



Traditional versus Non-Traditional-Aged Students:
How Retention, Enrollment, Demographics, and Attitudes
Differ with Age

Office of Institutional Research and Assessment



Why Look at Age Differences?

- Aggregate data can mask different experiences for student subgroups
- Explore issues of equity in student experience, retention, enrollment patterns
- State goals include increasing the number of working adults returning to college



Methodology

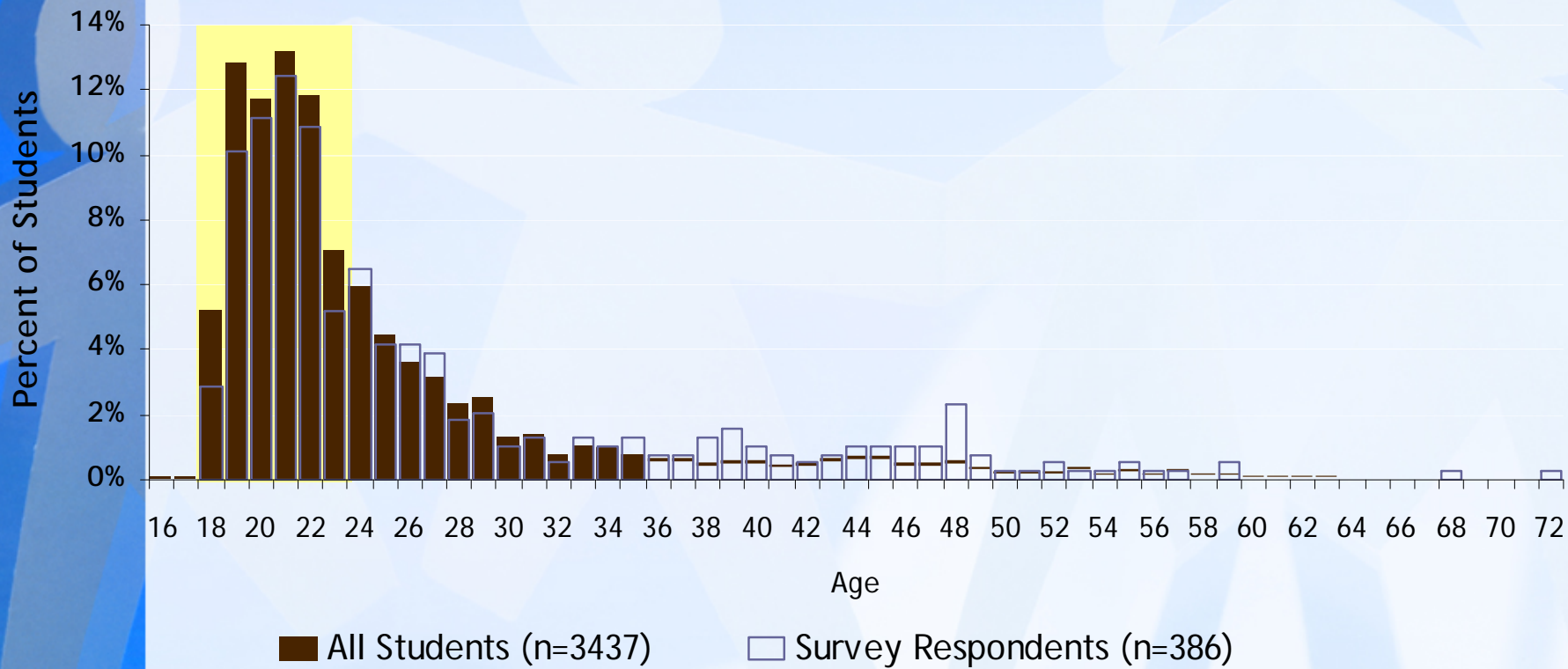


- Data Sources
- Selection Criteria



Student Age Distribution

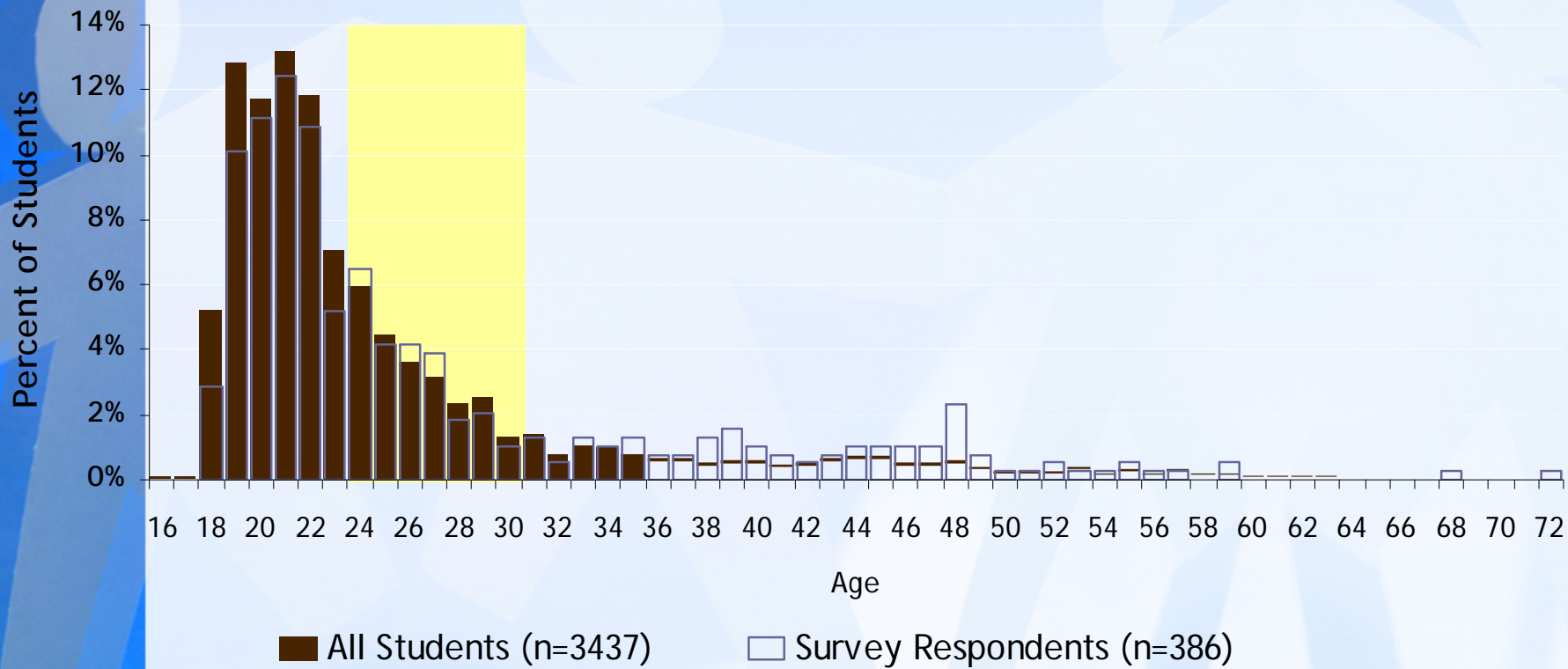
Student Age Distribution, Spring 2006





Student Age Distribution

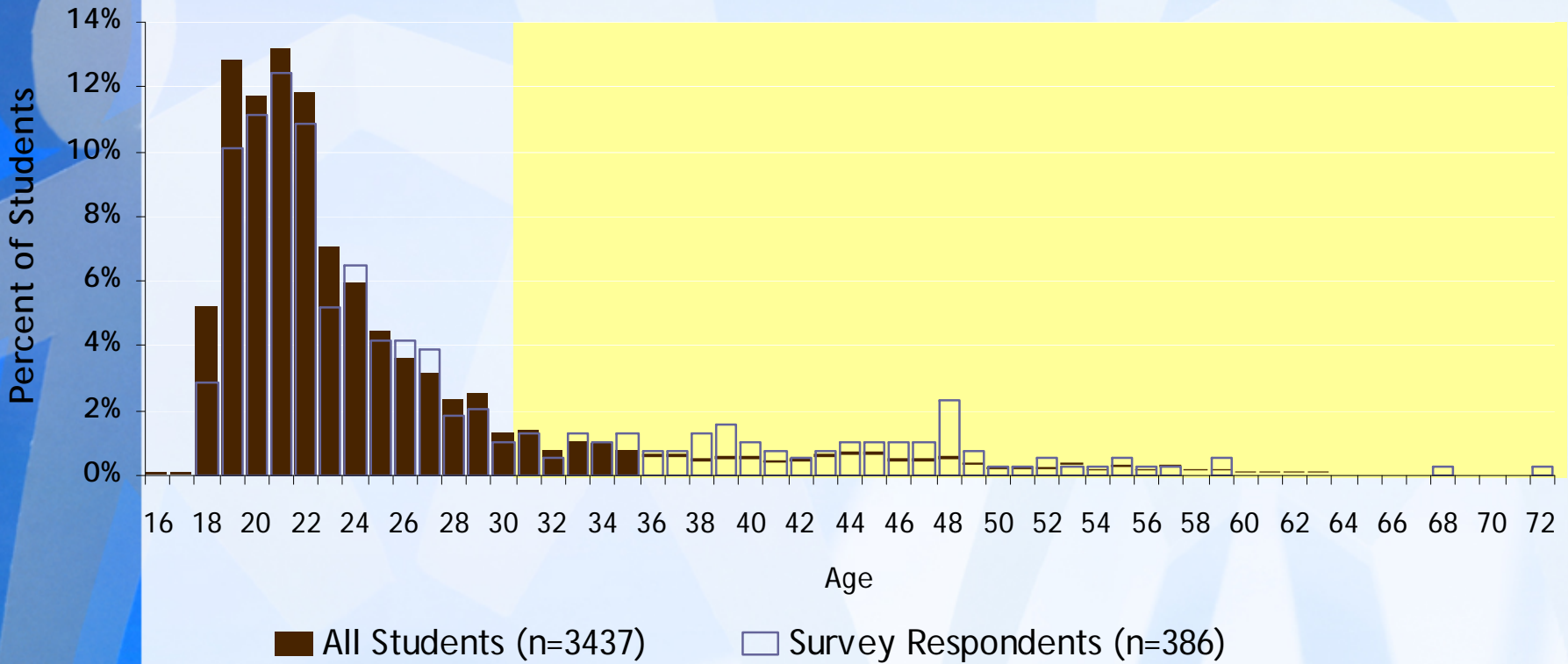
Student Age Distribution, Spring 2006





Student Age Distribution

Student Age Distribution, Spring 2006





Demographics

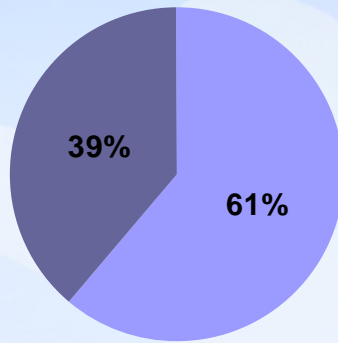


Gender Distribution

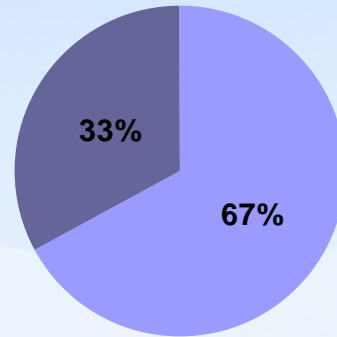


Gender of Survey Respondents

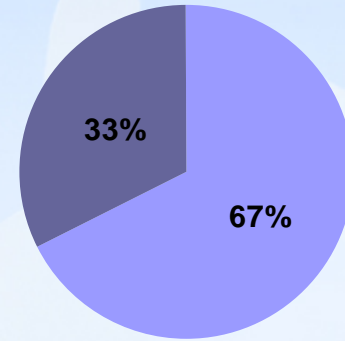
Students Aged 18-23



Students Aged 24-30



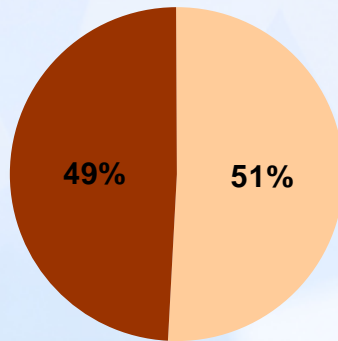
Students Aged 31+



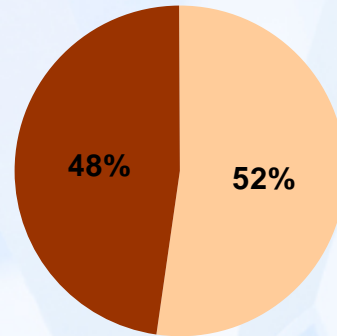
■ Female ■ Male

Gender of All Degree-Seeking Olympia Undergraduates

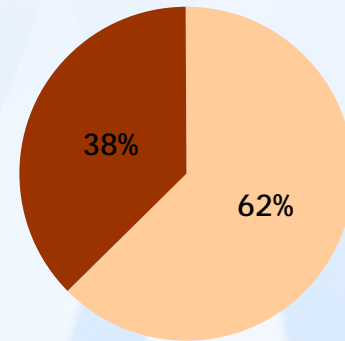
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



