

# Adult Learner 360 Report

## Barry University

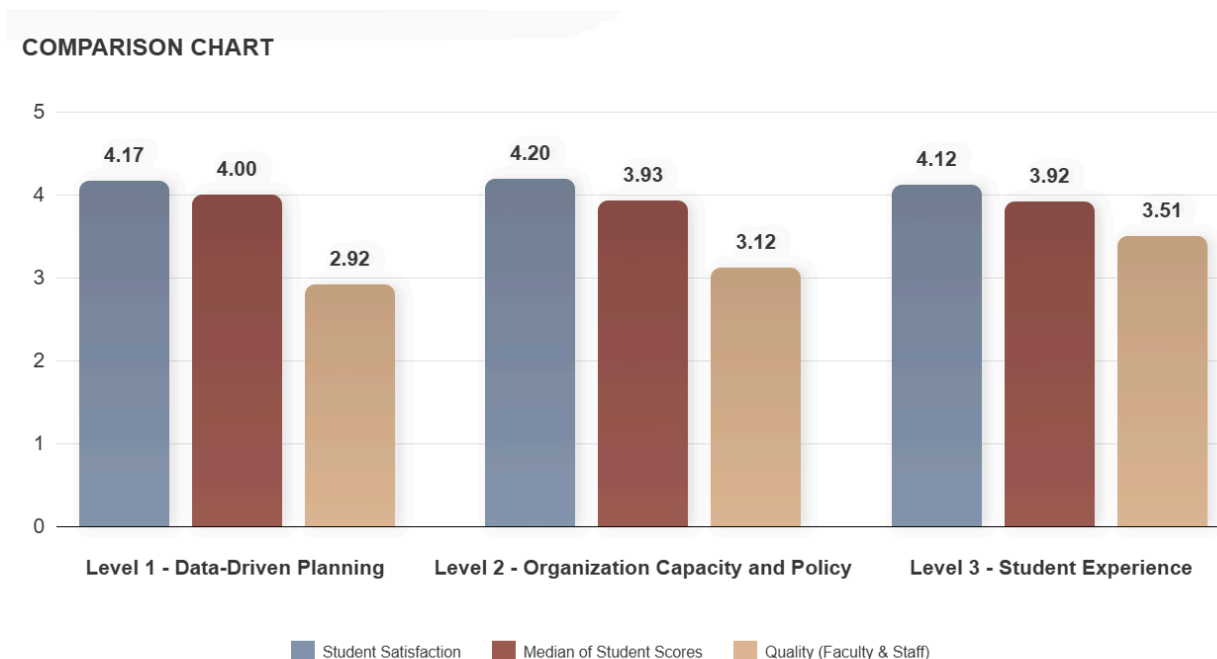
The Adult Learner 360 assessment is a tool that examines adult learners' perspectives to help internal stakeholders identify opportunities to improve practice and impact adult student success. In the fall of 2025, **361 adult learners** completed the Adult Learner Satisfaction Questionnaire, and **17 faculty, staff, and administrators** completed the Institutional Effectiveness Questionnaire. This report provides your assessment results and recommendations for change.

The foundation of the AL 360 is the Adult Learner Leaders for Institutional Effectiveness (ALLIES) Framework. Each of the three levels of the ALLIES Framework contains a series of planning and operational domains through which institutions can more effectively support today's adult learners. The report identifies your institutional strengths and challenges within the three levels: Data-Driven Planning, Organizational Capacity and Planning, and The Student Experience.



The areas of focus captured under the Data-Driven Planning domain are Student and Labor Market Data, Adult and Equity-focused Strategic Plan, and A Culture of Change and Adaptivity. These domain areas focus on how institutions can use data in their strategic plans to ensure adult learners' needs are represented. The areas of focus captured under Level 2, Organizational Capacity and Planning domain, are Inclusive Policies and Governance, Faculty and Staff Professional Development, and Impactful Partnerships.

These areas focus on how institutions are executing their initiatives for adult learners. Lastly, the areas of focus captured under the Student Experience domain are Affordable Programs, Student Support, Academic Empowerment, and Career Connections and Relevance. These areas have the most impact on the student experience.



The bar chart above illustrates your student satisfaction score in blue based on the ALLIES Framework versus the mean scores of students at other institutions in red. The institutional quality scores, or faculty and staff perceptions of effectiveness, are also noted to compare to student perceptions visually.



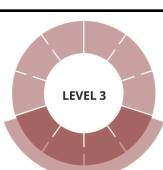
## Overall Rating: Innovator

**You scored above the median on 92% of the items.**

Institutions that score consistently above the median receive CAEL's "Innovator" designation, indicating that their adult learners have reported very high satisfaction compared to peer institutions. Common themes associated with Innovators include implementing new initiatives around adult learners, extending student support services, and incorporating adults within the institution's mission and strategic plan.

