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Abstract
October 2012

This study examined motivators for and barriers encountered by non-traditional adult students in their efforts to access, persist in, and succeed in obtaining higher education. It surveyed 4-year institutions to examine the extent to which different categories of 4-year institutions are meeting adult students' needs and thereby promoting their success. This study drew conclusions about best practices, services, and policies at 4-year institutions that promote or hinder the success of non-traditional adult students. The literature review examined access, persistence, and success and looked specifically at how a broader understanding of higher education applies to non-traditional adult students. Further, the study made recommendations about how institutional leaders can better serve this audience by promoting success through adult-friendly programs, services, materials, and policies.