

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 05/30/2019 12:49:01 AM
To: ciloh@uci.edu
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: ADU 785384 | Updated proof
Attachments: ADU785384.pdf

Dear Dr Constance Iloh,
I hope you are keeping well.

Please find attached the updated proof for your review.

I request you to please send your response by tomorrow.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



Pages 2 through 19 redacted for the following reasons:

6254 (a)

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 05/30/2019 12:49:01 AM
To: ciloh@uci.edu
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: ADU 785384 | Updated proof
Attachments: ADU785384.pdf

Dear Dr Constance Iloh,
I hope you are keeping well.

Please find attached the updated proof for your review.

I request you to please send your response by tomorrow.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



**We are SAGE—
A Great Place to Work!**

Pages 21 through 38 redacted for the following reasons:

6254 (a)

From: Karuna Rana <Karuna Rana@sagepub in> <Karuna Rana@sagepub in>
Sent time: 06/27/2019 05:00:29 AM
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: ADU 785384 and Correction notice 857491
Attachments: 10 1177_1477971419857491.pdf

Hi Constance,

Please find the attached updated correction notice. As mentioned by Matt, please note that we will not be able to make any further changes. We have checked through the wording and made the changes you proposed.

Please confirm the **Pelletier** reference as given in the below email at earliest today and I shall proceed further.

I hope you appreciate that we cannot delay the publication any further. Also, I request you to please respond to the same email chain and do not start a new email (also please do not change the subject line) as it helps in keeping a record.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Karuna Rana
Sent: 27 June 2019 15:16
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: RE: Re:

Hi Constance,

I hope you are in receipt of below email from Matt.
Could you please confirm if it is fine with you to have the reference as under? I shall then proceed.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf,

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Sent: 26 June 2019 19:16
To: Constance A Iloh <ciloh@uci.edu>; Karuna Rana <Karuna.Rana@sagepub.in>
Subject: RE: Re:

Hi both,

I recommended adding Fall 2010 as this is how the journal denotes its issues. I have looked at how other articles reference this paper and they all reference it as Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf, therefore to avoid potentially adding an error I suggest we do the same. I hope that is agreeable to you, Constance.

This part of the process is not for requesting additional changes, but to confirm the changes agreed to previously have been incorporated

into the typeset version. However, as we are making this change we may as well remove the references below as well.

Karuna, sorry to ask you to update this again.

Many thanks,
Matt

From: Constance A Iloh <ciloh@uci.edu>

Sent: 26 June 2019 14:05

To: Karuna Rana <Karuna.Rana@sagepub.in>; Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>

Subject: Re:

Thanks! I can be on stand by all day with my computer and have cancelled everything else. I am just conforming exactly how Pelletier should be referenced. The last two references are redundant and overkill so I removed them for this updated version.

Again with Pelletier, I just wanted to make sure everything was correct and I was seeking a definitive answer on how that reference should be written amidst the conflicting other references in other articles for this same text. Is there a number I can best reach you?

Best,

On Wed, Jun 26, 2019 at 4:51 AM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I will check on this with Matthew and let you know.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>

Sent: 26 June 2019 16:55

To: Karuna Rana <Karuna.Rana@sagepub.in>

Subject:

Hello there. Please halt what you are doing. I don't think the Pelletier reference is written correctly, it has 2010 written twice, and I sought out an APA expert about this. I also want to see updated corrigendum.

Please also remove reference (in-text cites) and reference to these articles:

Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603

Iloh, C. (2018a). Not non-traditional, the new normal: Adult learners and the role of student affairs in supporting older college students. *Journal of Student Affairs*, 27, 25–31.

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Hoh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

Corrigendum

Journal of Adult and Continuing
Education
0(0) 1

© The Author(s) 2019

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/1477971419857491

journals.sagepub.com/home/adu



Constance Iloh, Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college. *Journal of Adult and Continuing Education*, Online First October 18, 2018. DOI: 10.1177/1477971418785384

Sections throughout the original manuscript have been re-written and updated and this manuscript also includes new references. The online version of the article has been updated.

This notice includes for reference a watermarked version of the article as published on October 18, 2018.

- Alsaaty, F. M., Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional versus online learning in institutions of higher education: Minority business students' perceptions. *Business and Management Research*, 5(2), 31–41. doi:10.5430/bmr.v5n2p31
- Fernandez, W. D. (2004). The grounded theory method and case study data in is research: Issues and design. In D. N. Hart & S. D. Gregor (Eds.), *Information systems foundations: Constructing and criticizing*. Canberra, Australia: ANU E Press.
- Hajibayova, L. (2017). Students' viewpoint: What constitutes presence in an online classroom? *Cataloging & Classification Quarterly*, 55(1), 12–25.
- Huang, X., Chandra, A., DePaolo, C. A., & Simmons, L. L. (2016). Understanding transactional distance in web based learning environments: An empirical study. *British Journal of Educational Technology*, 47(4), 734–747.
- Mbwesa, J. K. (2014). Transactional distance as a predictor of perceived learner satisfaction in distance learning courses: A case study of bachelor of education arts program. *Journal of Education and Training Studies*, 2(2), 176–188.
- Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6.
- Seaman, J. E., Allen, I. E., & Seaman, J. (2018). *Grade increase: Tracking distance education in the United States*. Babson Survey Research Group: Babson Park, MA.
- Shannon, D. M. (2002). Effective teacher behaviors and Michael Moore's theory of transactional distance. *Journal of Education for Library and Information Science*, 43(1), 43–46.

Pages 43 through 60 redacted for the following reasons:

6255

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 05/31/2019 04:09:00 AM
To: ciloh@uci.edu; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: ADU 785384 Correction Notice
Attachments: ADU857491.pdf

Dear Constance and Mike,
I hope you are keeping well.

This is to let you know that the Correction notice has been typeset and shall be made online once the updated version will be finalized. I have attached it for your reference.
I have send the updated version of the article to Constance for review.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



Pages 62 through 80 redacted for the following reasons:

6255

From: UK SAGE Author Services <author.services@sagepub.co.uk> <author.services@sagepub.co.uk>
Sent time: 11/11/2019 10:56:28 PM
To: Sage Contributor <ciloh@uci.edu>
Subject: Author survey for Journal of Adult and Continuing Education

Dear Author,

Thank you for choosing to publish Does Distance Education Go the Distance for Adult Learners? Evidence from a Qualitative Study at an American Community College in Journal of Adult and Continuing Education.

To help ensure SAGE and Journal of Adult and Continuing Education provide the best possible service to their authors, we would greatly value your completion of a short questionnaire about your publishing experience for this article.

Simply [click here](#) to access the questionnaire. If you previously completed this questionnaire from the invitation accompanying OnlineFirst publication, please disregard this request.

We really appreciate you taking the time to give us your feedback and hope you will choose to publish with SAGE again.

With thanks and best wishes,

Karuna Rana
www.sagepub.com

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 03/28/2019 03:02:26 PM
To: journal <journal@colostate.edu>
Subject: for update as soon as possible (article)
Attachments: iloh_Journal format manuscript_updated.pdf iloh_Journal format manuscript_updated.docx

Greetings SAHE,

I hope this email finds you well! My name is Constance Iloh and I published an article with you. I have attached the article format version but with minor errors corrected. It is still the exact number of pages as it was and all paragraphs correspond to the exact same pages as before. The references are also all the same, with the exception of two references added to the references list. Please update the PDF you have online with this version at your earliest convenience.

I did not know there wasn't a copy editing stage, after receiving a revise and resubmit and then an acceptance. I wanted to make sure I took time to carefully correct any errors following my return from family tragedies.

Thank you so much for your attention to this message and please let me know as soon as possible that it has been updated. Thank you again for your time and work.

Warm regards,

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

Pages 83 through 92 redacted for the following reasons:

6255

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 06/18/2019 01:58:44 AM
To: ciloh@uci.edu; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: FW: ADU 785384 Correction Notice
Attachments: ADU857491.pdf ADU785384.pdf

Dear Constance,

I hope you are in receipt of my below email.