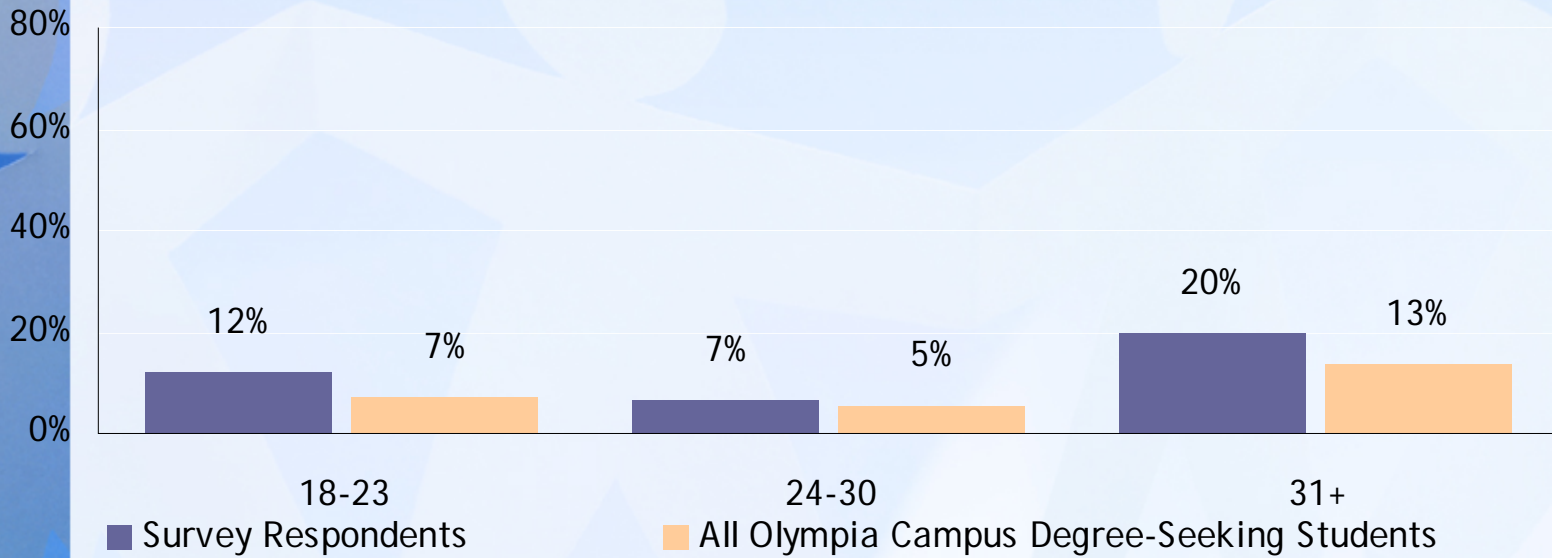
■ Female ■ Male



Documented Disabilities



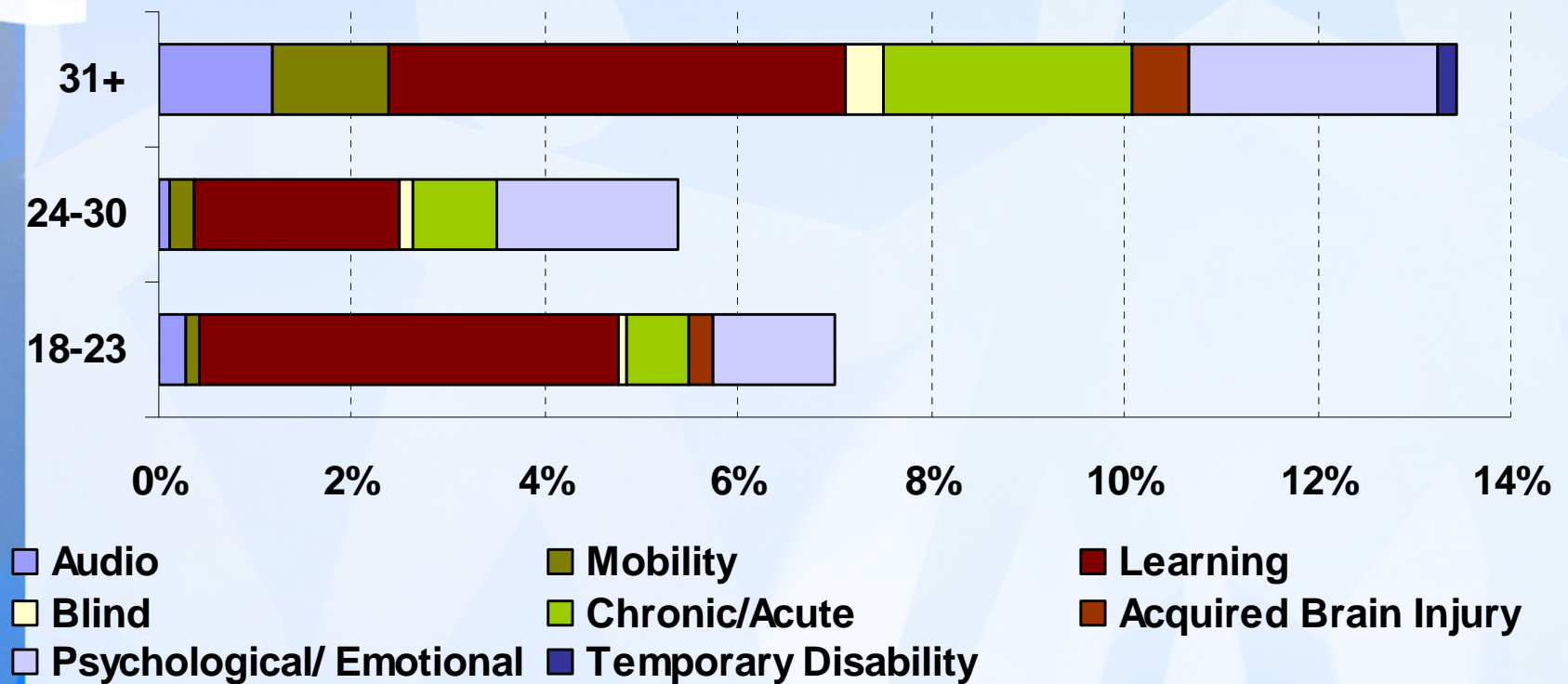
Percentage of Students in Different Age Groups with Documented Disabilities



Documented Disability - Detail



Documented Disabilities

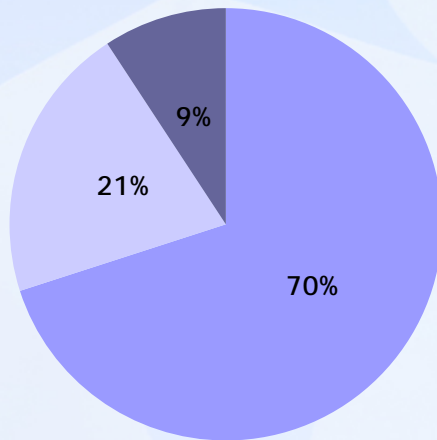


Identification as a Minority in Terms of Sexuality or Gender

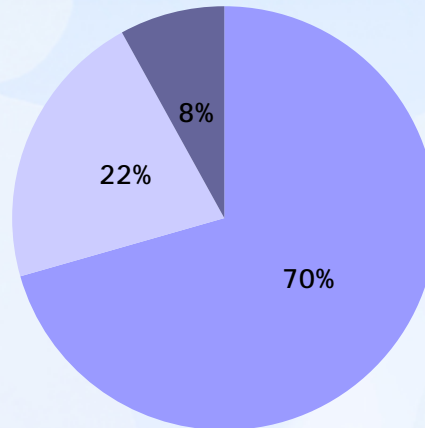


Do You Identify as a Minority in Terms of Sexuality or Gender?

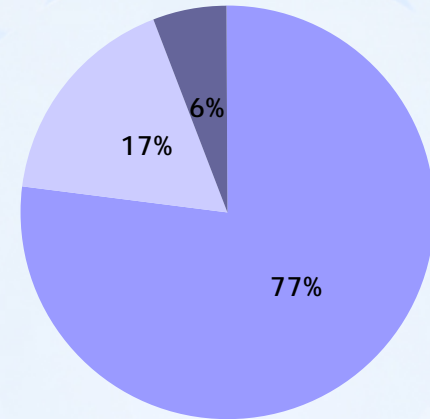
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



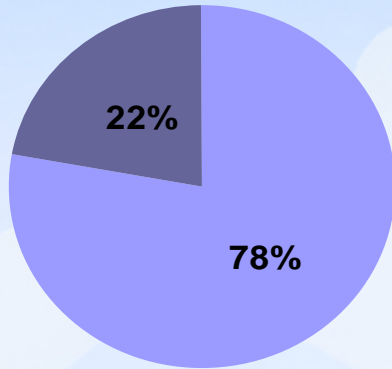
■ No ■ Yes ■ Prefer not to respond

Federal Low Income

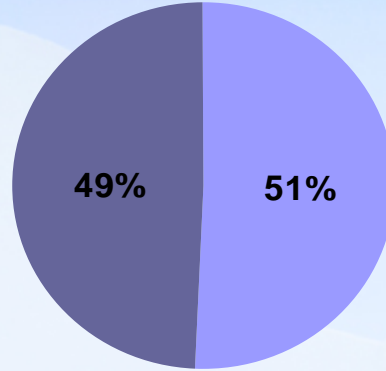


Survey Respondents: Low Income

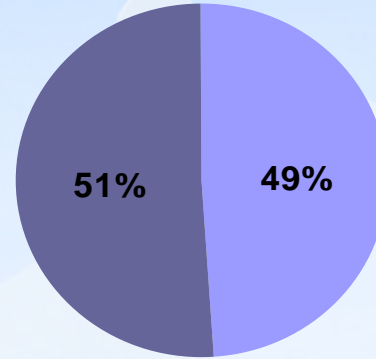
Students Aged 18-23



Students Aged 24-30



Students Aged 31+

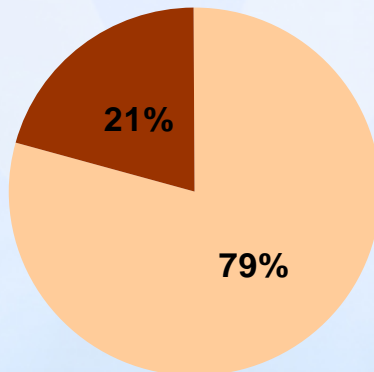


■ Not Reported/ Not Below 150% Poverty

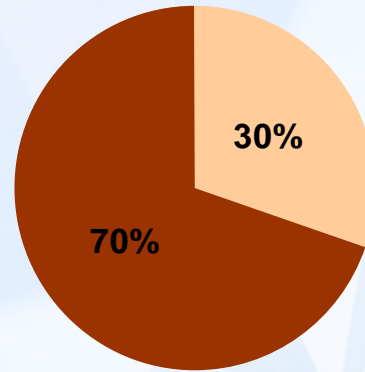
■ Below 150% Poverty

All Degree-Seeking Olympia Undergraduates (Fall 2005): Low Income

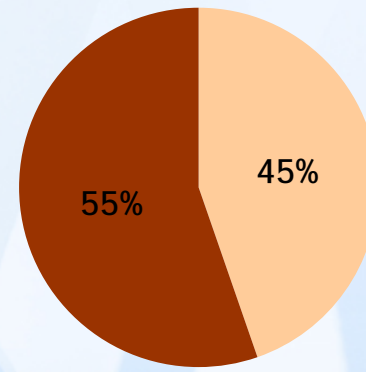
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



■ Not Reported/ Not Below 150% Poverty

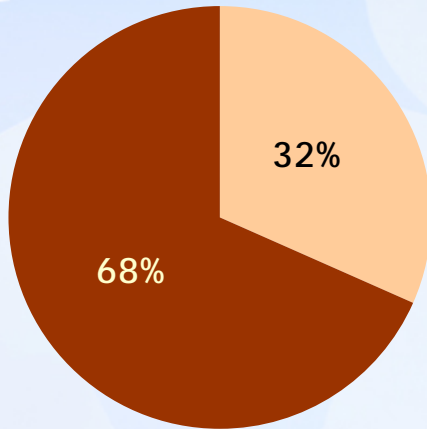
■ Below 150% Poverty



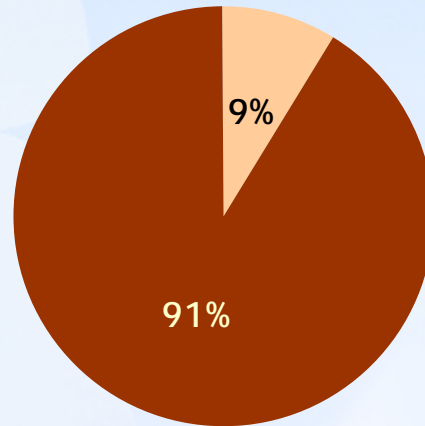
Residency Status

Residency Status of All Degree-Seeking Olympia Undergraduates

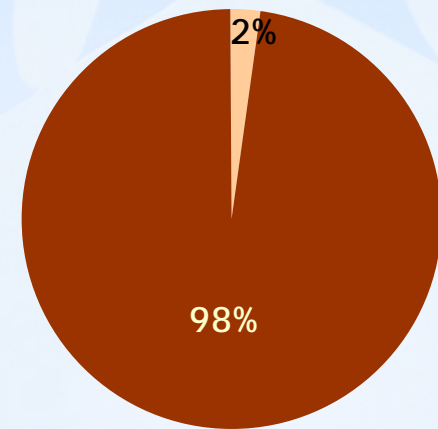
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



■ Non-Resident

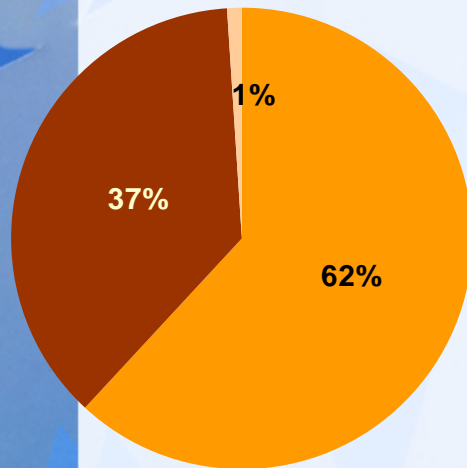
■ Resident

Admissions Status

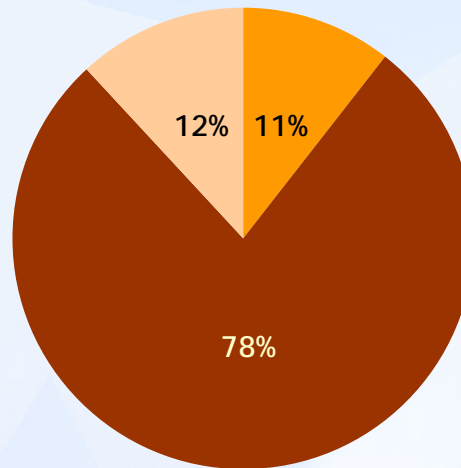


Admissions Status of All Degree-Seeking Olympia Campus Undergraduates

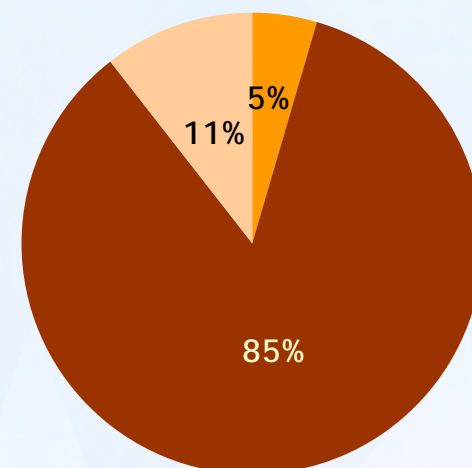
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



■ First-Time First-Year ■ Transfer ■ Returning Greener

Demographics – Take Home Tidbits



- 24-30 year old students sometimes resemble the traditional-aged students demographically...
 - Gender
 - Documented Disabilities
 - Sexual/Gender Minority Status
- Other times they resemble students 31+
 - Poverty Level
 - Residency Status
 - Admissions Status

