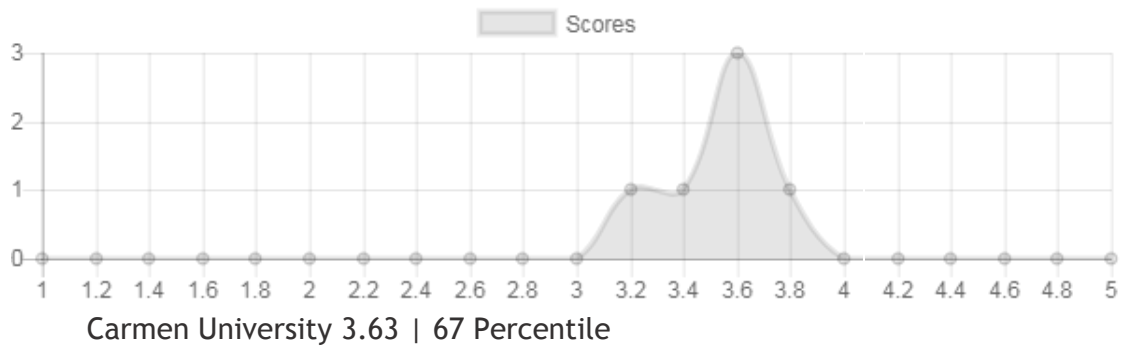


QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Financing
Student importance score	4.41
Student importance percentile	83
Student satisfaction score	4.09
Student satisfaction percentile	100
Institution importance score	4.57
Institution importance percentile	83
Institution quality score	3.30
Institution quality percentile	33

Life & Career Planning Distribution across All Institutions

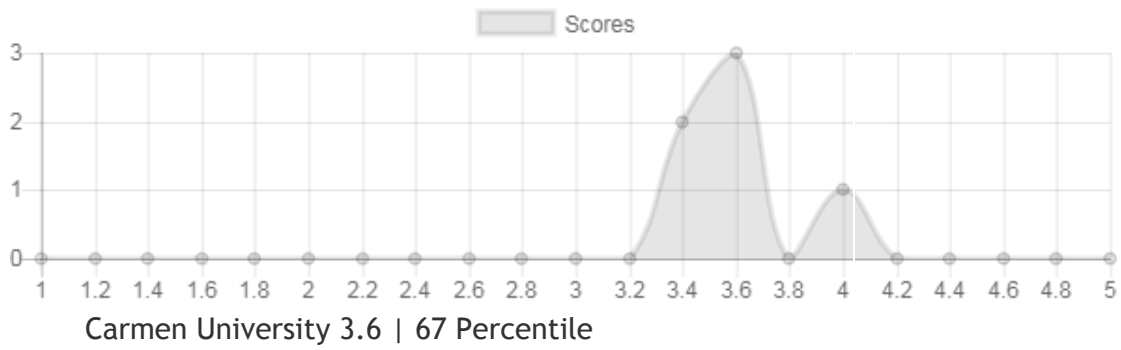


QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Life & Career Planning
Student importance score	4.21
Student importance percentile	17
Student satisfaction score	3.63
Student satisfaction percentile	67
Institution importance score	4.47
Institution importance percentile	83
Institution quality score	3.61
Institution quality percentile	100

Strategic Partnerships Distribution across All Institutions



QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Strategic Partnerships
Student importance score	3.71
Student importance percentile	17
Student satisfaction score	3.60
Student satisfaction percentile	67
Institution importance score	4.32
Institution importance percentile	83
Institution quality score	3.40
Institution quality percentile	67

Additional Examination

Typically, throughout the AL360 process, institutions find that how they rank the Principles differs from students' perceptions. Where there is a major diversion from the Institution Survey and the Student Survey, disconnects are found. The AL360 surveys reveal two disconnects at Carmen University.

The first disconnect is in the Principle. This Principle examines how well Carmen University's faculty "supports guided pathways that lead into and from the institution's programs and services in order to ensure that students' learning will apply usefully to achieving their educational and career goals." This Principle ranked third on the Institution Survey, while adult learners on the Student Survey ranked it sixth out of ten.