Could you please go through the attached Correction Notice and Updated article proof and let me know if they are fine to proceed with the publication process?

It would be great if you could respond at earliest.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Karuna Rana
Sent: 31 May 2019 16:39
To: ciloh@uci.edu; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: ADU 785384 Correction Notice

Dear Constance and Mike,

I hope you are keeping well.

This is to let you know that the Correction notice has been typeset and shall be made online once the updated version will be finalized. I have attached it for your reference.

I have send the updated version of the article to Constance for review.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



Pages 94 through 112 redacted for the following reasons:



6255

Page Proof Instructions and Queries

Journal Title: Journal of Adult and Continuing Education (ADU)

Article Number: 785384

Thank you for choosing to publish with us. This is your final opportunity to ensure your article will be accurate at publication. Please review your proof carefully and respond to the queries using the circled tools in the image below, which are available by clicking “Comment” from the right-side menu in Adobe Reader DC.*

Please use *only* the tools circled in the image, as edits via other tools/methods can be lost during file conversion. For comments, questions, or formatting requests, please use . Please do *not* use comment bubbles/sticky notes .



*If you do not see these tools, please ensure you have opened this file with Adobe Reader DC, available for free at get.adobe.com/reader or by going to Help > Check for Updates within other versions of Reader. For more detailed instructions, please see us.sagepub.com/ReaderXProofs.

No.	Query
	Please note, only ORCID iDs validated prior to acceptance will be authorized for publication; we are unable to add or amend ORCID iDs at this stage.
	Please confirm that all author information, including names, affiliations, sequence, and contact details, is correct.
	Please review the entire document for typographical errors, mathematical errors, and any other necessary corrections; check headings, tables, and figures.
	Please confirm that the Funding and Conflict of Interest statements are accurate.
	Please ensure that you have obtained and enclosed all necessary permissions for the reproduction of artistic works, (e.g. illustrations, photographs, charts, maps, other visual material, etc.) not owned by yourself. Please refer to your publishing agreement for further information.
	Please note that this proof represents your final opportunity to review your article prior to publication, so please do send all of your changes now.
AQ: 1	Please provide volume and issue information for ref. Pelletier, S. (2010).

Pages 114 through 130 redacted for the following reasons:

6255

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 06/18/2019 01:58:44 AM
To: ciloh@uci.edu; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: FW: ADU 785384 Correction Notice
Attachments: ADU857491.pdf ADU785384.pdf

Dear Constance,

I hope you are in receipt of my below email.

Could you please go through the attached Correction Notice and Updated article proof and let me know if they are fine to proceed with the publication process?

It would be great if you could respond at earliest.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Karuna Rana
Sent: 31 May 2019 16:39
To: ciloh@uci.edu; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: ADU 785384 Correction Notice

Dear Constance and Mike,

I hope you are keeping well.

This is to let you know that the Correction notice has been typeset and shall be made online once the updated version will be finalized. I have attached it for your reference.

I have send the updated version of the article to Constance for review.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



Pages 132 through 150 redacted for the following reasons:



6255

Page Proof Instructions and Queries

Journal Title: Journal of Adult and Continuing Education (ADU)

Article Number: 785384

Thank you for choosing to publish with us. This is your final opportunity to ensure your article will be accurate at publication. Please review your proof carefully and respond to the queries using the circled tools in the image below, which are available by clicking “Comment” from the right-side menu in Adobe Reader DC.*

Please use *only* the tools circled in the image, as edits via other tools/methods can be lost during file conversion. For comments, questions, or formatting requests, please use . Please do *not* use comment bubbles/sticky notes .



*If you do not see these tools, please ensure you have opened this file with Adobe Reader DC, available for free at get.adobe.com/reader or by going to Help > Check for Updates within other versions of Reader. For more detailed instructions, please see us.sagepub.com/ReaderXProofs.

No.	Query
	Please note, only ORCID iDs validated prior to acceptance will be authorized for publication; we are unable to add or amend ORCID iDs at this stage.
	Please confirm that all author information, including names, affiliations, sequence, and contact details, is correct.
	Please review the entire document for typographical errors, mathematical errors, and any other necessary corrections; check headings, tables, and figures.
	Please confirm that the Funding and Conflict of Interest statements are accurate.
	Please ensure that you have obtained and enclosed all necessary permissions for the reproduction of artistic works, (e.g. illustrations, photographs, charts, maps, other visual material, etc.) not owned by yourself. Please refer to your publishing agreement for further information.
	Please note that this proof represents your final opportunity to review your article prior to publication, so please do send all of your changes now.
AQ: 1	Please provide volume and issue information for ref. Pelletier, S. (2010).

Pages 152 through 168 redacted for the following reasons:

6255

From: Constance A Iloh <ci loh@uci.edu> <ci loh@uci.edu>
Sent time: 09/08/2020 10:35:19 AM
To: Connie Iloh <connie iloh@gmail.com>
Subject: Fwd: Response concerning article retraction
Attachments: HJLE_A_1769961.pdf HJLE_A_1816396.pdf Letter to C. Iloh.pdf

----- Forwarded message -----

From: **Vivian, Jessica** <Jessica.Vivian@tandf.co.uk>
Date: Tue, Sep 8, 2020 at 10:32 AM
Subject: Response concerning article retraction
To: ci loh@uci.edu <ci loh@uci.edu>

Dear Dr Iloh

Please find attached a response to your email of August 15 and copies of the retraction statements related to your article.

Kind regards

Jessica

Jessica Vivian – Global Portfolio Director – Education, Leisure & Landscapes

Routledge, Taylor & Francis Group

4 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN, UK

Tel: +44 (0)20 7017 6210, +44 (0)7734 538254

Web: www.tandfonline.com

e-mail: jessica.vivian@tandf.co.uk

Taylor & Francis is a trading name of Informa UK Limited,
registered in England under no. 1072954

Information Classification: **General**

--

Dr. Constance Iloh
Assistant Professor

.....
University of California, Irvine
Irvine, CA 92697-5500
@constanceiloh
www.constanceiloh.com



Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

We, the Editor and Publisher of *Journal of Latinos and Education*, have retracted the following article:

Iloh, C. Paving effective community college pathways by recognizing the Latino post-traditional student.

Journal of Latinos and Education, 25 October 2017. DOI: [10.1080/15348431.2017.1371603](https://doi.org/10.1080/15348431.2017.1371603)

The above article has been found to contain a substantial amount of text overlap with the following sources, which were either inaccurately referenced or not referenced within the article:

Hoppes, C. (2014). The New Metrics: Tracking Today's Post-Traditional Students. HelixEducation.com. Retrieved from HYPERLINK "http://www.helixeducation.com/wp-%09content/uploads/2014/11/The-New-Metrics-Hoppes-NSSR.pdf" <http://www.helixeducation.com/wp-content/uploads/2014/11/The-New-Metrics-Hoppes-NSSR.pdf>

Sandoval-Lucero, E., Maes, J.B., and Chopra, R.V. (2011), Examining the Retention of Nontraditional Latino(a) Students in a Career-Based Learning Community, *Journal of Hispanic Higher Education*, 10(4), 300. DOI: [10.1177/1538192711414909](https://doi.org/10.1177/1538192711414909)

Santiago, D. and Stettner, A. (2013), Supporting Latino community college students: An investment in our economic future. Washington DC: Excelencia in Education.

We have been informed in our decision-making by our policy on publishing ethics and integrity and the COPE guidelines on retractions.

The author has been informed of this decision.

The retracted article will remain online to maintain the scholarly record, but it will be digitally watermarked on each page as "Retracted".



Correction to Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

Article title: Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

Journal: *Journal of Latinos and Education*

DOI: <https://doi.org/10.1080/15348431.2020.1769961>

The above retraction statement referred to Iloh, C (2019), Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college, *Journal of Adult and Continuing Education*, 25(2), 217–233, which was included in the retraction statement in error. This does not affect the decision to retract and the article remains retracted. The Publisher wishes to apologise for this error.