Enrollment and Employment



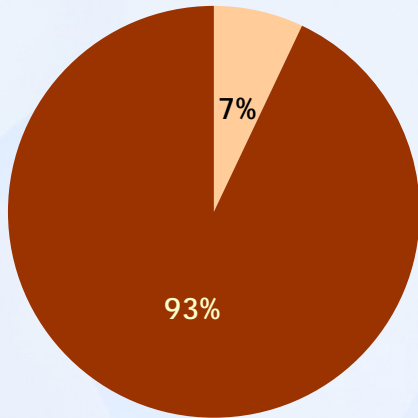


Credit Status

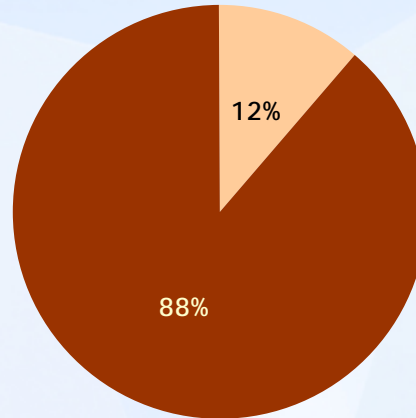


Credit Status of Olympia Undergraduates 18 and Older, Spring 2006

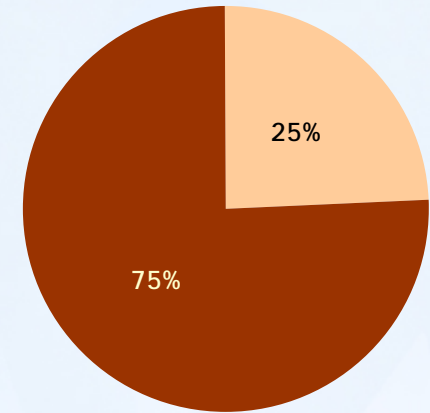
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



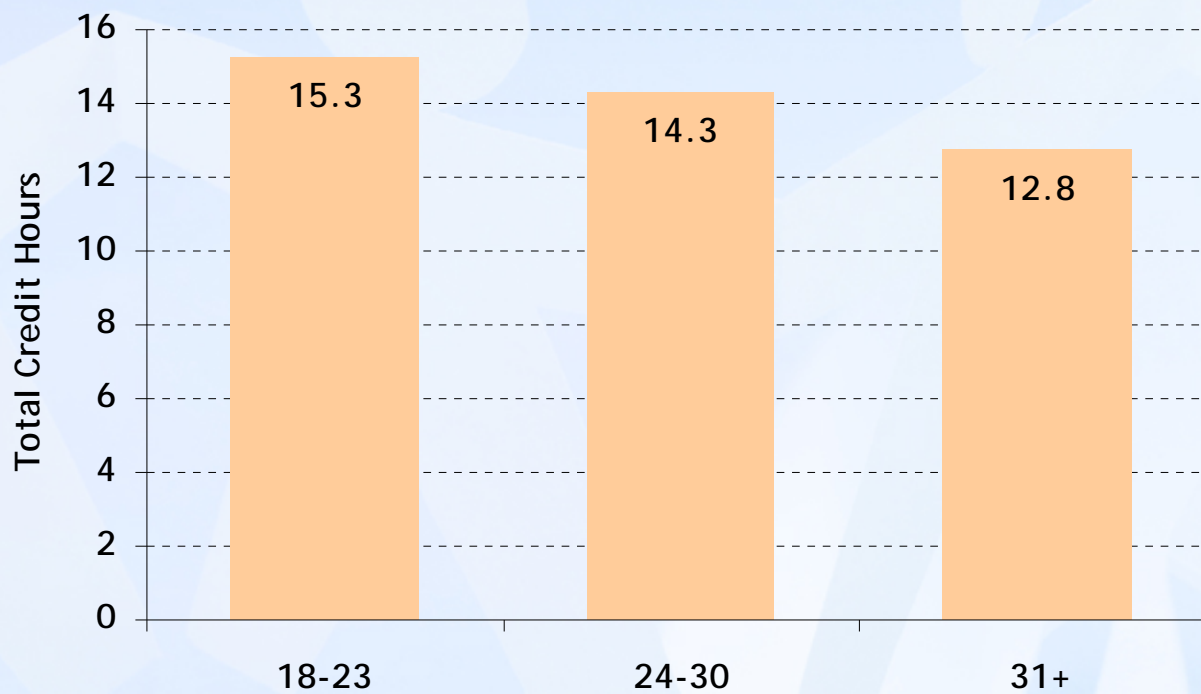
Part-Time

Full-Time

Average Credit Load



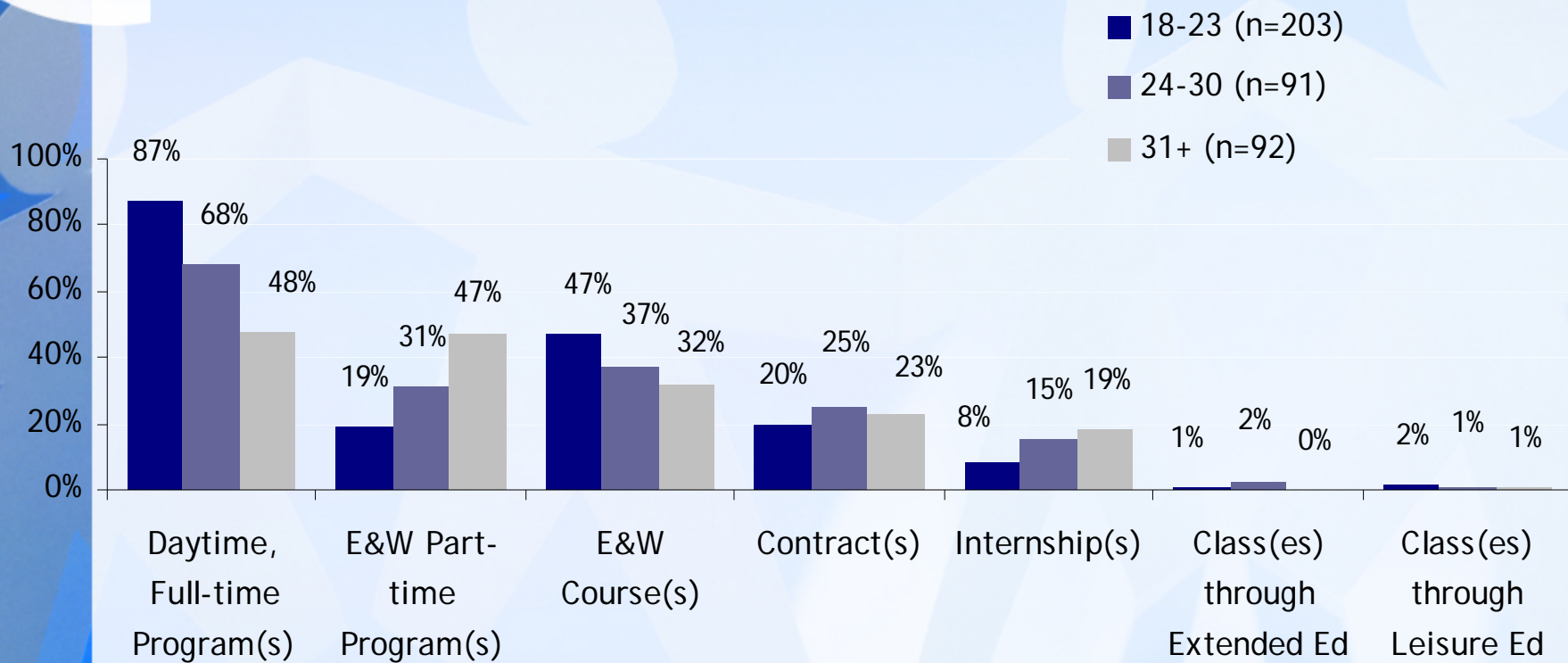
Average Credit Load, All Students



Types of Classes Taken



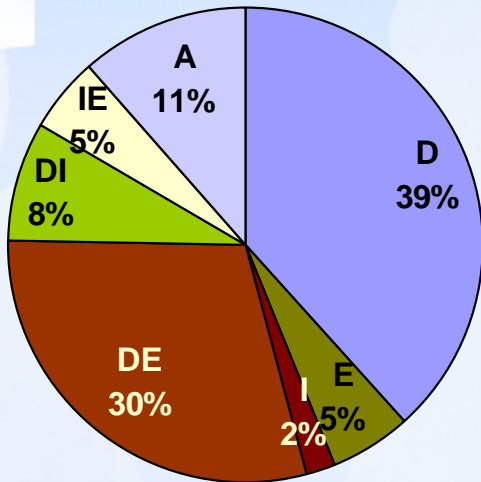
Types of Classes Taken



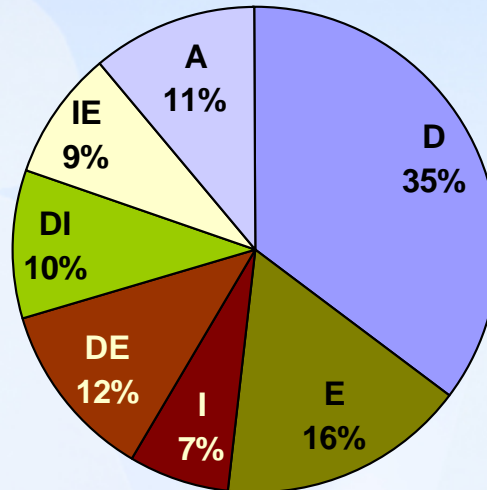
Types of Classes Taken



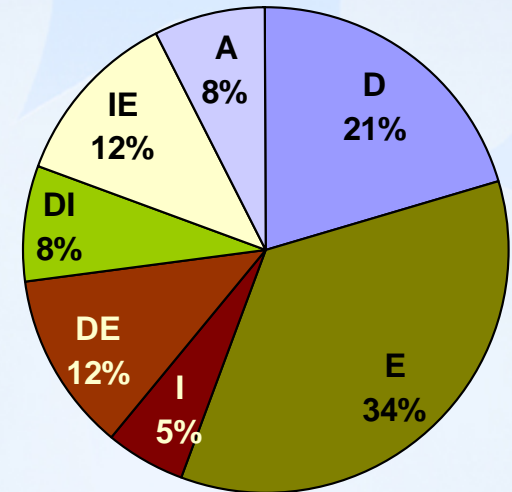
Students Aged 18-23



Students Aged 24-30



Students Aged 31+

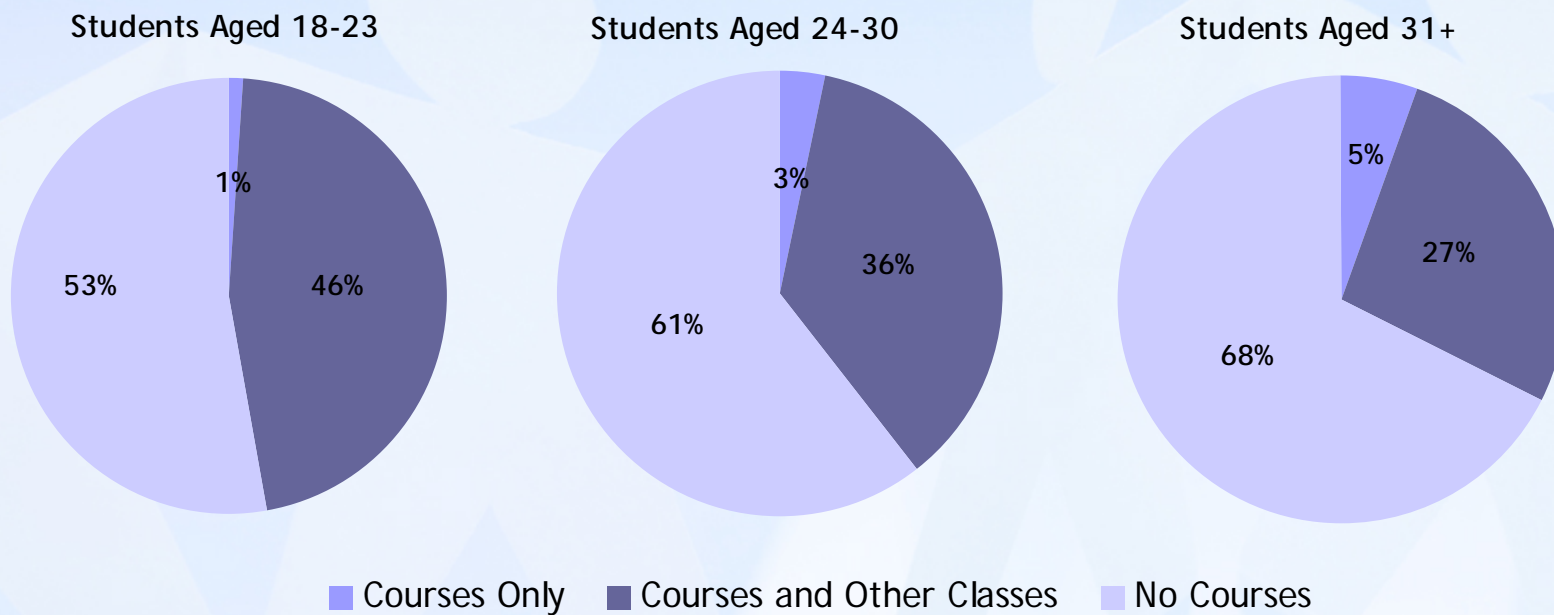


- D- Daytime only, no EWS and no Independent work
- E- EWS only, no daytime and no independent work
- I- Independent work only (internships and/or contracts) no Daytime and no EWS
- DE - Daytime and EWS, no independent work
- DI - Daytime and independent, no EWS
- IE - Independent and EWS, no daytime
- All - Daytime, EWS, and independent work

Types of Classes Taken



Types of Classes Taken

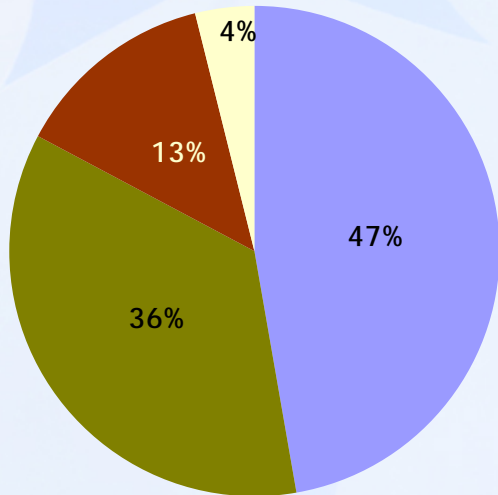


“Other Classes” includes programs, internships, and contracts

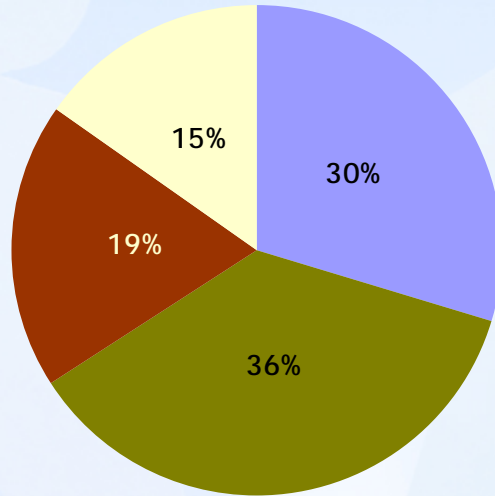


Student Employment

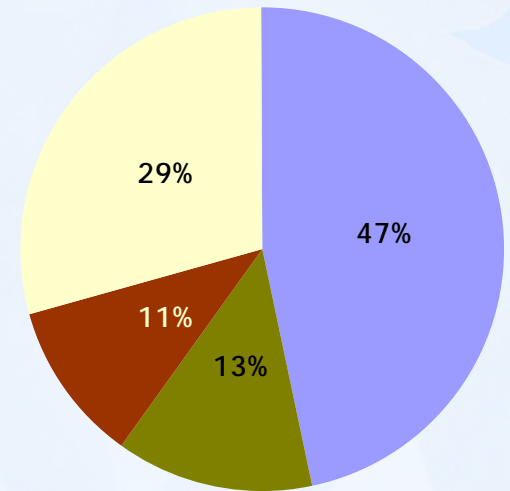
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