In general, students were evenly divided in their evaluation of how well Carmen University provides services related to **Transitions**. They felt that graduation requirements are clearly described and that they were well aware of what is necessary to do to successfully complete their program (Q1, Q2). The Institution Survey revealed that faculty and staff agreed with the students' rankings on these benchmarks.

Institutional respondents ranked Carmen's effectiveness significantly higher than the students on several other benchmarks. These included the guidance that students are provided in regard to which of their previous classes transfer to other academic programs (Q4) and how academic credit earned elsewhere are assessed for credit toward a degree or certificate at Carmen University (Q5). Both student and institutional respondents agree that Carmen University is not effective in providing guidance with the process of transferring to another institution and determining what class credits will be transferable (Q7, Q8). There was also agreement that Carmen University does not provide satisfactory assistance on helping students to determine how their skills and learning relate to current and future careers (Q10).

Several of the key challenges identified in **Transitions** have a strong relationship with challenges that were identified in the **Life & Career Planning** Principle. CAEL recommends that Carmen University examine how to build a stronger industry advisory council or board to

determine how alignments with employers can be built upon and where there needs to be additional collaboration, especially in relating learning to careers.

The second disconnect is found in the **Assessment of Learning Outcomes** Principle. This Principle examines how Carmen University “defines and assess knowledge, skills, and competencies acquired by adult learners—both from curriculum and from life and work experience—in order to assign credit and confer degrees with rigor.” Students ranked this Principle fifth out of ten while institutional respondents ranked it second out of ten.

As this Principle ranks in the top half of each survey, there were several areas of agreement between the two sets of respondents. Students and institutional respondents agreed that Carmen's faculty provide assessments that measure individual students' progress (Q3) and that multiple modes of assessment are used, allowing students to demonstrate their knowledge and skills in many different ways (Q4). Both groups of respondents also agreed that there is a need for Carmen University to improve on its provision of ongoing assessments related to progress, deficiencies and needs that inform students' individual learning plans (Q2).

Students expressed dissatisfaction with prior learning assessment opportunities at Carmen University, indicating that their life and work experience had not satisfactorily been assessed to determine if they were eligible for credit for prior experiential learning (Q9). Efforts could be made to determine the touchpoints for adult students regarding the opportunities to explore and apply for the various forms of prior learning assessment that Carmen University offers its adult students through ABE.

Students also reported lower levels of satisfaction and higher levels of importance on being provided clear and meaningful feedback from their professors (Q7). Carmen University should consider convening a group of faculty and students to determine methods to expand lines of communication for both important benchmarks, as faculty-student communication also emerges as an area of challenge in the **Teaching-Learning Process** Principle.

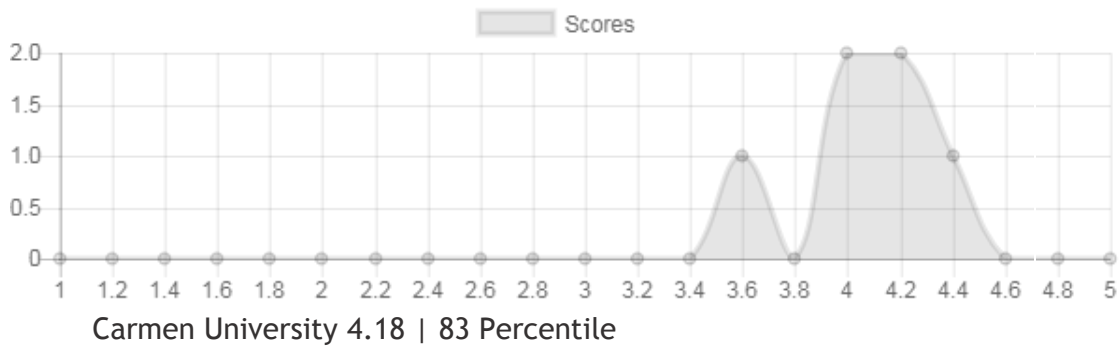
One additional Principle that should be examined is that of **Adaptivity**. This Principle examines how Carmen University “adjusts to shifting external market forces and is able to adapt to the changing expectations of internal stakeholders, students, and

employers—understanding the needs of those they serve by developing creative academic solutions.” This Principle ranked seventh out of ten on both the Institution and Student Surveys.