Pages 26 through 39 redacted for the following reasons:

Proposed by Tabah as 6255

Although the models of the past may be considered outdated, Shaw et al. (2009) suggest that they do “provide a foundation to understand the current college choice process” (p. 665). Indeed, the dominant college choice model and similar others are fundamental to our past and current understanding of college choice because they showcase important components of the path from college aspirations to enrollment. At the same time, many of these approaches fall short of situating the reality of twenty-first-century higher education.

New Directions in College Choice Theory

Much of what we know about college student decision making is a result of studies conducted with public and private high school students who select four-year residential colleges and universities. While the models and empirical research have provided substantial information about these students and contexts, they are limited by their intentional and narrow focus on certain populations and institutional settings. Three specific trends often omitted are the growth of post-traditional students, returning and highly mobile students, and open admissions institutions of higher learning.

Post-Traditional Students

In this article, I underscore the importance of theory that is attentive to the changing landscape of higher education in general and the growing number of “post-traditional students” (Soares, 2013) entering higher education in particular—those students twenty-five and over as well as those under twenty-five but who have characteristics indicative of adult responsibilities, such as working full-time, being financially independent, having nonspousal dependents, being a single parent, and having a nontraditional educational trajectory, such as delayed enrollment into higher education or noncompletion of high school (Chen, 2017; Horn & Carroll, 1996). By many measures, these “nontraditional” students have become the norm in postsecondary education (Carnevale, Smith, Melton, & Price, 2015; Westervelt, 2016), representing over 38 percent of the postsecondary population in the United States (Ross-Gordon, 2011). And while post-traditional learners have been a growing presence in US higher education institutions since the late 1970s (Chen, 2017), they have not been addressed explicitly in most college enrollment models and frameworks (Iloh, 2017).

Currently, the college choice considerations of these post-traditional students are marginalized in education research, even though the stereotyped image of the residential, full-time 18- to 23-year-old represents only about 15 percent of the higher education student population (Soares, 2013). Documenting college-going trajectories of post-traditional students will contribute to the diversity and accuracy of information policy makers can access when considering higher education governance, regulation, and funding. Furthermore, a new and specific theory of college choice rooted in the dynamics and

lived experiences of a diverse array of adults will move us from fitting students into a theory to bringing us closer to approaches that appropriately fit, or reflect, contemporary students.

The lack of a nuanced perspective and the square peg in a round hole view of post-traditional students is rooted in the historic youth centrality of postsecondary education (Chen, 2017). College is generally regarded as a phase of life for young people and a milestone for those leaving adolescence and entering young adulthood (Kasworm, 2005, 2010). Further, higher education policy is almost entirely driven by memories of the four-year, residential experience most policy makers had (AACRAO, 2015), though only a small minority of students still experience higher education that way. Understanding how the college selection process differs for various types of students is essential if higher education leaders and administrators are to make efficient and effective decisions regarding student recruitment and admissions (Litten, 1982).

Increasing Student Reentry and Mobility Across Higher Education

At a time when policy makers are intensifying calls to get more students in and through college, over 31 million adults are in limbo, having completed some college but not enough to earn a degree or certificate (NSCRC, 2014). Of those individuals, about 4 million (12 percent) are potential graduates who have at least two years of progress toward a degree or certificate (NSCRC, 2014). In 2014, 2,535,946 adult learners who reentered higher education between 2005 and 2008 still had not completed their degree (American Council on Education, 2014). With nearly 40 percent of higher education institutions not meeting their enrollment goals (Hoover & Lipka, 2016), it is time to understand the trajectories and challenges of the growing “some college experience, no degree” population, particularly those still seeking a higher education credential.

Many non-first-time (NFT) students are also post-traditional; they typically balance work, family, and other commitments that ebb and flow in intensity over the course of their academic career. Yet, the term *non-first-time* refers only to enrollment patterns, not other post-traditional student attributes (Inside Track, 2015). To date, there is little research and conceptual understanding of students who reenter higher education and/or attend multiple institutions. Thus, higher education leaders lack data and frameworks for the growing majority of NFT students they serve (AACRAO, 2015).

The nation’s first effort to benchmark persistence patterns of NFTs found that only 33.7 percent completed their degree, compared with 54.1 percent of first-time students (American Council on Education, 2014). The study also found that NFT students are more likely to complete an associate degree if they combine full-time and part-time enrollment. With such complex trajectories and concerning outcomes, understanding the college decisions of NFT students is critical for addressing problems in twenty-first-century higher education as well as reaching national goals of educational attainment and

economic competitiveness that cannot be achieved by only enrolling and graduating traditional-age first-time college students (Pusser et al., 2007).

Open Admissions Institutions in Higher Education

While most college choice literature focuses on the criteria and pathways to selective and highly competitive colleges, there is a need for a more in-depth understanding of college choice for spaces that rely on minimal and basic requirements for entrance (Iloh & Tierney, 2014a). The focus on one type of institution (e.g., selective public and private four-year institutions) misses other institutional contexts reflected in the broader higher education marketplace (Iloh & Tierney, 2014b; Kumar & Hurwitz, 2015). In reality, institutions with open admissions policies, including many for-profit colleges and community colleges, coexist with highly selective four-year institutions (Kumar & Hurwitz, 2015). And while not all community colleges and for-profit colleges have open admissions, most of their missions and purposes are aligned to operate as such (Iloh & Tierney, 2013).

Institutions with more flexible and open admissions are important for multiple reasons. First, they alter the structure of opportunity. In considering the context of opportunity, many students might find these spaces as viable pathways, especially if they have a limited knowledge of any problematic outcomes at those colleges or lack awareness of opportunities at more selective institutions. Open admissions institutions are also important sites for understanding the educational pathways of the many post-traditional, low-income, and racially minoritized students they enroll (Hirose-Wong, 1999; Iloh, 2016, 2017; Iloh & Toldson, 2013; Pusser & Levin, 2009; Rosenbaum, Deil-Amen, & Person, 2006). The open admissions nature of these institutions and the high mobility of students to and from these spaces are especially critical to understanding the contemporary ebb and flow of college-going trajectories.

Toward an Ecological Model of College-Going Trajectories

How can a different approach to the study of college choice better center the conditions, experiences, and students of twenty-first-century postsecondary education? First, it is appropriate to recognize that education research must grapple with aberrations in theory from reality, rather than simply ignoring how research is lagging behind on-the-ground realities. As an alternative to extant theories, I propose an ecological framework crafted to account for the complex ecosystems and trajectories of the current college student and landscape.

Why Ecology?

The strength of ecological models is that they are rooted in context. They are embedded in a broader contextualist paradigm which, in contrast to more positivist perspectives, argues for a multiplicity of realities or that people's

perceptions of reality are necessarily constrained and shaped by their specific circumstances (Tudge, 2008). From a conceptual perspective, contextualists argue that since it is impossible to ever have an objective (context-free) perspective on human development and behavior, it is also impossible to make judgments that are not contextually based (Burman, 1994). The ecological theories of the likes of Vygotsky, Lewin, and Bronfenbrenner not only inform the conceptual underpinnings of my model but also fit into the contextualist paradigm.

The ecological perspective goes beyond providing a framework for identifying and conceptualizing the multisystem factors that influence development (Lewthwaite, 2011). It considers an individual's environment in general and, in particular, how the setting and the way in which individual and external forces interplay influence development. For example, an ecological model developed by Bronfenbrenner (1979) sees one's environment as a "set of nested structures, each inside the next like a set of Russian dolls" (p. 22), where a person's development is a product of a variety of critical dimensions including the individual's personal attributes, context, process, and time (Adamsons, O'Brien, & Pasley, 2007). The ecological perspective underscores processes, patterns, and relationships that might influence development and drive or thwart particular decisions and actions (Bronfenbrenner, 1979; Lewthwaite, 2011).