■ No

■ Yes, 19 hours or less

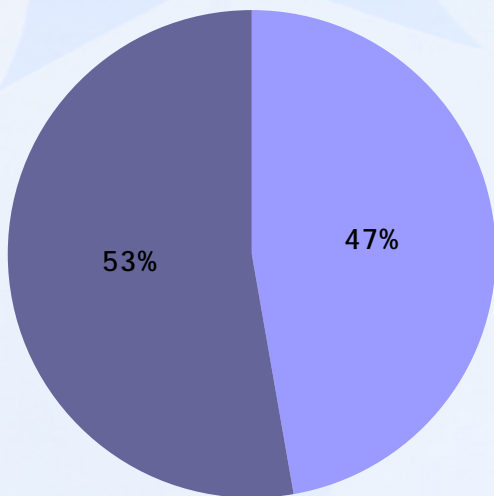
■ Yes, 20-34 hours

■ Yes, 35 hours or more

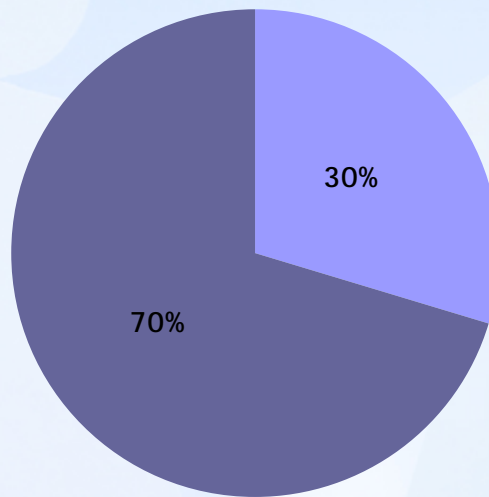


Student Employment

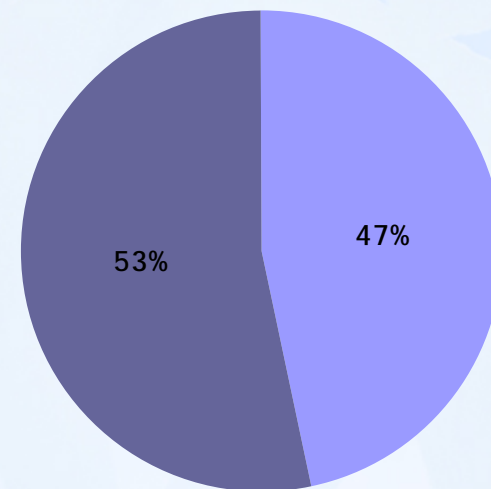
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



No

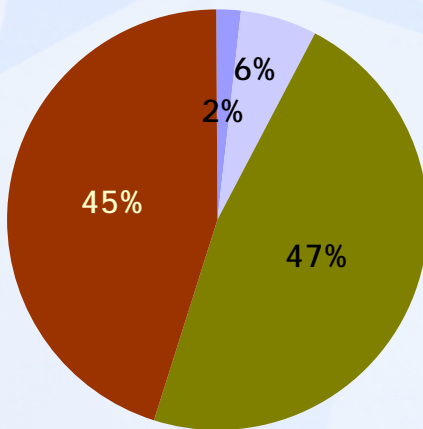
Yes

Student Employment Status and Credit Status

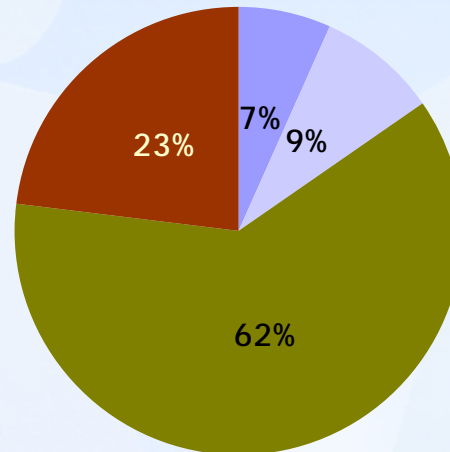


Students by Employment Status and Credit Status

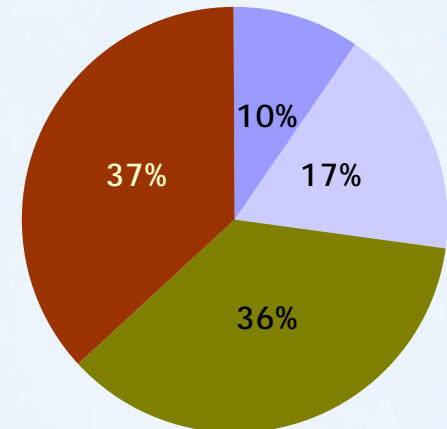
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



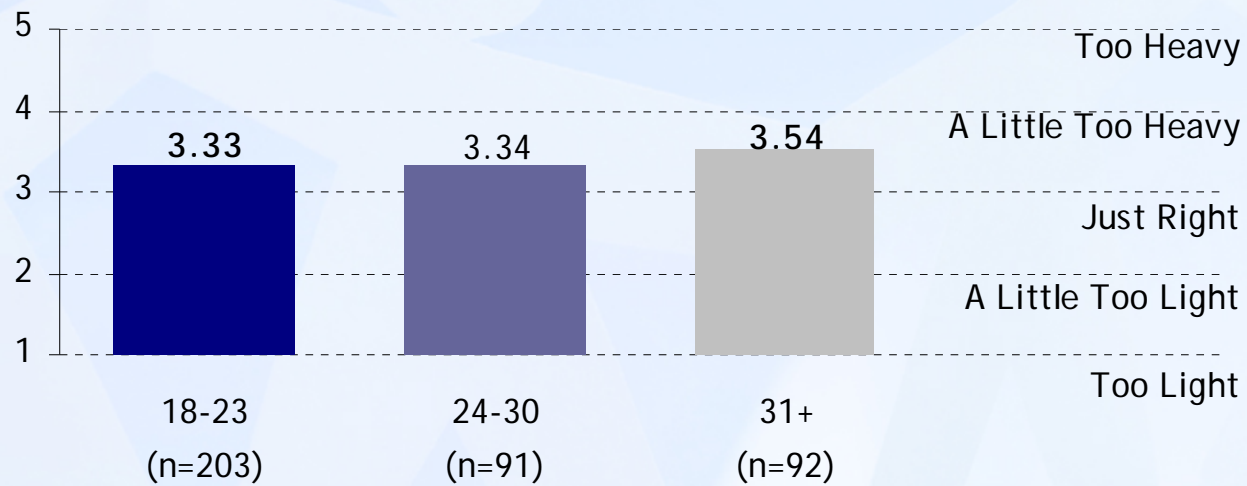
■ Part-Time Student, not Employed
■ Full-Time Student, Employed

■ Part-Time Student, Employed
■ Full-Time Student, Not Employed

Academic Workload



How does your academic workload seem to you this year?





Summary of Enrollment



- The average credit load decreased with increasing age
- Part-time credit status increased with age
- Older students took proportionately:
 - more Evening and Weekend Studies part-time programs
 - more internships
 - Fewer daytime full-time programs
 - Fewer Evening and Weekend courses
 - The same number of contracts
- 70% of students aged 24-30 were employed
- 62% of students aged 24-30 were employed and attending Evergreen full time



Retention



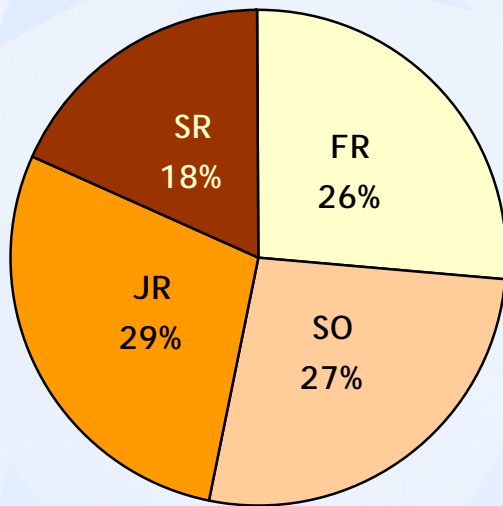
- Class Standing by Age
- Adjusted Retention by Class Standing and Age

Class Standing by Age

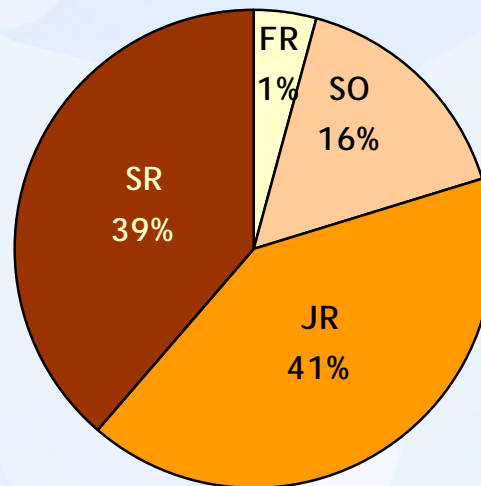


Class Standing by Age Aggregate Data Fall 2004, 2005, 2006

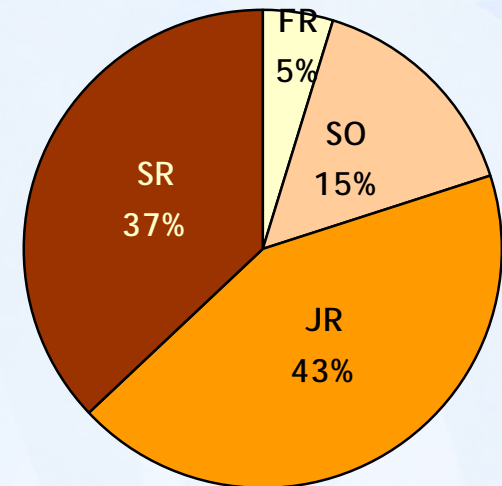
Students Aged 18-23



Students Aged 24-30



Students Aged 31+



FR - Freshmen

SO - Sophmores

JR - Juniors

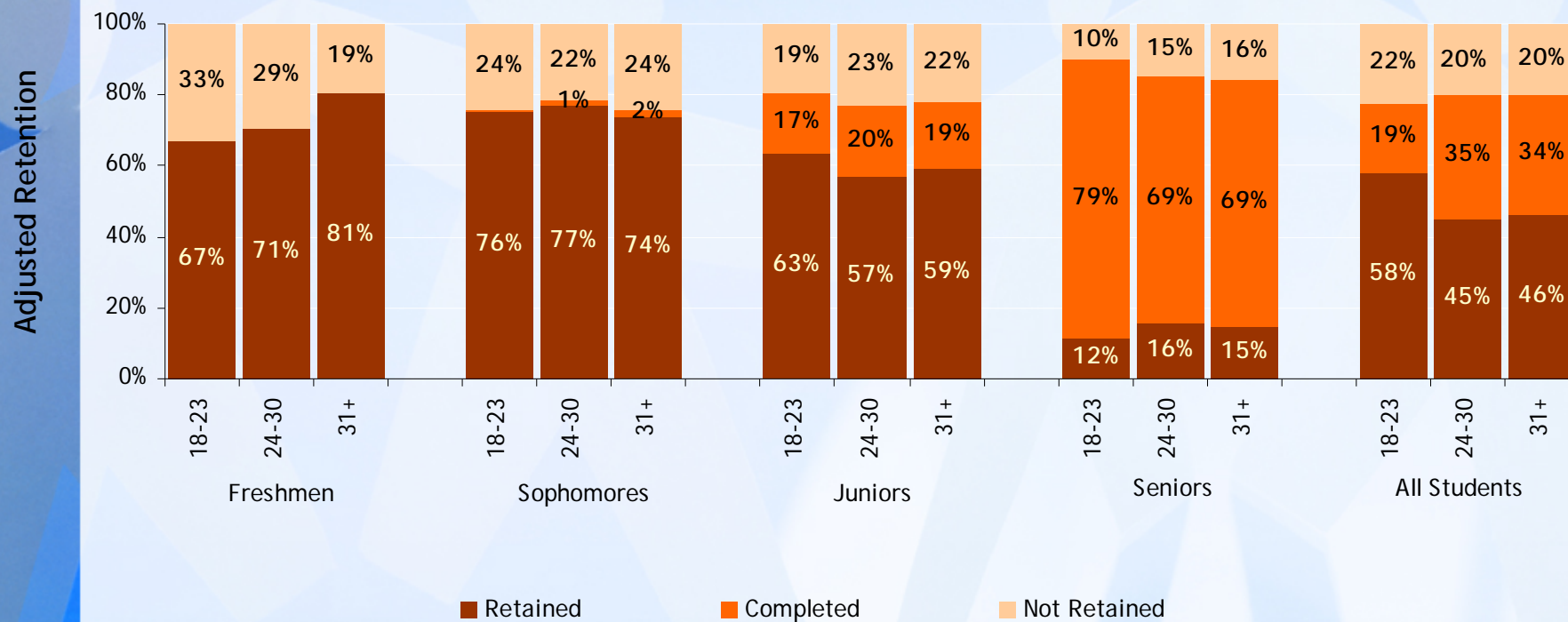
SR - Seniors

Student Retention by Class Standing

Fall 2004 - Fall 2005 to Fall 2006 – Fall 2007



Adjusted Student Retention by Class Standing
Aggregate of Retention Data Fall 2004-Fall 2005 to Fall 2006-Fall 2007