While both parties recognize that Carmen University’s instructional material and academic programs reflect current practice in the various fields of study (Q1, Q2), there is also agreement that Carmen University could be more responsive to feedback provided by students, using it as another voice when considering changes at the University (Q5). Some of the proposed methods to address concerns throughout this report involve convening adult students to gather specific feedback that will help the University address their needs.

Institutional respondents indicate Carmen University needs to consider how it gathers and utilizes data and evidence, adjusting and improving programs and services to meet the current and future socioeconomic needs of the community, employers and, most importantly, its adult students (Q18-Q21). Several of the lower-ranking benchmarks in **Life and Career Planning** and **Transitions** will improve if Carmen University effectively tracks and responds to changes in the marketplace. Data tracking also provides opportunities to find additional funding based upon performance and increased enrollment, persistence and completion rates of adult learners at Carmen University.

Transitions Distribution across All Institutions

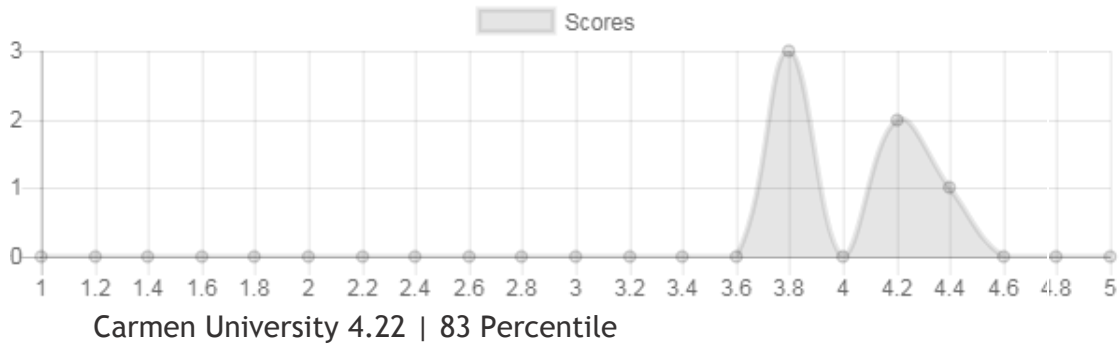


QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Transitions
Student importance score	4.59
Student importance percentile	33
Student satisfaction score	4.18
Student satisfaction percentile	83
Institution importance score	4.59
Institution importance percentile	83
Institution quality score	4.23
Institution quality percentile	100

Assessment of Learning Outcomes Distribution across All Institutions

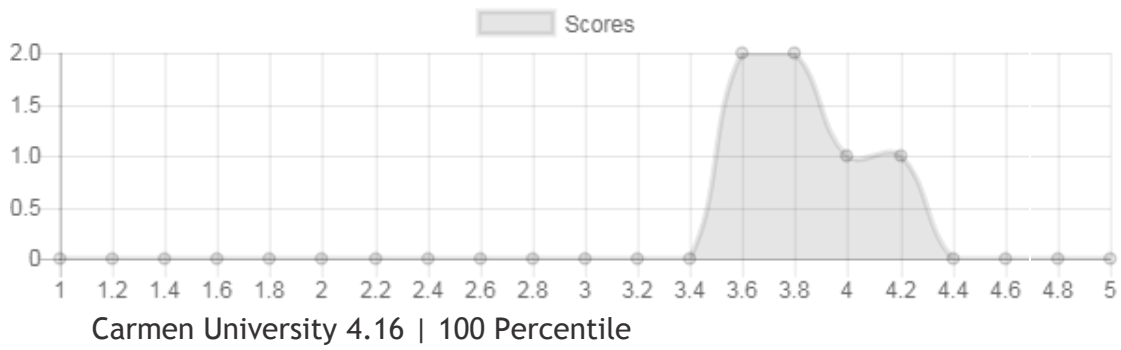


QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Assessment of Learning Outcomes
Student importance score	4.63
Student importance percentile	67
Student satisfaction score	4.22
Student satisfaction percentile	83
Institution importance score	4.75
Institution importance percentile	100
Institution quality score	4.25
Institution quality percentile	100