Ecology and College Choice

To be sure, some of the sociological and economic college choice lenses examine aspects of one's social context relevant to college-going. An ecological model differs in that its focus rests on the ecosystem around the individual and the college-going behavior, specifically processes and relationships between contextual factors that ultimately result in a college decision. Applied to the study of college aspirations, the ecological model suggests that research considers simultaneously the various environments which impact a student's decision to pursue higher education and attends to the relationships between these contexts (Woolley, Kol, & Bowen, 2009). Thus, a complete understanding of the college decision-making process requires research that examines both contextual and individual factors concurrently (Bregman, 2010).

One of the most important reasons for using an ecological framework to understand college-going decisions and trajectories is that it does not assume that factors identified in the "traditional" population are similar to students with different experiences (Sasao & Sue, 1993), such as post-traditional students and NFT students. Unlike models which assume that most students can and want to study full time and live on campus, an ecological model is flexible enough to fit any student situation, from a full-time student just out of high school and living in a residence hall to a returning, part-time adult learner with a full-time job and a family to support (Renn, 2003). Students of any description have multiple microsystems, though some students will be con-

centrated in the college setting while others will have more diverse settings (Renn, 2003).

Going beyond simply identifying college choice patterns to examining the context of information, opportunity, and time can greatly enhance a contemporary understanding of specific students and higher education contexts. Perhaps one of the biggest criticisms of the contextualist paradigm in general, and ecological models in particular, is that contexts and ecosystems are so broad and complex that it is virtually impossible to figure out where to start and what to include. The model I present here, however, provides three nuanced, intersecting dimensions that address significant areas of impact in college-going that are useful and practical for empirical study.

The Iloh Model of College-Going Decisions and Trajectories

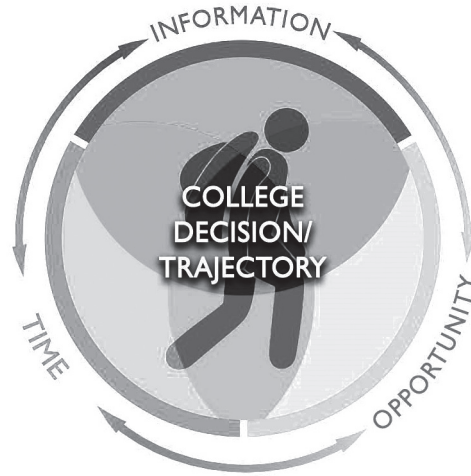
The Iloh model of college-going decisions and trajectories draws from the ecological tradition and emphasizes three bidirectional forces that shape individual college decisions (see figure 1). Specifically, it focuses on three different contexts—information, time, and opportunity—to highlight how diverse prospective students, who are social actors embedded in complex ecosystems, decide on their higher education pathway.

I developed this model based on my analysis of several previous and ongoing empirical studies involving students enrolled in open admissions institutions of higher learning (e.g., for-profit and community colleges), NFT students, and post-traditional students, as well as my other investigations of college choice and college-going narratives. I determined the three dimensions of this model through an examination of these twenty-first-century college dynamics and an extensive review of the college choice literature and its limitations. Information, time, and opportunity each illustrate a dimension that relates to the other two contexts but cannot be completely captured in any one of the other contexts. For example, a component such as college selectivity can ultimately be captured in the context of opportunity, but the notion of opportunity is far too expansive to fit into a dimension of college selectivity.

Theoretical Relationship Between Information, Time, and Opportunity

Different than the dominant college choice model, the three components of the Iloh model of college-going decisions and trajectories are not sequential. For example, time does not come before information in the same way that, in the dominant model, predisposition comes before search and choice. At one point in someone's life, the three constructs might suggest one decision and trajectory, and another point might present another possibility. With this model, college-going is not a static process but, instead, is an ongoing interplay of three factors. Time, information, and opportunity depend on each other and yet still operate as distinguishable parts of an important whole.

FIGURE 1 *The Iloh model of college-going decisions and trajectories*



Context of Information

All students have decisions to make regarding college attendance. Information is critical in shaping the decisions one makes. Some students have help in this matter from reliable college knowledge sources that inform best-fit postsecondary options. Unfortunately, college information is not created, distributed, and disseminated equitably. Accordingly, this dimension highlights both the access to and the quality of information students harness in making college-going decisions. Students with access to multiple sources of credible information are likely able to make more informed decisions. The source through which information is presented is also important to its effectiveness—“the wrong messenger can make the right information ineffective” (Baum & Schwartz, 2015, p. 42).

Information Deserts

The Iloh model considers the variability in the type of college information one possesses in their context. In some environments, information deserts, it is difficult to access or find contemporary and general college-going information. This contributes to information asymmetry in the higher education marketplace overall as well as pervasive inequities for some and privileges for others in college-going decisions and trajectories.

The term *information desert* is meant to indicate a failure of society, not particular communities, to democratize and make college information accessible across diverse communities and contexts. Individuals embedded in informa-

tion deserts are often distant from college information that is both current and unbiased. Current information reflects contemporary structures. Unbiased, or neutral, information is more general in nature and less directed toward enrollment in a particular institution or sector. Institutions might be more successful with targeted advertisements to people in information deserts.

While the context of information is critical for understanding college-going decisions and trajectories, it works in conjunction with the rest of the components of the model to provide a nuanced understanding of the decisions. An older prospective student, for example, can be far removed from updated information pertinent to quality decision making, because the last time they received such information was several years ago, back in high school. Another prospective student can have information, but only information about opportunities at certain colleges and universities, such as technical or vocational schools. Accordingly, information does not stand on its own but, rather, interacts with the two other dimensions, time and opportunity.

Context of Time

Time is a complex but significant component of any person's college-going decision. For the purpose of my model, I consider time in both basic and advanced forms. Time as it relates to college-going can be understood through moments and events that have occurred throughout one's life as well as an individual's chronological age (Adamsons et al., 2007). I also consider micro-time, what is occurring during some specific activity or interaction; meso-time, the extent to which activities and interactions occur with the same consistency in the person's environment; and macro-time, historical context and timing of certain events (Bronfenbrenner & Morris, 1998; Tudge, Mokrova, Hatfield, & Karnik, 2009). Micro-time could be someone not having the job prospects they hoped for because of a lack of educational credentials; meso-time could be someone driving past a billboard for a particular college every day on the way to work; and macro-time could be a state's development of free tuition legislation, which could greatly impact the opportunity and viability of attending a specific college or university.

By focusing on time, this model draws attention to the social, educational, and historical events that may have led to a particular college decision or path. In doing so, it can account for the student who is going to college for the first time directly out of high school and for the older person with some college experience but no degree, now enrolling in their third college. The model also highlights how the context of opportunity and information may look completely different at two different points in the life of one person, thus producing potentially different college decisions and trajectories. Conversely, relatively little change in someone's context of opportunity and information over the course of time might lead someone to repeat or make similar kinds of college decisions.

Context of Opportunity

In order to explore why some students decide to attend certain colleges, it is important to examine the context of opportunity, which situates the perceived and real opportunity any student has in their pursuit of higher education generally and specific institutions in particular. All students operate in distinct cultural and social environments that influence their opportunities around college as well as “their perceptions of the types of higher education institutions they can access, long before they begin exploring specific college options” (Castleman, Baum, & Schwartz, 2015, p. 5). Therefore, aspects of one’s identity, life experiences, as well as their familial, educational, spatial, financial, political, technological, and community context, can all influence whether a prospective student believes college or a particular college is right/possible for them.

While high numbers of students from all races, ages, and socioeconomic backgrounds aspire to higher education, there are increasing gaps between underrepresented students’ initial college aspirations and their later beliefs and actual enrollment (Iloh, 2014; Schneider & Saw, 2016). For example, the 2013 update of the High School Longitudinal Survey of 2009 found that 99 percent of incoming high school freshmen were either “very sure” or likely to pursue a bachelor’s degree, but by their junior year only 81 percent of all students surveyed expected to earn at least a bachelor’s degree (Ingels & Dalton, 2013). Students from low-income families saw the largest drop between their initial aspirations in ninth grade and their expectations in eleventh grade; about 40 percent of these students no longer expected to earn a bachelor’s degree, even if they had demonstrated high academic achievement (Ingels & Dalton, 2013).