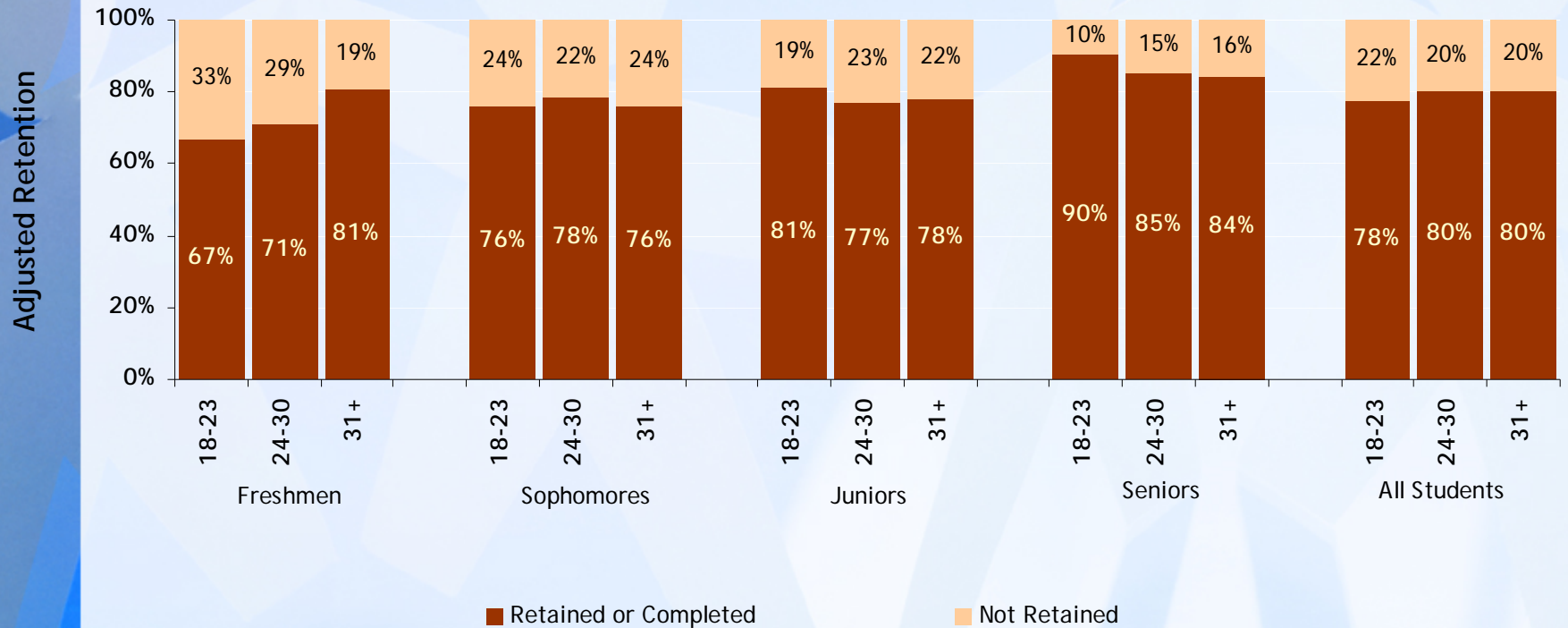


Adjusted Student Retention by Class Standing

Fall 2004 - Fall 2005 to Fall 2006 – Fall 2007



Adjusted Student Retention by Class Standing
Aggregate of Retention Data Fall 2004-Fall 2005 to Fall 2006-Fall 2007



Getting Inside Their Heads



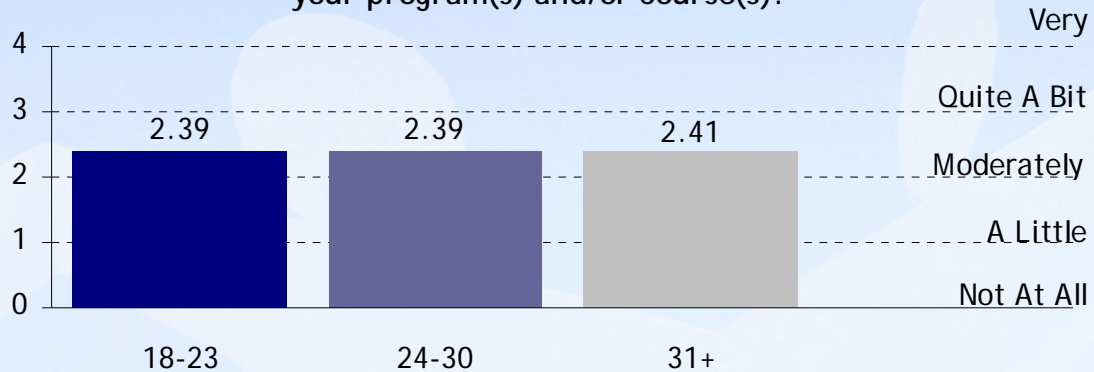
- How connected do students feel?
- What are they confident about?
- How satisfied are they with Evergreen?
- How much do they feel they have grown?



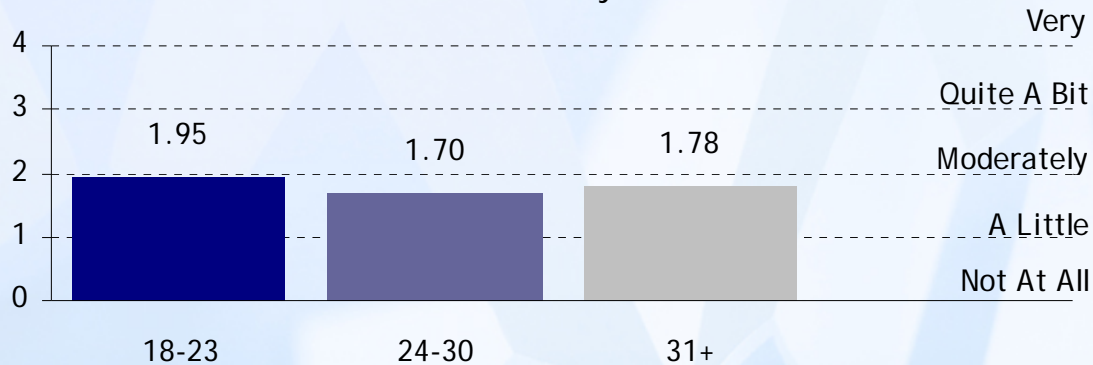
Student Connectedness



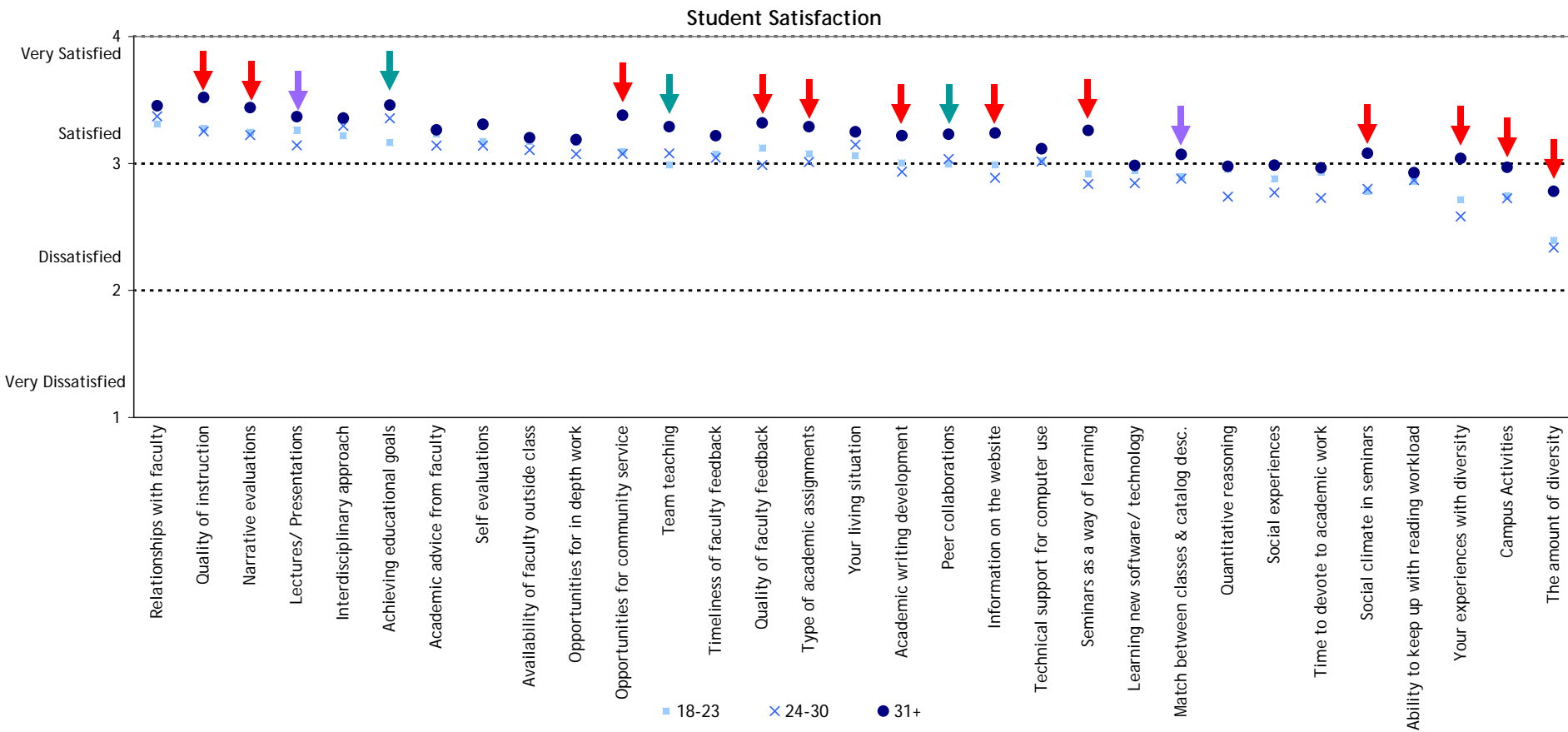
To what extent do you feel connected with other students in your program(s) and/or course(s)?



To what extent do you feel connected to the Evergreen Community?

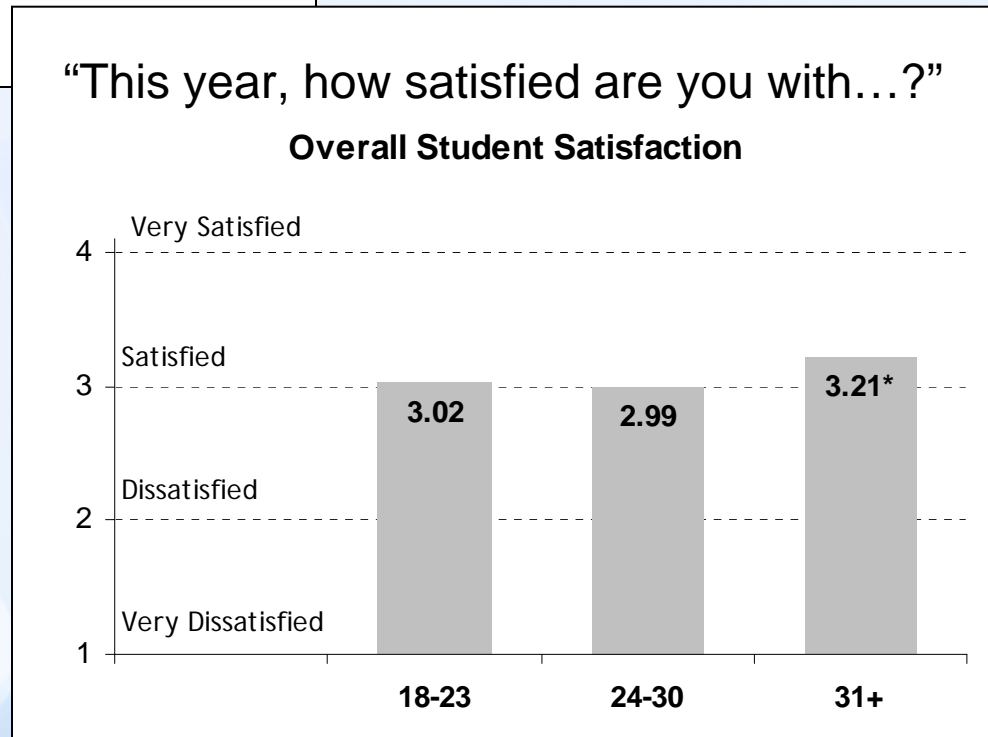
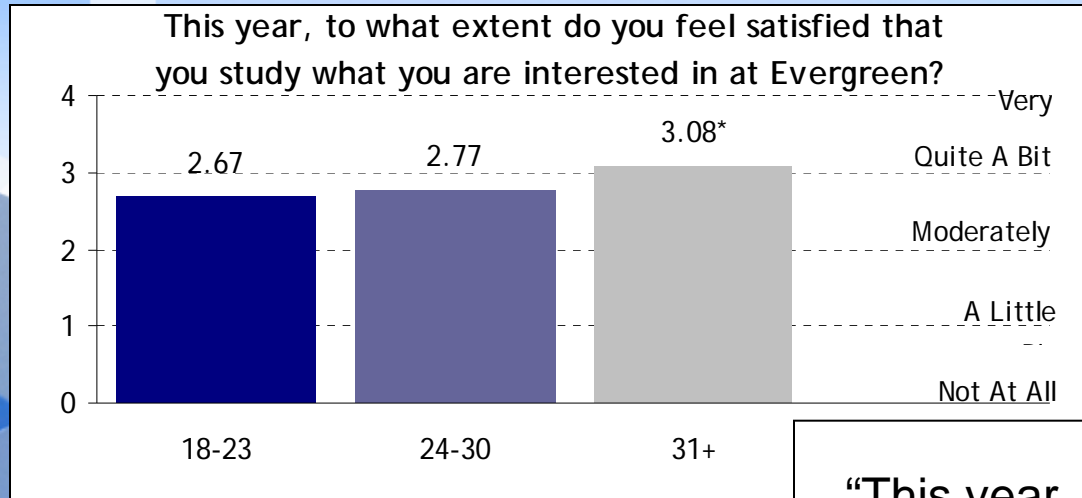


Student Satisfaction



- ➔ Significant difference between students aged 31+ and the other two groups of students
- ➔ Significant difference between students aged 24-30 and students aged 31+
- ➔ Significant difference between traditional aged students and students aged 31+

Overall Student Satisfaction





Student Satisfaction

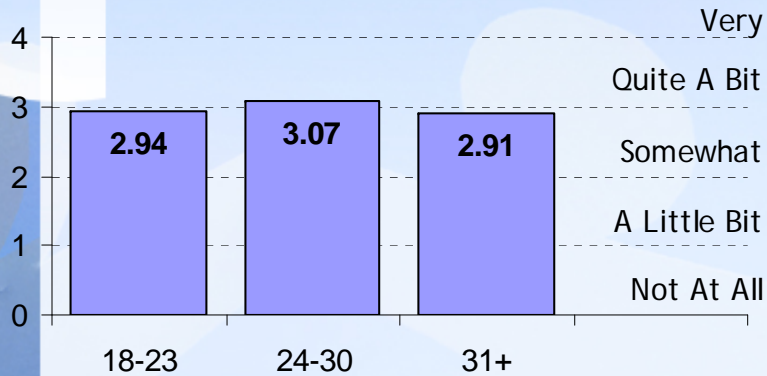


- Students 31+ were universally more satisfied than either of the two younger groups.
- Students 31+ were significantly more satisfied than either of the two younger groups:
 - With seminars
 - With their academic interactions with faculty
 - With the amount of diversity and personal experiences with diversity
 - That they could study what they were interested in at Evergreen

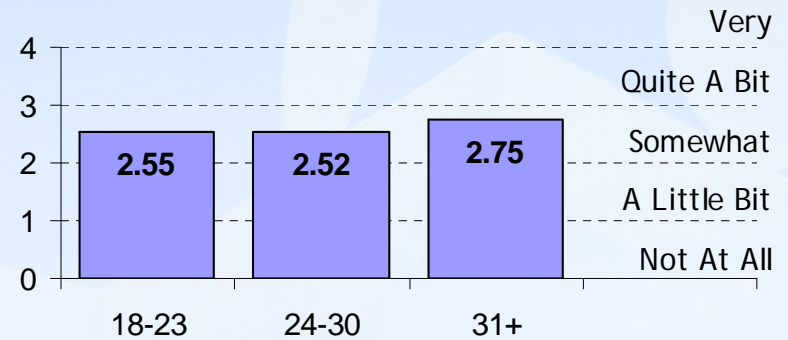
Diversity



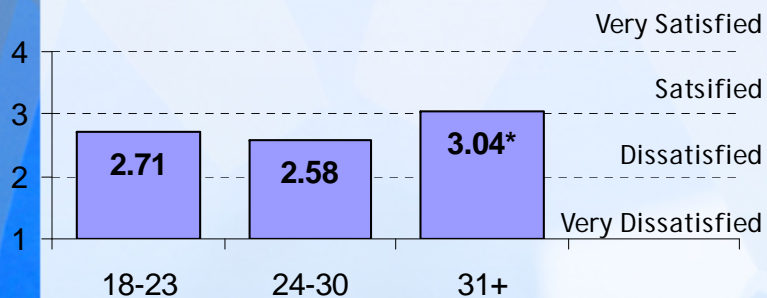
How important do you think diversity on campus is to your learning?