## Gap Analysis

The AL 360 Survey was given to Barry University's adult learners and a selected group of faculty, staff, and administrators. The following scores listed in the table below are evaluated on a five-point scale with respect to each ALLIES Framework domain, with five being the highest possible score. The satisfaction score denotes the average student score across all student responses. The mean score for each group is based on the average student satisfaction score of all AL 360 institutional participants in the database. The quality score provides the average institutional score across all faculty, staff, and administrator responses. The difference in the mean score or quality score and the student satisfaction score between each domain formed the gap analysis, which is demonstrated below. The gap between student satisfaction and institutional perception showcases where perceptions may differ or coincide.

DOMAINS	Satisfaction (Student Score)	Mean (All Institutions)	Quality (Institution Score)	Mean Gap (Student-Mean)	Quality Gap (Student-Institution)
 <b>Data-Driven Planning</b>	<b>4.17</b>	4.0	2.92	<b>0.17</b>	<b>1.25</b>
 <b>Organizational Capacity and Planning</b>	<b>4.20</b>	3.93	3.12	<b>0.27</b>	<b>0.81</b>
 <b>The Student Experience</b>	<b>4.12</b>	3.92	3.51	<b>0.20</b>	<b>0.61</b>





Overall, faculty perceptions of effectiveness were tracked lower than student satisfaction scores for all domains. This is a common trend amongst institutional scores, as faculty and staff may be more critical of internal processes that may impact how they fulfill their roles supporting adult learners. Institutional perceptions of the quality of policies, services, and programs for adult learners suggest an institutional need for awareness, capacity building, and professional development to improve these scores. Similarly, gathering qualitative data on these areas may provide additional insight into potential barriers for faculty and staff on the backend that impact their work supporting adult learners. Gaps greater than 0.4 are considered significant. In this case, the most substantial gap is between the student satisfaction and quality scores of the Data-Driven Planning domain, which suggests the institution is engaging student and labor market data more effectively than they perceive.

To center the student experience, this report will focus on student satisfaction. With that said, Barry University's student satisfaction data scored at the median on the Data-Driven Planning when compared to the average student scores across all participating institutions. High student satisfaction scores in the Data-Driven Planning domain indicates that students feel the institution adequately integrates their feedback and adult learner data when it comes to Barry University's strategic plan. It is also important to note that gaps between the student satisfaction scores and the mean are all below 0.3, which suggests the institution's practices align with their peer institutions.



### **ADDRESS THESE CHALLENGES:**

Although Barry University's students felt satisfied with their experiences overall, there are still areas that the institution may consider improving. The items below received your institution's lowest student satisfaction ratings. While an individual item may have received the lowest relative score, similar median scores indicate concern relative to the attributed practice, which is common across higher education institutions.

Domain	Area	Assessment Question	Student Satisfaction	Student Median	Institutional Effectiveness
	Career Relevance and Connections	4. I was encouraged to engage with career services early in my program of study.	<b>3.66</b>	3.33	2.55
	Career Relevance and Connections	6. My institution provides me with convenient opportunities to meet employers in my field of study.	<b>3.70</b>	3.59	2.08
	Career Relevance and Connections	7. My institution provides me with convenient opportunities for internships with employers in my field of study.	<b>3.83</b>	3.67	2.20
	Student Data Driven Planning	2. My institution provides accessible information on potential jobs and salaries related to my program of study.	<b>3.85</b>	3.45	2.46

### ABOUT YOUR CHALLENGES:

As indicated in their student satisfaction scores, multiple areas in the Level 3: The Student Experience may be considered for improvement. This is reflected in the questions that obtained the lowest scores above.

**LEVEL 3 • STUDENT EXPERIENCE****Career Relevance and Connections****4. I was encouraged to engage with career services early in my program of study.**

**Impact:** Adult students often enroll in higher education with a career goal in mind. Early engagement with a career advisor helps all students make decisions regarding courses, programs of study, and experiential learning opportunities that set them up for post-academic success.

**Recommendation:** If possible, each program of study or department should designate a program/career liaison. These liaisons should engage in the Welcome/ Orientation sessions for adult students. Students should be encouraged to connect with the program/career liaison as they begin their program. Accessing tools of the Office of Career Services and with support from the program career liaison, adult students should develop a working online portfolio to capture their courses, outcomes and links to their career interests.

Encourage all advisors to explore career opportunities with students regardless of age. Market career advising as a service that helps students identify prospective careers, whether they are entering the workforce for the first time, reentering, or changing/advancing careers. Encourage connections with career advising and services early and often. Provide information regarding local job opportunities in a student's chosen field. Incorporate connections to career advising in the classroom by creating collaborative opportunities between faculty and career services staff.