The context of opportunity examines both the perception and the reality of opportunity. While there is an array of higher education offerings, for many underserved populations these options aren’t available to them. This could be due to financial constraints, geographic distance, lack of child-care services, or rigid scheduling, all of which pose real barriers to college-going in many postsecondary education “options.” These barriers are important for understanding what contributes to varying contexts of opportunity for individuals.

Educational spaces and institutions of higher learning also mediate real and perceived college opportunities. For example, some colleges and universities market themselves as being interested in educating a diverse student population in order to promote inclusive excellence but do not actually honor this commitment in their expenditures, admissions and recruitment efforts, and enrollment practices. Furthermore, in K–12 education, prior college spaces, and social environments, students may also receive signals that steer them in the direction of particular colleges. For example, one person might receive messages that their best opportunity would be vocational higher education, whereas another person with a different context might be encouraged to

apply to highly selective institutions. Many of these institutional inconsistencies as well as educational signals and messages are conducive to the continued stratification of postsecondary education.

Choice as a Privileged and Limiting Term

While my new conceptual model joins the chorus of college choice literature and theory, it does not include the word *choice*. In putting forth a model of college-going decisions and trajectories, I assert that choice is a problematic way of understanding how twenty-first-century prospective students navigate higher education decisions and attend college. First, it is a privileged term. The expenses, information, opportunity costs, and time associated with pursuing college inherently constrain the options or opportunities for engagement in higher education at all, let alone at a particular time or at certain kinds of institutions. For example, some college hopefuls are limited by their location, work and family needs, and income, so their choice set is considerably narrower than is someone's with greater resources. Most college choice models are based on students who, in theory, have a wide choice set due to the time in which they are deciding to enroll (after high school), greater geographic flexibility, and their position in life (young adults with few obligations). My model illuminates how the notion of choice distorts our understanding of vast inequities and varying life circumstances.

Second, choice offers a limited way of understanding contemporary college-going trajectories. Viewed as a discrete event, it obscures past decisions that ultimately narrow the choice set available in the present or future. My model, instead, accounts for complex college pathways and not necessarily just discrete choices made based on initial preferences and desires. Thus, the term inaccurately presumes that there are multiple options for college hopefuls at one given time. It is plausible, then, that we are observing problematic pathways with options that become narrower as students get older or stop out. While current higher education conversations might see choice and college-going decisions as one and the same, based on the context of twenty-first-century postsecondary education and prospective students' lives, *choice* can skew complex narratives.

Applying the Theory

In this new model, the three components are contextually interwoven, which warrants context-specific data collection. Because opportunity, time, and information are ecological components, the constructs require some level of proximity to informants in the data collection process to ascertain the contextual narratives beyond what survey data might tell us. As such, this model lends itself to approaches that prioritize a deeper understanding of the voices and environments of informants. Use of the model also suggests an attempt to understand evolution and variation in college decisions and trajectories by way of intentional focus on each context and their relationship to each other.

Conclusion

If we asked ourselves if we possess the lenses necessary to bring into focus the reality of today's postsecondary education, the answer would likely be no. With major changes to our higher education landscape, new ways of understanding it, empirically and conceptually, are essential. While the new conceptual model I present here does not profess to be a panacea, addressing all gaps in popular college choice models, it is intended to be expansive and attentive to the current higher education landscape. Further, it is designed to be a step forward in understanding college-going for a diverse array of students in a complex and stratified market. With better understanding of the contexts of college-going decisions and trajectories, more sophisticated research and solutions can be developed that address contemporary college-going narratives hidden, problematically, in plain sight.

References

- Adamsons, K., O'Brien, M., & Pasley, K. (2007). An ecological approach to father involvement in biological and stepfather families. *Fathering*, 5(2), 129–147.
- American Association of Collegiate Registrars and Admissions Officers [AACRAO]. (2015). *2015 U.S. higher education transcript practices and best practice opinions: Results of the AACRAO 2015 Academic Record and Transcript Survey*. Washington, DC: Author.
- American Council on Education. (2014). *National study of non-first-time students shows disturbing completion rates*. Washington, DC: Author.
- Bailey, T., Badway, N., & Gumpert, P. J. (2001). *For-profit higher education and community colleges*. Palo Alto, CA: National Center for Postsecondary Improvement.
- Baum, S., & Schwartz, S. (2015). Student aid, student behavior, and educational attainment. In B. L. Castleman, S. Baum, & S. Schwartz (Eds.), *Decision making for student success: Behavioral insights to improve college access and persistence* (pp. 38–62). New York: Routledge.
- Bergerson, A. A. (2009). College choice and access to college: Moving policy, research, and practice to the 21st century. *ASHE Higher Education Report*, 35(4), 1–141.
- Bregman, A. B. (2010). *Educational aspirations: Supporting college trajectories for Latino youth*. Unpublished doctoral dissertation, University of Michigan.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental processes. In R. M. Lerner (Ed.), *Theoretical models of human development* (Vol. 1, 5th ed., pp. 993–1028). New York: Wiley.
- Burman, E. (1994). *Deconstructing developmental psychology*. London: Routledge.
- Cabrera, A. F., & La Nasa, S. M. (2000). Understanding the college-choice process. In A. F. Cabrera & S. M. La Nasa (Eds.), *Understanding the college choice of disadvantaged students: New directions for institutional research*. San Francisco: Jossey-Bass.
- Carnevale, A. P., Smith, N., Melton, M., & Price, E. W. (2015). *Learning while earning: The new normal*. Washington, DC: Center on Education and the Workforce.
- Carnevale, A. P., Smith, N., & Strohl, J. (2013). *Recovery: Job growth and education requirements through 2020*. Washington, DC: Center on Education and the Workforce.
- Carnevale, A. P., & Strohl, J. (2013). *Separate and unequal: How higher education reinforces the intergenerational reproduction of White racial privilege*. Washington, DC: Center on Education and the Workforce.

Toward a New Model of College "Choice" for a Twenty-First-Century Context

CONSTANCE ILOH

- Castleman, B. L., Baum, S., & Schwartz, S. (2015). Behavioral economics and postsecondary access: A primer. In B. L. Castleman, S. Baum, & S. Schwartz (Eds.), *Decision making for student success: Behavioral insights to improve college access and persistence* (pp. 1–19). New York: Routledge.
- Center on Education Policy. (2012). *What roles do parent involvement, family background, and culture play in student motivation?* Washington, DC: George Washington University.
- Chapman, D. (1981). A model of student college choice. *Journal of Higher Education*, 52(5), 490–505. doi:10.1080/00221546.1981.11778120
- Chen, J. C. (2017). Nontraditional adult learners. *SAGE Open*, 7(1). doi: 10.1177/2158244017697161
- Clayton, D. (2013). *Factors and influences contributing to the college selection decision of high achieving high school seniors*. Unpublished doctoral dissertation, Western Kentucky University.
- Freeman, K., & Thomas, G. E. (2002). Black colleges and college choice: Characteristics of students who choose HBCUs. *Review of Higher Education*, 25(3), 349–358. doi:10.1353/rhe.2002.0011
- Gao, L. (2011). *Impacts of cultural capital on student college choice process in China*. Lanham, MD: Lexington Books.
- Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education*, 80(4), 389–414. doi:10.1080/00221546.2009.11779022
- Hearn, J. C. (1984). The relative roles of academic ascribed and socioeconomic characteristics in college destinations. *Sociology of Education*, 57(1), 22–30. doi:10.2307/2112465
- Hearn, J. C. (1991). Academic and nonacademic influences on the college destinations of 1980 high-school graduates. *Sociology of Education*, 64(3), 158–171. doi:10.2307/2112849
- Heil, S., Reisel, L., & Attewell, P. (2014). College selectivity and degree completion. *American Educational Research Journal*, 51(5), 913–935. doi:10.3102/0002831214544298
- Hirose-Wong, S. M. (1999). *Gateways to democracy: Six urban community college systems*. Los Angeles: ERIC Clearinghouse for Community Colleges.
- Hoover, E., & Lipka, S. (2016, December 11). Enrollment goals remain elusive for small colleges. *The Chronicle of Higher Education*.
- Horn, L. J., & Carroll, C. D. (1996). *Nontraditional undergraduates. Trends in enrollment from 1986 to 1992 and persistence in attainment among 1989–90 beginning postsecondary students* (NCES 97-578). Washington, DC: National Center for Education Statistics.
- Hossler, D., Braxton, J., & Coopersmith, G. (1989). Understanding student college choice. In John C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 5, pp. 231–288). New York: Agathon Press.
- Hossler, D., & Gallagher, K. S. (1987). Studying student college choice: A three-phase model and the implications for policymakers. *College and University*, 62(3), 207–221.
- Hossler, D., Hu, S., & Schmit, J. (1999). Predicting student sensitivity to tuition and financial aid. *Journal of Student Financial Aid*, 28(4), 17–33.
- Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore: Johns Hopkins University Press.
- Iloh, C. (2014). A critical comparison of website marketing at for-profit colleges and community colleges. *National Association of Student Affairs Professionals Journal*, 15(2), 91–106.
- Iloh, C. (2016). Exploring the for-profit experience: An ethnography of a for-profit college. *American Educational Research Journal*, 53(3), 427–455. doi:10.3102/0002831216637338