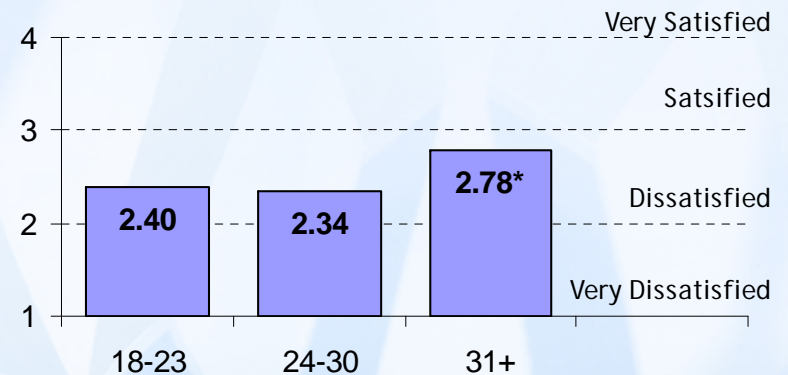
How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?



This year how satisfied are you with your experiences with diversity at Evergreen (ethnic/racial/socioeconomic/sexual orientation, etc.)?



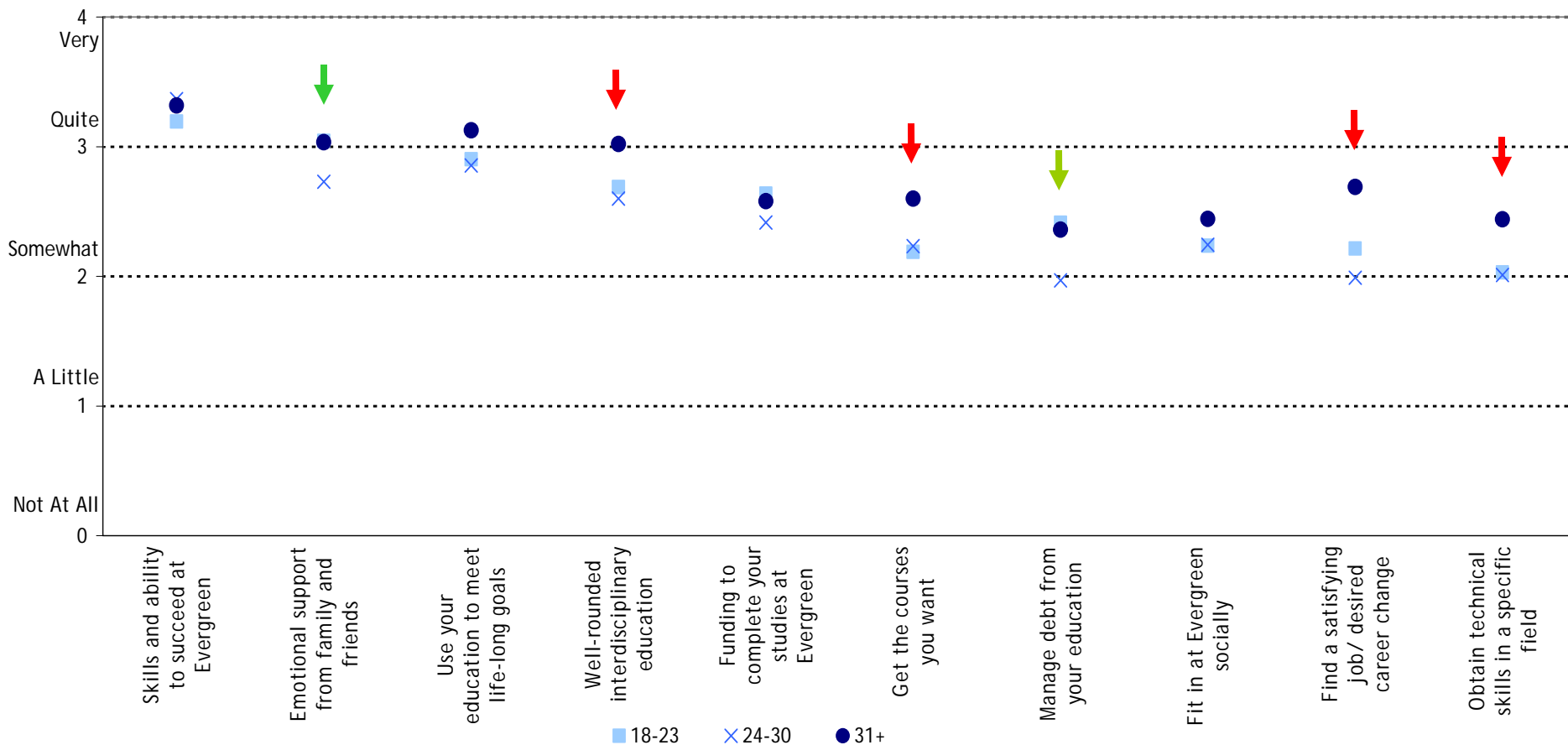
This year how satisfied are you with the amount of diversity at Evergreen?



Student Confidence



How Confident Are You That You...?



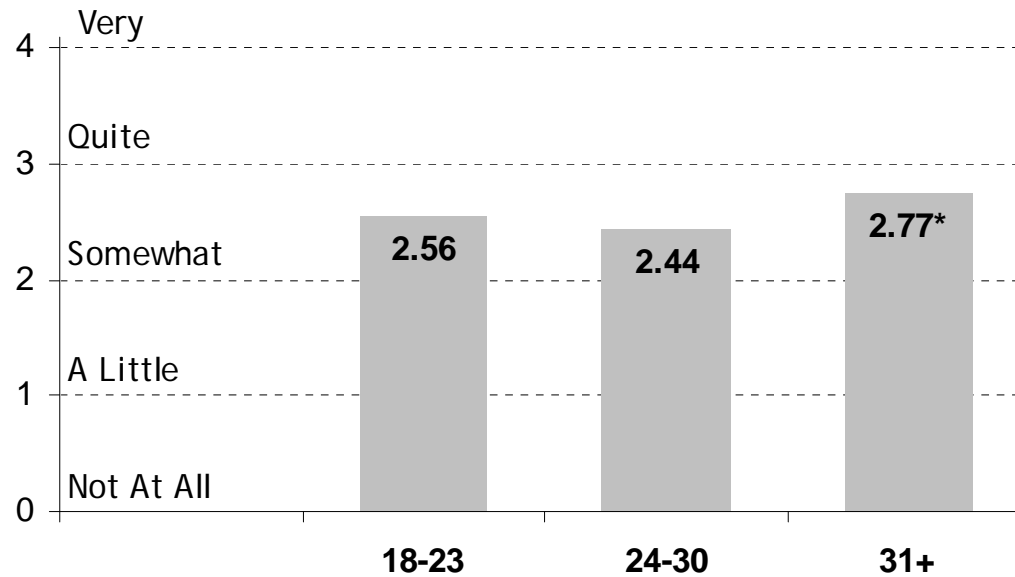
- ➔ Significant differences between students aged 31+ and the other two age groups
- Significant differences between students aged 24-30 and the other two age groups
- Significant difference students aged 24-30 and traditional-aged students



Overall Student Confidence

“How confident are you that you...?”

Overall Student Confidence



Student Confidence

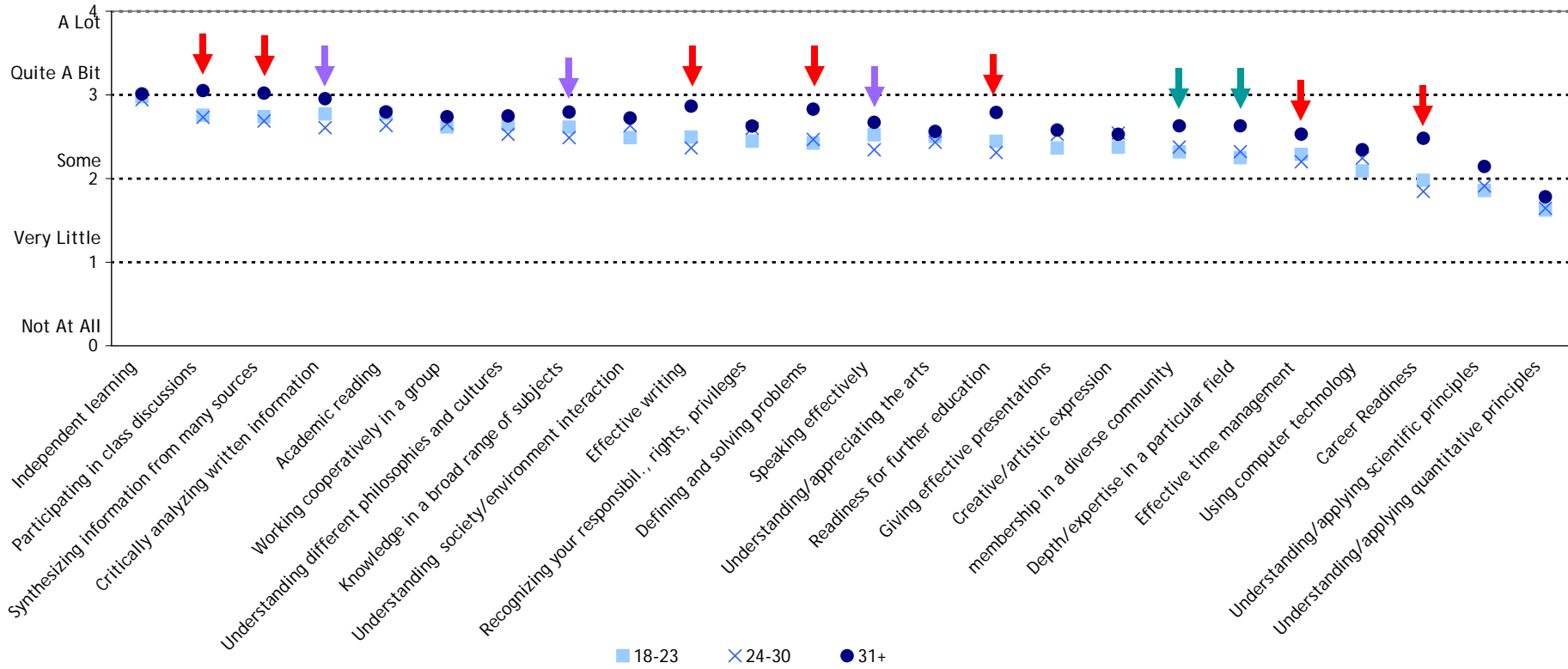


- Students 31+ were significantly more confident than either of the two younger groups.
- Students aged 31+ were significantly more confident than the two younger groups of students:
 - That they would receive a well-rounded education
 - That they would get the kinds of courses they wanted to take
 - In areas pertaining to preparation to enter the workforce
- Students aged 24-30 were less confident in regards to personal support structures needed to complete their Evergreen education than either of the other two groups.

Growth



To what extent have your Evergreen experiences contributed to your growth in each of the following?



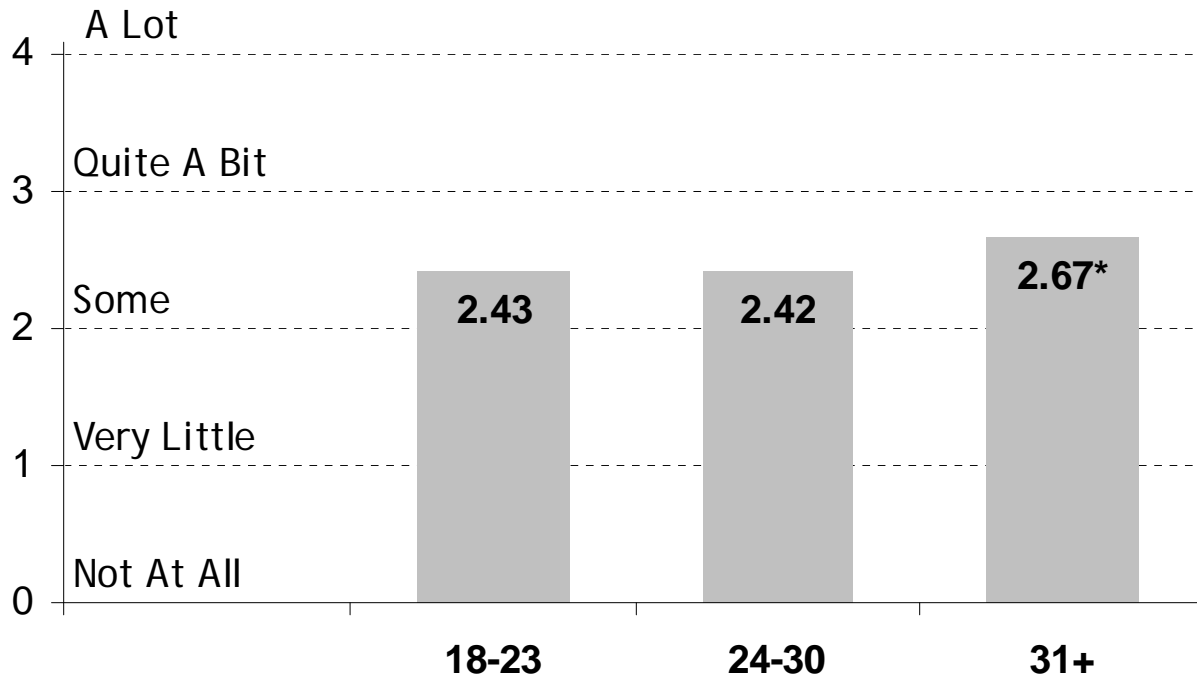
- ➔ Significant differences between students aged 31+ and the other two age groups
- ➔ Significant difference between students aged 24-30 and students aged 31+
- ➔ Significant difference between traditional-aged students and students aged 31+

Overall Contribution to Growth



“To what extent have your Evergreen experiences contributed to your growth in each of the following?”