Adaptivity Distribution across All Institutions



QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Adaptivity
Student importance score	4.44
Student importance percentile	17
Student satisfaction score	4.16
Student satisfaction percentile	100
Institution importance score	4.62
Institution importance percentile	100
Institution quality score	3.73
Institution quality percentile	100

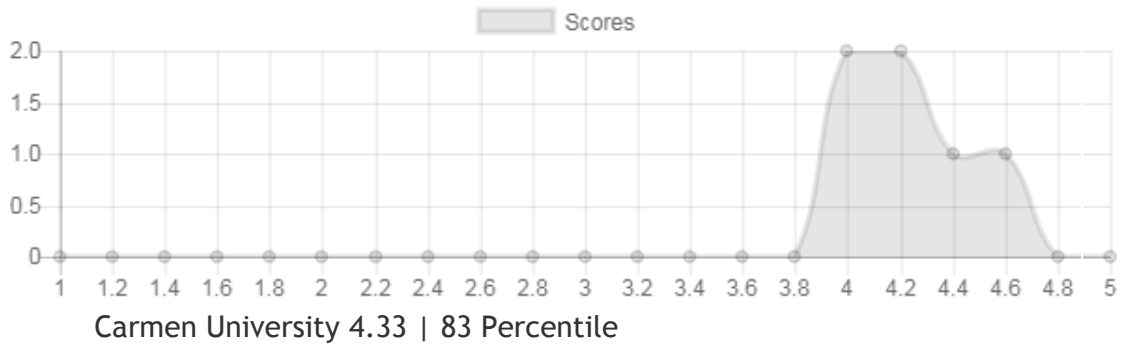
External Comparison

In general, Carmen University's results on the AL360 assessment ranked at or above average for student satisfaction on all of the ten Principles as compared to other institutions in the Data Hub. Carmen University's scores for each Principle are compared to other institutions to contextualize the rankings. No one institution scores the highest on all ten Principles, but these results allow Carmen University to understand how their student and institutional rankings look when viewed against the average benchmark scores and the highest scores recorded for all other participating institutions. The internal gap analysis offers a clear view of benchmarks for each Principle, which can drive Carmen University towards more effective and successful engagement with its adult students.

Notably, on the Institution Survey, Carmen University ranked significantly higher than other institutions on seven of the ten Principles including **Outreach**, **Life & Career Planning**, **Assessment of Learning Outcomes**, the **Teaching-Learning Process**, **Student Support Systems**, **Transitions** and **Adaptivity**. Only the **Financing** Principle ranked lower than the average benchmark of other institutions.

On the Student Survey, students ranked Carmen University higher than other institutions on the Principles of **Outreach**, **Financing**, the **Teaching-Learning Process** and **Adaptivity**. On the other six Principles, Carmen does rank higher than the mean in terms of student satisfaction.

Technology Distribution across All Institutions



QUALITY/SATISFACTION

STUDENT

Adult Learner 360 Principle	Technology
Student importance score	4.51
Student importance percentile	50
Student satisfaction score	4.33
Student satisfaction percentile	83
Institution importance score	4.74
Institution importance percentile	83
Institution quality score	3.83
Institution quality percentile	83

Conclusion

This *AL360* has yielded important information about Carmen University and its services to its adult learners. Oftentimes, improving one item in the *AL360* toolkit will improve student satisfaction with several Principles. The potential solutions identified in this *AL360* report can guide discussions on how to move adult-focused metrics in response to the results of the surveys. We hope that Carmen University will use these results to identify points of agreement and divergence and use those insights to create specific strategies to capitalize on its strengths and address the challenges in effectively serving their adult students.