Harvard Educational Review

- Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603
- Iloh, C., & Tierney, W. G. (2013). A comparison of for-profit and community colleges' admissions practices. *College and University*, 88(4), 2–12.
- Iloh, C., & Tierney, W. G. (2014a). Understanding for-profit college and community college choice through rational choice. *Teachers College Record*, 116(8), 1–34.
- Iloh, C., & Tierney, W. G. (2014b). Using ethnography to understand twenty-first century college life. *Human Affairs*, 24(1), 20–39.
- Iloh, C., & Toldson, I. A. (2013). Black students in 21st century higher education: A closer look at the role of for-profit colleges and community colleges. *Journal of Negro Education*, 82(3), 205–212.
- Ingels, S. J., & Dalton, B. (2013). *High school longitudinal study of 2009 (HSL:09) first follow-up: A first look at fall 2009 ninth graders in 2012* (NCES 2014-360). Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>
- Inside Track. (2015). *National study of non-first-time students shows full-time enrollment may not be appropriate for all*. Portland, OR: Author.
- Institute for Higher Education Policy. (2002). *The policy of choice: Expanding student options in higher education*. Washington, DC: Author.
- Kasworm, C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3–20. doi:10.1177/0741713605280148
- Kasworm, C. (2010). Adult learners in a research university: Negotiating undergraduate student identity. *Adult Education Quarterly*, 60(2), 143–160. doi:10.1177/0741713609336110
- Kumar, A., & Hurwitz, M. (2015). *Supply and demand in the higher education market: College enrollment*. New York: College Board.
- Lewthwaite, G. (2011). Applications and utility of Urie Bronfenbrenner's bio-ecological theory. *Manitoba Education Research Network*, 4, 3–104.
- Litten, L. H. (1982). Different strokes in the applicant pool: Some refinements in a model of student college choice. *Journal of Higher Education*, 53(4), 383–402. doi:10.1080/00221546.1982.11780470
- Long, B. T. (2003). Does the format of a financial aid program matter? The effect of state in-kind tuition subsidies. *Review of Economics and Statistics*, 86(3), 767–782, doi:10.3386/w9720
- Manski, C. F., & Wise, D. A. (1983). *College choice in America*. Cambridge, MA: Harvard University Press. doi:10.4159/harvard.9780674422285
- McDonough, P. M. (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany: State University of New York Press.
- Montgomery, M. (2002). A nested logit model of the choice of graduate business school. *Economics of Education Review*, 21(5), 471–480.
- National Student Clearinghouse Research Center [NSCRC]. (2014). *Signature report 7: Some college, no degree: A national view of students with some college enrollment, but no completion*. Herndon, VA: Author.
- Niu, S. X., & Tienda, M. (2008). Choosing colleges: Identifying and modeling choice sets. *Social Science Research*, 37(2), 416–433. doi:10.1016/j.ssresearch.2007.06.015
- Niu, S. X., Tienda, M., & Cortes, K. (2006). College selectivity and the Texas top 10% law. *Economics of Education Review*, 25(3), 259–272. doi:10.1016/j.econedurev.2005.02.006
- Pampaloni, A. M. (2010). The influence of organizational image on college selection: What students seek in institutions of higher education. *Journal of Marketing for Higher Education*, 20(1), 19–48. doi:10.1080/08841241003788037

Toward a New Model of College "Choice" for a Twenty-First-Century Context

CONSTANCE ILOH

- Paulsen, M. (1990). *College choice: Understanding student enrollment behavior* (ASHE-ERIC Higher Education Report No. 6). Washington, DC: George Washington University, School of Education and Human Development.
- Perna, L. (2006). Studying college access and choice: A proposed conceptual model. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 21, pp. 99–157). New York: Agathon Press.
- Pew Research Center. (2014). *The rising cost of not going to college*. Washington, DC: Author. Retrieved from <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- Pitre, P. E. (2006). College choice: A study of African American and White student aspirations and perceptions related to college attendance. *College Student Journal*, 40(3), 562–574.
- Pusser, B., Breneman, D. W., Gansneder, B. M., Kohl, K. J., Levin, J. S., Milam, J. H., & Turner, S. E. (2007). *Returning to learning: Adults' success in college is key to America's future*. New Agenda Series, Lumina Foundation. Retrieved from <http://www.luminafoundation.org/publications/ReturntolearningApril2007.pdf>
- Pusser, B., & Levin, J. (2009). *Re-imagining community colleges in the 21st century: A student-centered approach to higher education*. Washington, DC: Center for American Progress.
- Renn, K. A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, 44(3), 383–403. doi:10.1353/csd.2003.0032
- Rosenbaum, J. E., Deil-Amen, R., & Person, A. E. (2006). *After admission: From college access to college success*. New York: Russell Sage Foundation.
- Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Association of American Colleges and Universities*, 13(1), 26–29.
- Sasao, T., & Sue, S. (1993). Toward a culturally-anchored ecological framework of research in ethnic-cultural communities. *American Journal of Community Psychology*, 21(6), 705–727. doi:10.1007/BF00942244
- Schneider, B., & Saw, G. (2016). Racial and ethnic gaps in postsecondary aspirations and enrollment. *Russell Sage Foundation Journal of the Social Sciences*, 2(5), 58–82. doi:10.7758/rsf.2016.2.5.04
- Shaw, E. J., Kobrin, J. L., Packman, S. F., & Schmidt, A. E. (2009). Describing students involved in the search phase of the college choice process: A cluster analysis study. *Journal of Advanced Academics*, 20(4), 662–700. doi:10.1177/1932202X0902000405
- Soares, L. (2013). *Post-traditional learners and the transformation of postsecondary education: A manifesto for college leaders*. Washington, DC: American Council on Education.
- Stage, F., & Hossler, D. (1989). Differences in family influences on college attendance plans for male and female ninth graders. *Research in Higher Education*, 30(3), 301–315. doi:10.1007/BF00992606
- Stephenson, A. L., Heckert, A., & Yerger, D. B. (2016). College choice and the university brand: Exploring the consumer decision framework. *Higher Education*, 71(4), 489–503. doi:10.1007/s10734-015-9919-1
- Stewart, D. L. (2017). *Black collegians' experiences in US northern private colleges: A narrative history, 1945–1965*. New York: Palgrave Macmillan. doi:10.1057/978-1-137-59077-0
- Traub, A., Sullivan, L., Meschede, T., & Shapiro, T. (2017). *The asset value of Whiteness: Understanding the racial wealth gap*. New York: Demos.
- Tudge, J. R. H. (2008). *The everyday lives of young children: Culture, class, and child rearing in diverse societies*. New York: Cambridge University Press. doi: 10.1017/CBO9780511499890

Harvard Educational Review

- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*, 1(4), 198–210. doi:10.1111/j.1756-2589.2009.00026.x
- Westervelt, E. (2016, September 25). Shaken by economic change, "non-traditional" students are becoming the new normal. *National Public Radio*. Retrieved from <http://www.npr.org/sections/ed/2016/09/25/495188445/shaken-by-economic-change-non-traditional-students-are-becoming-the-new-normal>
- Woolley, M. E., Kol, K. L., & Bowen, G. L. (2009). The social context of school success for Latino middle school students: Direct and indirect influences of teachers, family and friends. *Journal of Early Adolescence*, 29(1), 43–70. doi:10.1177/0272431608324478
- Zeidenberg, M. (2008). Community colleges under stress. *Issues in Science and Technology*, 24(4), 53–58.
- Zemsky, R., & Oedel, P. (1983). *The structure of college choice*. New York: College Entrance Examination Board.