Evergreen's Overall Contribution to Growth



Growth

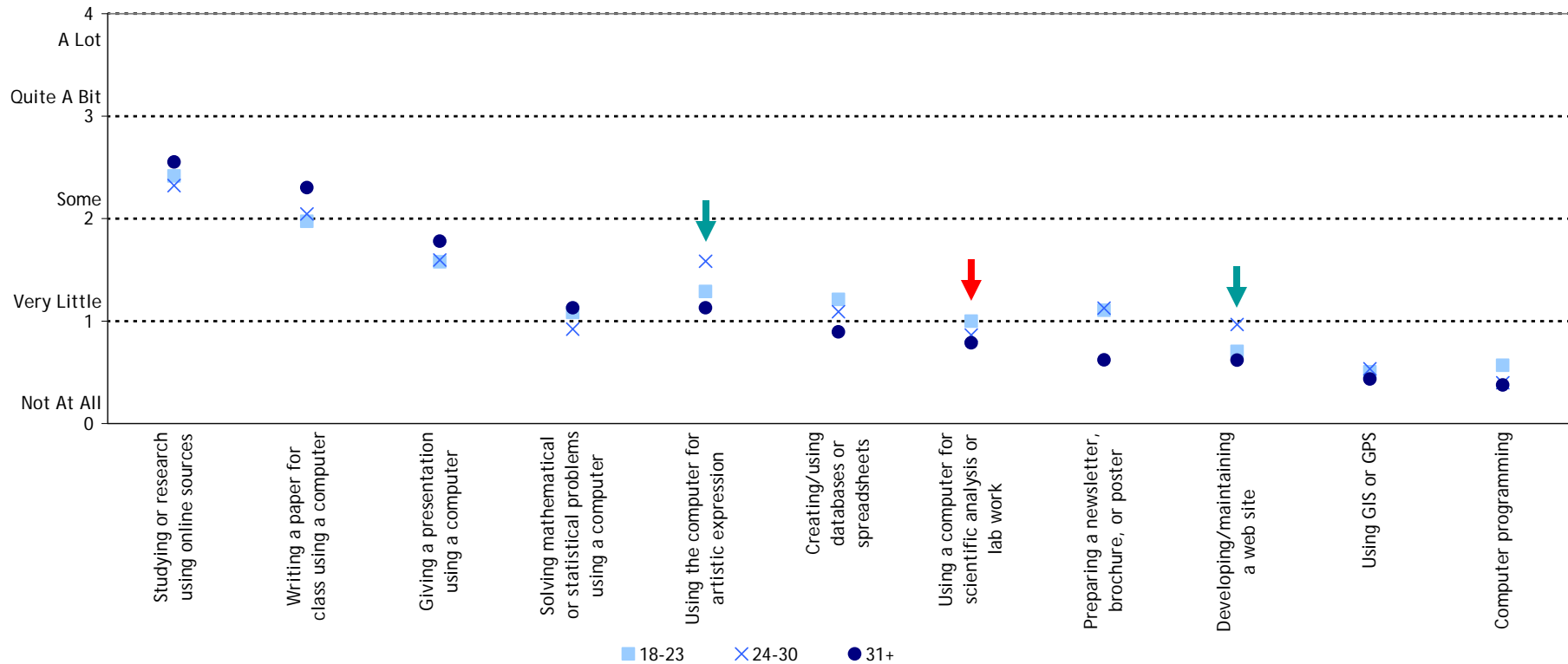


- Students 31+ indicated higher growth in all but one area surveyed
- All three age groups have the same highest ranked areas of growth:
 - Independent learning
 - Participation in class discussion
 - Synthesizing information
- Growth in areas representing preparation for future endeavors was significantly higher for students aged 31+
- Students aged 31+ indicated a significantly higher level of growth for
 - Writing effectively
 - Defining and solving problems
 - Synthesizing information
 - Functioning as a responsible member of a diverse community
- Students aged 24-30 had the lowest average growth pertaining to preparation for future endeavors

Growth in Computer-Related Areas

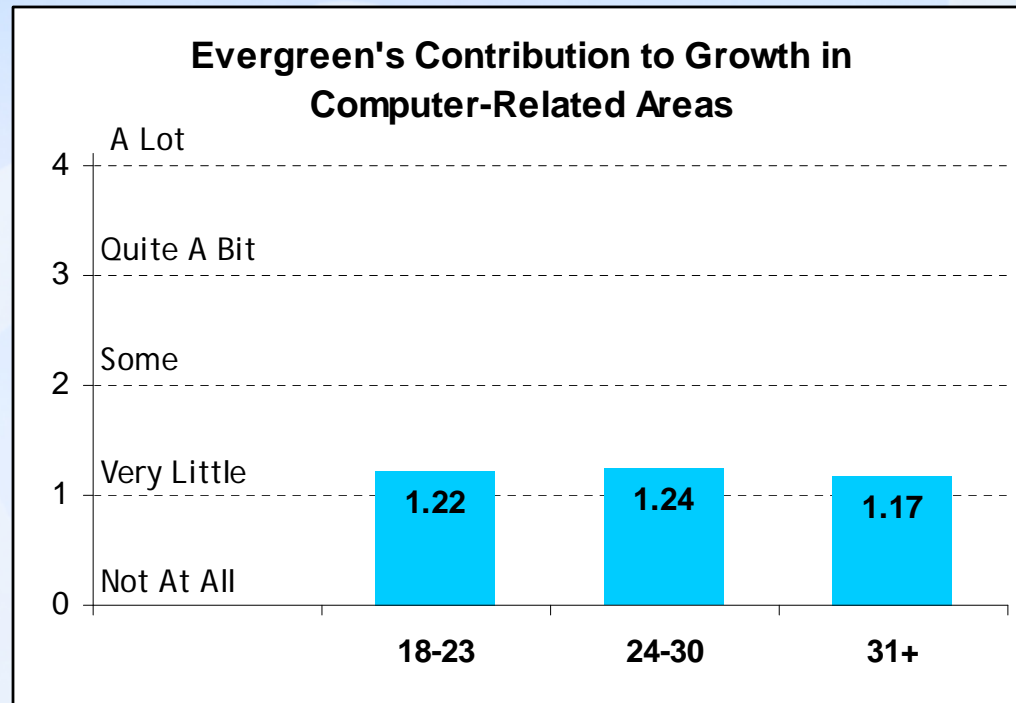


To what extent have your Evergreen experiences contributed to your growth in each of the following computer-related skills?

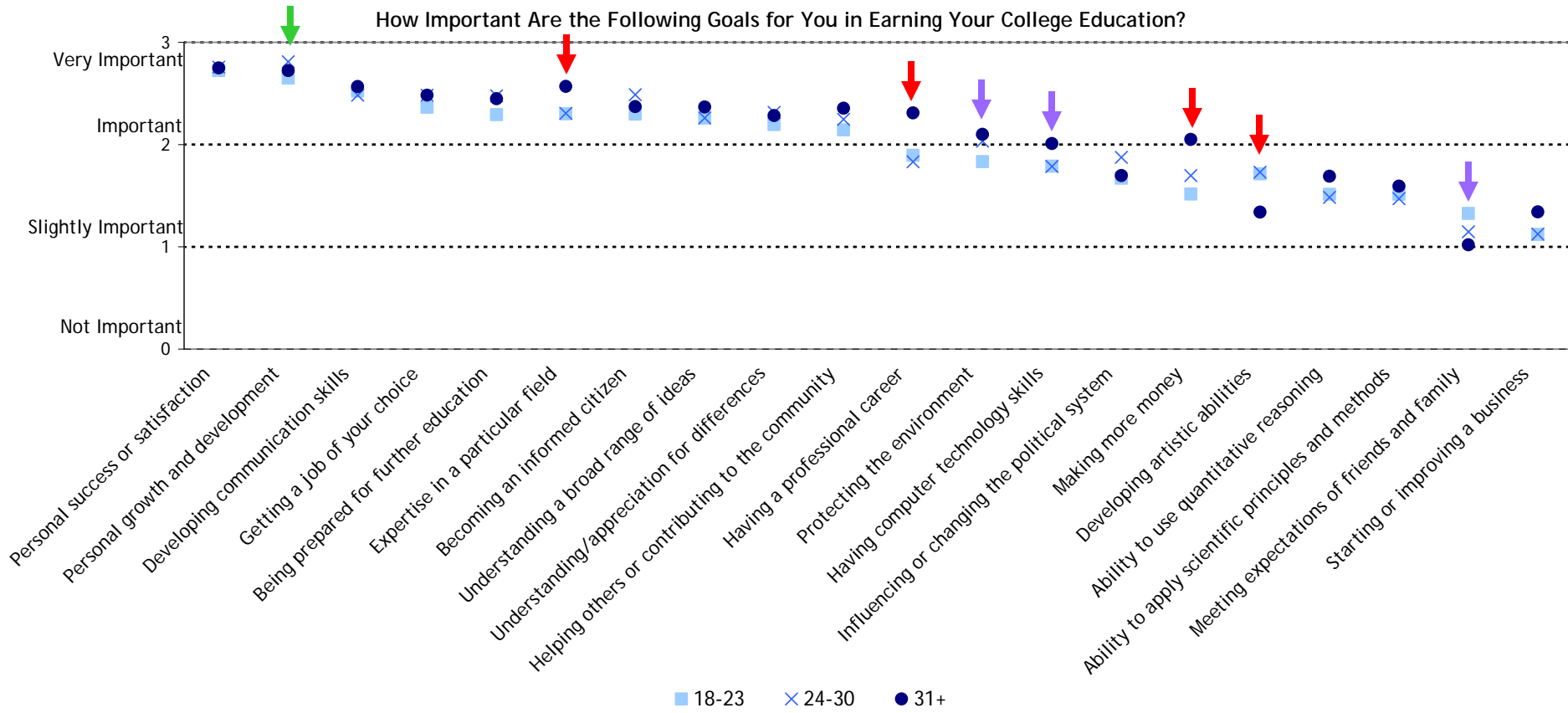


- ➔ Significant difference between students aged 31+ and the other two groups
- ➔ Significant difference between students aged 24-30 and students aged 31+

Overall Contribution to Computer-Related Growth



Goals for Earning a College Education



- ➔ Significant difference between students aged 31+ and the other two groups of students
- ➔ Significant difference between traditional-aged students and students aged 24-30
- ➔ Significant difference between traditional aged students and students aged 31+

Goals for Earning a College Education



- “How Important are the Following Goals to You in Earning Your College Education?”
- Students 31+ had the most significant differences in areas pertaining to employment
 - Having a professional career
 - Making more money
 - Having expertise in a particular field

Take Home Messages



- **Students 31+ are**
 - More satisfied with their Evergreen education
 - More confident than their younger peers, especially in preparation for the workforce and in receiving a well-rounded education
 - Reporting greater growth
 - More satisfied with diversity on campus

Take Home Messages



- **Students 24-30 are**
 - Poorly retained as freshmen
 - More likely to be working while attending Evergreen
 - More likely to be working while attending **Full Time**
 - Less secure about their social and financial support
 - Report the lowest growth in preparation for the future

Take Home Messages



- **Traditional-Aged Students are**
 - Poorly retained as freshmen but very well retained as upperclassmen
 - Mostly underclassmen
 - Least likely to be taking an internship
 - Most likely to be taking full-time daytime programs or EWS courses

Questions?