LEVEL 3 • STUDENT EXPERIENCE

Career Relevance and Connections

**6. My institution provides me with convenient opportunities to meet employers in my field of study.**

**Impact:** Career change and/or advancement is a primary driver for adult learner enrollment, persistence, and completion. Adult learners may need clarification on their career interests and opportunities, including where they would like to work and how to interview for a job in their chosen field of study successfully. Employer partnerships can help students identify career goals and skills and provide current, real-world career information that can help students choose the right program to meet their career goals.

**Recommendation:** Consider augmenting your career services with program career liaisons. Create or enhance connections with workforce partners, local chambers, and industry associations that augment existing career services. Enlist these partners to assist with career opportunities such as mock interviews. Utilize alumni and adjunct faculty as industry experts. Develop and market online assessment tools where adult students can link their skills, interests, and experience with career and networking opportunities. Be mindful of providing virtual networking opportunities.



LEVEL 3 • STUDENT EXPERIENCE

Career Relevance and Connections

**7. My institution provides me with convenient opportunities for internships with employers in my field of study.**

**Impact:** Convenient opportunities to engage with internships with employers in a field of study provides a very similar impact to a student's opportunity to meet employers within a field of study. Career change and/or advancement is a primary driver for adult learner enrollment, persistence, and completion. Adult learners may need clarification on their career interests and opportunities, including where they would like to work and how to interview for a job in their chosen field of study successfully. Employer partnerships can help students identify career goals and skills and provide current, real-world career information that can help students choose the right program to meet their career goals.

**Recommendation:** Consider completing a report of a list of in-demand fields and the corresponding employers in your region. Use this information to develop appropriate partnerships with recruitment positions and other related employer representatives. Beyond career fairs, consider working with faculty to see how they may be able to partner with employers for co-curricular or internship opportunities built into their coursework.



#### LEVEL 1 • DATA-DRIVEN PLANNING

### Student and Labor Market Data

## **2. My institution provides accessible information on potential jobs and salaries related to my program of study.**





**Impact:** Adult students often enroll in higher education with a career goal in mind. Access to local job and labor market information helps students understand career demand and job placement opportunities in their chosen field of study. It also provides valuable insight that can guide career readiness.

**Recommendation:** Include local labor market information in online tools and information for adult students in admissions, marketing, program, and career service areas. Develop and market, early and often, online assessment tools for enrolled adult students to use to link skills, interest, and experience with career goals. Provide students with salary or job prospect information upon program completion. Career staff can provide coaching for career-changers, adult learners looking to re-enter the workforce, and adult learners whose occupations may have been automated.



## YOUR STANDOUT STRENGTHS:

The following items received the highest ratings for student satisfaction in the Adult Learner Satisfaction Questionnaire. CAEL strongly recommends continuing to build upon your strengths, leveraging them to address challenges where prudent.

Domain	Area	Assessment Question	Student Satisfaction	Student Median	Institutional Effectiveness
	Academic Empowerment	3. My instructors respect different perspectives and beliefs.	<b>4.56</b>	4.45	4.23
	Academic Empowerment	14. I know what I need to do to successfully complete my program of study.	<b>4.56</b>	4.32	4.46
	Academic Empowerment	15. My institution fairly and transparently applied my transfer credits to programs of study here.	<b>4.55</b>	4.11	3.45
	Student Organizational Capacity and Planning	1. My institution provides a welcoming environment for adult learners of diverse backgrounds, cultures, and life experiences.	<b>4.55</b>	4.40	3.77

All of the top strengths exceeded the median satisfaction score of participating Adult Learner 360 institutions. Many of Barry University's strengths lie in Academic Empowerment. Adult learners have specific goals and milestones to reach, and they know themselves well enough to recognize what they need to be successful. Ownership of learning modalities, schedules that fit an adult's busy life, opportunities to count prior learning, and engaging classroom experiences equip adult learners with the ability and confidence to succeed in postsecondary institutions. The students' satisfaction scores show a strong appreciation for faculty in supporting their academic challenges and successes.

The rating in these areas reflects that students coming to Barry University are given the support they need to be comfortable in their academic programs and that the coursework is designed with their future success in mind.



## NEXT STEPS

In reviewing the challenges and strengths identified in this report, the internal classroom experiences of learning and assessment are consistently high. This suggests that the academic environment and faculty presence are relatively strong and effective. By reflecting on the work already done to make students feel comfortable and supported in the classroom, Barry University can apply similar efforts to ensuring adult students have the opportunity to connect with external supports, providing a full scope of resources and support to other students and learning methods through and beyond their academic programs.

Following this report, you will have a consultation with CAEL to review your assessment results. This consultation includes a continued review/discussion of your institution's emerging challenges and strengths so you may begin to identify action steps that can move the needle on adult learner satisfaction and success.