Acknowledgments

I thank God, who makes all things possible. I am grateful to my parents, Mercy Iloh and Adolph Iloh, who navigated challenges I will never know for the sake of better opportunities for their children. I am appreciative of the love of my siblings, Jacqueline Iloh, Linette Iloh, and Jason Iloh, and also my nieces and nephew (Taylor, Italy, Jason Jr, Cattleya, and Saniya), whom I hope to always make proud. I am also thankful for my mentors and friends for their encouragement and prayers. I am grateful to Nadirah Farah Foley, Janine de Novais, and the *Harvard Educational Review* for their time, excitement, and feedback that has only further elevated this article. I appreciate Renard Edwards II for his graphic design support that helped bring the visual representation of my model to life. Finally, I wish to thank my participants, past and present, and all whose education narratives are often hidden in plain sight. You are a constant source of inspiration in my work.

This article has been reprinted with permission of the *Harvard Educational Review* (ISSN 0017-8055) for personal use only. Posting on a public website or on a listserv is not allowed. Any other use, print or electronic, will require written permission from the *Review*. You may subscribe to *HER* at www.harvardeducationalreview.org. *HER* is published quarterly by the Harvard Education Publishing Group, 8 Story Street, Cambridge, MA 02138, tel. 617-495-3432. Copyright © by the President and Fellows of Harvard College. All rights reserved.

From: Constance A Iloh <ci loh@uci.edu> <ci loh@uci.edu>
Sent time: 05/08/2019 09:24:54 AM
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Attachments: Iloh corrigendum 2019 .pdf

-

CORRIGENDUM: Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college

Constance Iloh, Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college. *Journal of Adult and Continuing Education*, Online First October 18, 2018. DOI: 10.1177/1477971418785384

The online version of the article now reflects the correct version. The manuscript has been updated and now includes the following references.

A saaty, F. M., Carter, E., Abrahams, D., & Ashamer, F. (2016). Tradition versus online learning: Institutional perceptions of higher education: Minority business students' perceptions. *Business and Management Research*, 5(2), 31-41. doi:10.5430/bmr.v5n2p31

Fernandez, W. D. (2004). The grounded theory method and case study data in research: Issues and design. In D. N. Hart & S. D. Gregor (Eds.), *Information systems foundations: Constructing and criticizing*. Canberra, Australia: ANU E-Press.

Hajibayova, L. (2017). Students' viewpoint: What constitutes presence in an online classroom? *Cataloging & Classification Quarterly*, 55(1), 12-25.

Huang, X., Chandra, A., DePaolo, C. A., & Simmons, L. L. (2016). Understanding transactional distance in web-based learning environments: An empirical study. *British Journal of Educational Technology*, 47(4), 734-747.

Mbwesa, J. K. (2014). Transactional distance as a predictor of perceived learner satisfaction in distance learning courses: A case study of bachelors of education arts program. *Journal of Education and Training Studies*, 2(2), 176-188.

Peterson, S. (2010). Success for adult students. *Public Purpose*, 2-6.

Seaman, J. E., Allen, I. E., & Seaman, J. (2018). *Grade increase: Tracking distance education in the United States*. Babson Survey Research Group: Babson Park, MA.

Shannon, D. M. (2002). Effective teacher behaviors and Mchae Moore's theory of transactional distance. *Journal of Education for Library and Information Science*, 43(1), 43-46.

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 06/26/2019 04:25:00 AM
To: Karuna Rana <Karuna.Rana@sagepub.in>

Hello there. Please halt what you are doing. I don't think the Pelletier reference is written correctly, it has 2010 written twice, and I sought out an APA expert about this. I also want to see updated corrigendum.

Please also remove reference (in-text cites) and reference to these articles:

Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603

Iloh, C. (2018a). Not non-traditional, the new normal: Adult learners and the role of student affairs in supporting older college students. *Journal of Student Affairs*, 27, 25–31.

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

From: Mumaw, Nathalie <Nathalie.Mumaw@taylorandfrancis.com> <Nathalie.Mumaw@taylorandfrancis.com>
Sent time: 01/25/2019 12:53:05 PM
To: ciloh@uci.edu
Subject: PDF copy of your manuscript (1371603)
Attachments: HJLE_A_1371603_O.pdf

Hi Dr. Iloh,

Here's the pdf of your manuscript. Feel free send me a marked up version of the manuscript or a list of changes (with descriptors of page/paragraph number so I can find the proper location to correct).

I'll follow up if there are any follow up queries.

Thanks!

Nathalie Mumaw
Production Editor
Taylor and Francis
580 Walnut Street, Suite 801
Philadelphia, PA 19106
Nathalie.mumaw@taylorandfrancis.com

Pages 217 through 223 redacted for the following reasons:

6255

From: SAGE Journals Author Services <announcements@info.sagepub.com> <announcements@info.sagepub.com>
Sent time: 04/17/2019 02:25:26 PM
To: ciloh@uci.edu
Subject: Publish with us again

[View as webpage](#) | [Email alerts](#)

Share:   



SAGE journals Author Services

Thinking about where to publish your next paper?

Dear Constance Iloh,

SAGE publishes more than 1,000 [journals](#), including those of more than 400 learned societies and institutions, spanning a wide range of subject areas.

We invite you to submit your new findings again to *Journal of Adult and Continuing Education*. Visit the [journal homepage](#) to access instructions for authors, submit your next manuscript, or recommend the journal to a colleague.

[Publishing with SAGE](#) gives you:

- A choice of publishing models, including [open access options](#)
- The highest production standards
- Enhanced discoverability
- Global reach
- Promotion of your article

[Submit your paper](#)

Tip: if you don't already have one, create a free ORCID iD, a unique identifier which allows you to distinguish yourself from other researchers. An ORCID iD supports automated linkages between you and your research outputs and professional activities, ensuring that your work is recognized (learn more at [orcid.org](#)). Once you've registered we advise that you associate your ORCID with your accounts on our online peer review platforms



[Reasons to publish with SAGE](#)

Find out more about the reasons to publish your next article with SAGE!



[SAGE Language Services](#)

We offer assistance in editing, translation, manuscript formatting or figure formatting.



[ABOUT US](#) | [CONTACT US](#) | [PRIVACY POLICY](#) | [UNSUBSCRIBE](#)

SAGE Offices:

Los Angeles: 2455 Teller Rd Thousand Oaks, CA 91320, USA

London: 1 Oliver's Yard, 55 City Road, London, EC1Y 1SP, UK. Registration No. 1017514

New Delhi: B-1/I-1, Mohan Cooperative Industrial Estate, Mathura Road, Post Bag 7, New Delhi 110 044, India

Singapore: 3 Church Street #10-04, Samsung Hub, Singapore 049483
Washington, DC: 2600 Virginia Avenue NW, Suite 600, Washington, DC, 20037, USA

This message was sent to ciloh@uci.edu.

800148E

Pages 62 through 65 redacted for the following reasons:

Proposed by Tabah

Cc: Connie Iloh <connie.iloh@gmail.com>

Subject: Re: [CONFIDENTIAL] - UPDATE RE: Paving effective community college pathways by recognizing the Latino post-traditional student

Greetings,

I hope all is well.