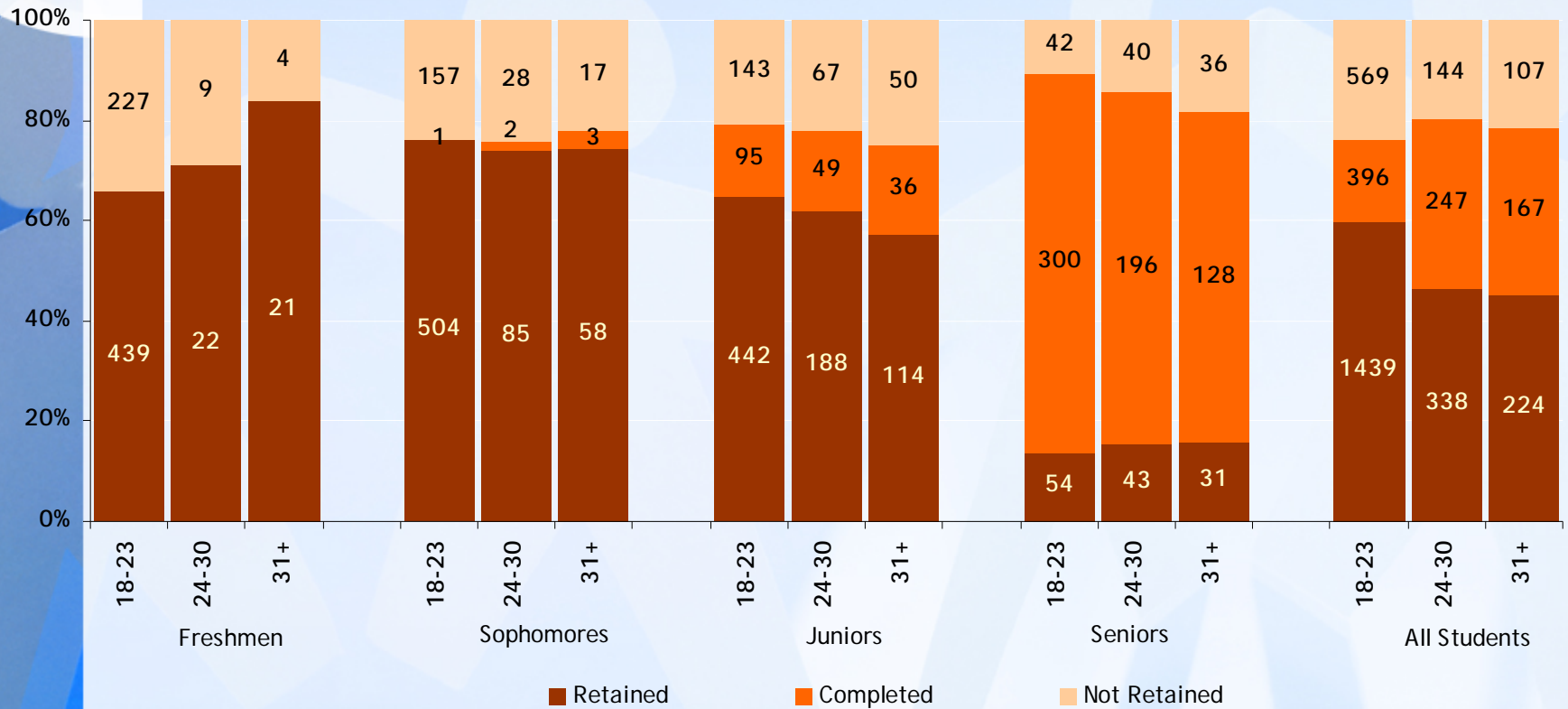


Student Retention by Class Standing

Fall 2006 to Fall 2007



Student Retention by Class Standing
Fall 2006 to Fall 2007

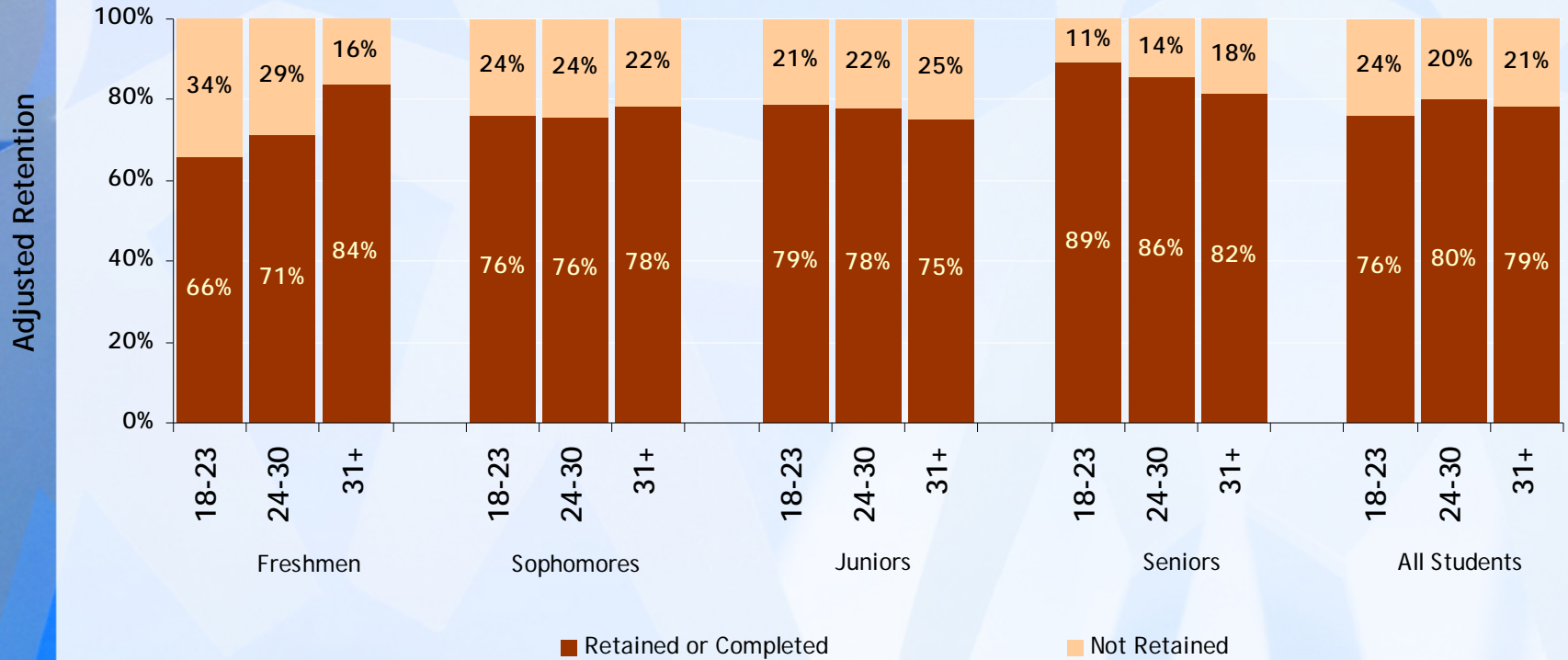


Adjusted Student Retention by Class Standing

Fall 2006 to Fall 2007



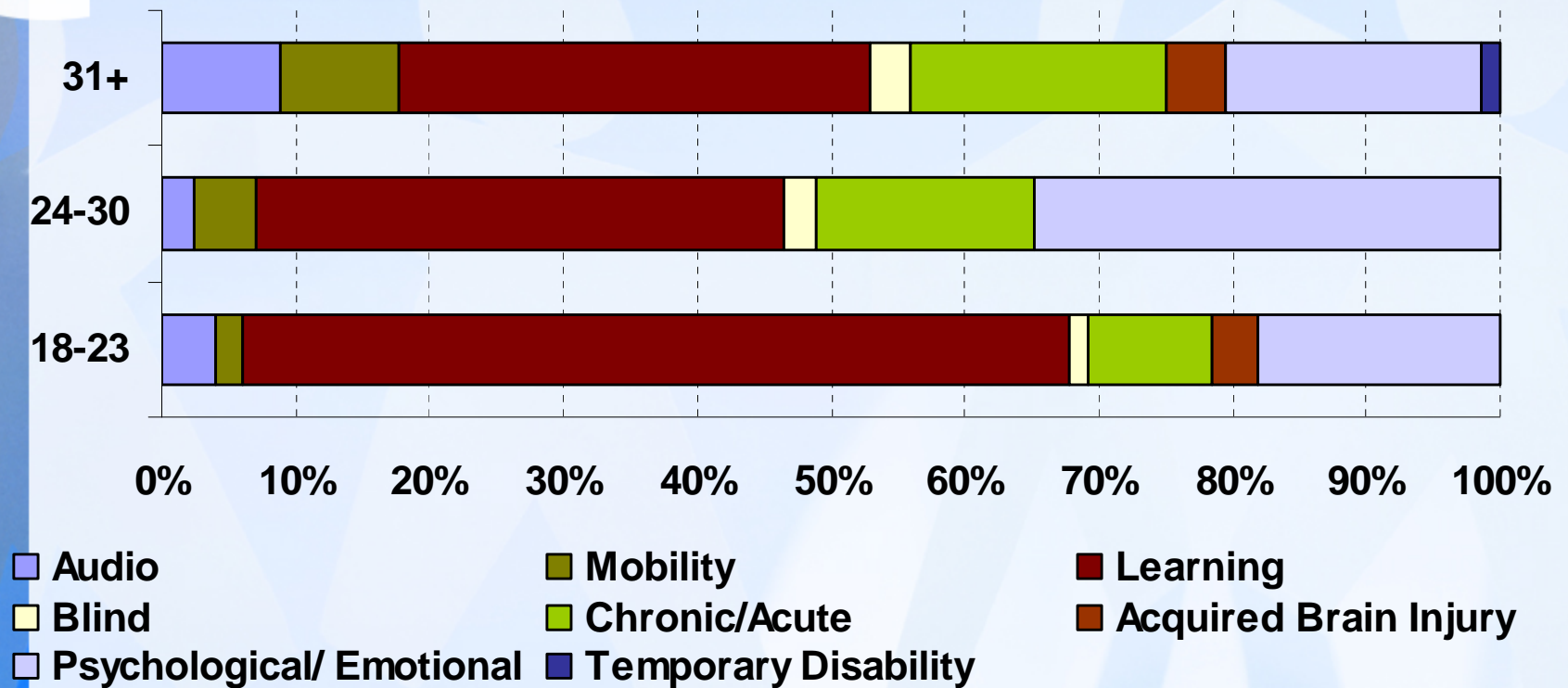
Adjusted Student Retention by Class Standing
Fall 2006 to Fall 2007



Documented Disability - Normalized



Documented Disabilities



Student Satisfaction - Highlights



This year, how satisfied were you with...?

Averages of student responses (1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)	18-23 (n=203)		24-30 (n=91)		31+ (n=92)		All Students (n=386)	
	mean	n Missing	mean	n Missing	mean	n Missing	mean	n Missing
The overall quality of instruction	3.28 (p=.003)	11	3.25* (p=.004)	4	3.52	5	3.34	20
Narrative evaluations by faculty	3.25 (p=.032)	12	3.22* (p=.012)	6	3.44	10	3.33	28
Lectures and other presentations by faculty	3.26	11	3.14* (p=.026)	7	3.37	8	3.28	26
Your own progress in achieving your educational goals	3.16 (p=.005)	8	3.36	1	3.46	3	3.26	12
Opportunities for community service or volunteer work	3.09 (p=.007)	54	3.08* (p=.031)	25	3.38	45	3.13	124
Team teaching by faculty	2.99 (p=.006)	29	3.08	16	3.29	22	3.12	67
The quality of faculty feedback on your work	3.08 (p=.014)	8	3.01* (p=.006)	5	3.29	5	3.10	18
Type of academic assignments	3.12 (p=.007)	8	2.99* (p=.001)	5	3.32	7	3.10	20
Evergreen's support for your development as an academic writer	3.01 (p=.024)	20	2.94* (p=.027)	14	3.22	13	3.04	47
Group projects and other peer collaborations	2.99 (p=.008)	12	3.04	6	3.23	12	3.03	30
The availability of information on the college website	2.99 (p=.006)	9	2.89* (p=.003)	2	3.24	4	3.02	15
Seminars (as a way of learning)	2.92 (p=.002)	16	2.84* (p=.001)	11	3.26	10	3.01	37
The match between the classes you are taking and their description in the catalog	2.90	8	2.88* (p=.044)	7	3.07	8	2.93	23
Social climate in seminars	2.78 (p=.003)	19	2.80* (p=.018)	11	3.08	9	2.89	39
Your experiences with diversity at Evergreen (ethnic/racial, political, socioeconomic, sexual orient., etc.)	2.71 (p=.004)	14	2.58* (p=.001)	7	3.04	8	2.81	29
Campus Activities	2.74 (p<.001)	34	2.73* (p=.048)	18	2.97	35	2.77	84
The amount of diversity at Evergreen	2.40 (p=.002)	11	2.34* (p=.002)	5	2.78	6	2.52	22

Student Confidence - Highlights



How confident are you that you...? <i>Averages of student responses (0=Not At All, 1=A Little, 2=Somewhat, 3=Quite, 4=Very)</i>	18-23 (n=203)		24-30 (n=91)		31+ (n=92)		All Students (n=386)	
	mean	n Missing	mean	n Missing	mean	n Missing	mean	n Missing
You have the kind of emotional support from family and friends that you need	3.05 (p=.040)	7	2.73	1	3.03	4	2.97	12
You will obtain a well-rounded interdisciplinary education	2.69 (p=.005)	7	2.60* (p=.005)	1	3.02	4	2.75	12
You can get the kinds of courses you want at Evergreen	2.19 (p=.003)	7	2.23* (p=.042)	1	2.60	4	2.30	12
You will be able to manage any debt that you incur in completing your education at Evergreen	2.41 (p=.002)	7	1.97* (p=.027)	1	2.36	6	2.29	14
You will be able to find a satisfying job or make a desired career change after graduation	2.21 (p=.001)	7	1.99* (p<.001)	2	2.69	5	2.27	14
You will obtain technical skills in a specific field	2.03 (p=.005)	7	2.01* (p=.025)	2	2.44	6	2.12	15

* denotes a significant difference between the average responses for students aged 24-30 and 31 and older students.

Growth - Highlights



To what extent has your experience at Evergreen contributed to your academic and personal growth in each of the following...?

Averages of student responses (0=Not At All, 1= Very Little, 2=Some, 3=Quite A Bit, 4=A Lot)	18-23 (n=203)		24-30 (n=91)		31+ (n=92)		All Students (n=386)	
	mean	n Missing	mean	n Missing	mean	n Missing	mean	n Missing
Participating in class discussions	2.76 (p=.022)	14	2.73* (p=.041)	1	3.05	4	2.82	19
Synthesizing information and ideas from many sources	2.74 (p=.009)	15	2.69* (p=.007)	1	3.02	4	2.80	20
Critically analyzing written information	2.77	14	2.61* (p=.034)	2	2.95	4	2.78	20
Knowledge in a broad range of subjects	2.61	14	2.49* (p=.025)	3	2.79	5	2.63	22
Writing effectively	2.49 (p=.002)	13	2.37* (p=.001)	1	2.86	4	2.55	18
Defining and solving problems	2.42 (p=.001)	14	2.47* (p=.015)	1	2.83	4	2.53	19
Speaking effectively	2.52	13	2.34* (p=.018)	1	2.67	4	2.51	18
Readiness for further education (graduate, professional, or doctoral)	2.44 (p=.014)	14	2.31* (p=.002)	1	2.79	7	2.49	22
Functioning as a responsible member of a diverse community	2.32 (p=.033)	14	2.38	1	2.63	4	2.41	19
Depth or expertise in a particular field	2.25 (p=.007)	14	2.32	1	2.63	5	2.36	20
Managing your time effectively	2.29 (p=.043)	13	2.20* (p=.020)	1	2.53	4	2.33	18
Readiness for a career	1.98 (p<.001)	13	1.84* (p<.001)	1	2.48	5	2.07	19

* denotes a significant difference between the average responses for students aged 24-30 and 31 and older students.

Goals - Highlights



How important are the following goals for you in earning a college education?

Averages of student responses (0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important)	18-23 (n=203)		24-30 (n=91)		31+ (n=92)		All Students (n=386)	
	mean	n missing	mean	n missing	mean	n missing	mean	n missing
Personal growth and development	2.65	15	2.81 (p=.024)	2	2.72	5	2.71	22
Having expertise in a particular field	2.30 (p=.005)	14	2.31* (p=.026)	3	2.57	6	2.37	23
Having a professional career	1.89 (p=.001)	14	1.83* (p=.001)	3	2.31	4	1.98	21
Improving and protecting the environment	1.83 (p=.048)	17	2.03	2	2.10	4	1.95	23
Having computer technology skills	1.79 (p=.042)	15	1.79	2	2.01	5	1.84	22
Making more money	1.52 (p<.001)	15	1.70* (p=.009)	3	2.05	4	1.69	22
Developing artistic abilities using one or more media	1.71 (p=.007)	14	1.73* (p=.025)	2	1.34	7	1.63	23
Meeting the expectations of my friends and family	1.33 (p=.012)	16	1.15	2	1.02	5	1.21	23

* denotes a significant difference between the average responses for students aged 24-30 and 31 and older students.