The retraction would absolutely be a punishment to the author and inappropriate granted the conditions I have already stated. You have received messaging from me you have just ignored it. Furthermore, its release was not appropriate.

You are required to produce this letter that you want to base this proposed action on. I will be moving forward with legal action against this organization as this again is unlawful. I also recognize why you chose this time to move in this manner. I will be taking action to address this as well.

Kind regards,

On Tue, May 12, 2020 at 2:01 PM Paul, Jen <Jennifer.Paul@taylorandfrancis.com> wrote:

Dear Constance Iloh,

Thank you for your message.

In accordance with the Committee on Publication Ethics (COPE) guidelines to which we adhere, we are maintaining the anonymity of the individual who brought the similarity in the article to our attention. We had, however, provided you the Crossref similarity report that shows the concerns about overlap that were raised in the complaint and offered multiple occasions for you to respond specifically to the report we provided and therefore the allegations.

Updating the article with the corrections you provided after you had previously revised and approved the article prior to publication online requires thorough editorial review before any implementation might occur. Part of this includes reviewing if the alterations are too extensive to be considered. We were in the process of investigating the allegations of textual similarity within your article by the time we received your requested corrections, which added to our review process. I can confirm the corrections you have provided to your article are too extensive for us to publish as a correction notice.

As we have not received a response from you that specifically addresses these allegations of textual similarity, our investigation and obligation as a publisher to correct the scholarly record to accurately reflect this informed our decision to move forward in issuing a retraction. As stated in the COPE retraction guidelines, retraction serves to correct the literature and ensures its integrity rather than serve as a punishment of the author.

Thank you,

Jennifer Paul

Portfolio Manager, Routledge Education Journals

Taylor & Francis Group, LLC

530 Walnut Street, Suite 850, Philadelphia, PA 19106

Tel: [\(215\) 606-4189](tel:(215)606-4189) | Fax: [\(215\) 207-0050](tel:(215)207-0050)

Email: Jennifer.Paul@taylorandfrancis.com

Web: www.tandfonline.com

Taylor & Francis is a trading name of Informa UK Limited,

registered in England under no. 1072954



From: Constance A Iloh <ciloh@uci.edu>

Sent: Wednesday, April 1, 2020 4:00 PM

To: Paul, Jen <Jennifer.Paul@taylorandfrancis.com>

Subject: Re: [CONFIDENTIAL] - UPDATE RE: Paving effective community college pathways by recognizing the Latino post-traditional student

Hello there,

I hope all is well.

Your suggestion to retract is problematic and unlawful for more reasons than even discussed. You have not obliged my request for the original accusation either.

You can update the text (which is an option, just one you do not want to do or acknowledge (per my most recent correspondence)). You have also provided no reason why that is not a plausible action you can still take now and could have taken.

I will be fighting and taking legal action until this is addressed. The magnitude in harm has only grown since opting not to update since the nearly 4 years since it was released online. The fact that you now tried to quickly move to implement your suggested action during a global pandemic is concerning at best. I will not be allowing this and look forward to a resolution in this domain rather than escalating, but as I said, am doing so until it is addressed.

Thank you so much for your attention to this matter.

Best,

On Tue, Mar 31, 2020 at 1:11 PM Paul, Jen <Jennifer.Paul@taylorandfrancis.com> wrote:

Dear Constance Iloh,

Thank you for your email outlining your concerns about the copyediting process your paper went through.

We have reviewed our records regarding your paper. Please find attached documents verifying that typesetting and copyediting took place on your article, with your input, prior to publication:

- Correspondence between you and the T&F Production Editor regarding your article proofs [Article Proofs Correspondence and Files] that were sent for your review and revision, which includes the following:
 - Proof of article sent through CATS for your review (12 September 2017) [12 September 2017 Article Proof Email]
 - Proof of article sent through CATS, second email - reminder of proof for your review (19 September 2017) [19 September 2017 Article Proof Email]
 - Author provided corrections loaded into CATS (17 October 2017) [6_HJLE_A_1371603_auth_correct_17_Oct_2017]

Taylor & Francis notified you of a complaint received regarding the originality of certain text in your article on 3 May 2019. We understand that you requested post-publication changes on 25 January 2019, which was the first request to

modify the text that we received since its publication online after the incorporation of the corrections you provided on 17 October 2017 from the proof we provided your review.

As is our practice, requests for changes to an article post-publication are reviewed before they are implemented to ensure the scholarly record is appropriately maintained. Our review of your requested changes coincided with an investigation of textual similarities in your article we had been alerted to, which was opened on 1 November 2018, prior to receiving your requested updates. We do not make changes to articles while an investigation is ongoing.

As this article has been published online as part of the journal, withdrawing the article at this stage is not an appropriate course of action. Our decision to retract has been based on our thorough investigation of the matter and our obligation as publisher to correct the scholarly record to accurately reflect this.

Thank you,

Jennifer Paul

Portfolio Manager, Routledge Education Journals

Taylor & Francis Group, LLC

530 Walnut Street, Suite 850, Philadelphia, PA 19106

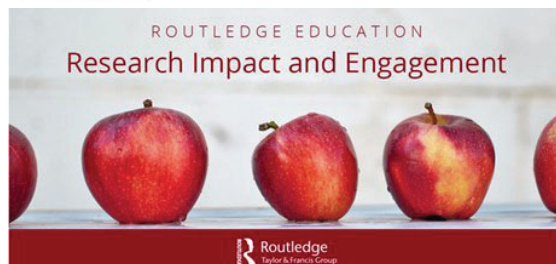
Tel: [\(215\) 606-4189](tel:(215)606-4189) | Fax: [\(215\) 207-0050](tel:(215)207-0050)

Email: Jennifer.Paul@taylorandfrancis.com

Web: www.tandfonline.com

Taylor & Francis is a trading name of Informa UK Limited,

registered in England under no. 1072954



ciloh@uci.edu>

Sent: Friday, March 20, 2020 6:12 AM

To: Paul, Jen <Jennifer.Paul@taylorandfrancis.com>

Cc: Ward, Teresa <Teresa.Ward@taylorandfrancis.com>

Subject: Re: [CONFIDENTIAL] - UPDATE RE: Paving effective community college pathways by recognizing the Latino post-traditional student

Greetings all,

I hope all is well. The chain of action doesn't make sense and isn't warranted, especially since a corrected version was submitted years ago and I explained what happened to numerous parties. I do not approve of this and I am prepared to fight forward however I need to with legal action to stop it. I do wish to make clear that I do not consent to your message.

The potential suggested direction by you is both severe and unwarranted and in consulting, it is clear it does not warrant the desired outcome you expressed whatsoever. This is especially given it is a short text *without copy-edits (but released anyway)* and also one that has yet to be put in any issue/volume.

Below is one obvious action that could be taken and arguably could have been taken already:

- Provide an updated copy of manuscript with updated text, addition of quotations marks, and updated citations/references.

(This was actually already done. I was told it would be updated until I was told, "wow, someone is clearly out to get you.")

I wish to reiterate legal recourse in event of aforementioned direction from your prior correspondence. I would also like a copy of the original accusation from the "anonymous" so that they and those colluding with them are accordingly dealt with in legal proceedings.

I look hopefully to a better resolution and I thank you so much for your time.

Best,

On Wed, Mar 11, 2020 at 3:25 AM Constance A Iloh <ciloh@uci.edu> wrote:

The article was published without even being copy-edited which isn't legal. I explained this a year ago and numerous times. A new statement needs to be issued stating the author has withdrawn the paper, otherwise I am proceeding with legal action against this journal. It costs you nothing to report accurately. Thank you.

Take care,

On Thu, Mar 12, 2020 at 1:35 PM Paul, Jen <Jennifer.Paul@taylorandfrancis.com> wrote:

Dear Constance Iloh,

Iloh, C. Paving effective community college pathways by recognizing the Latino post-traditional student, *Journal of Latinos and Education*, 25 October 2017. DOI: 10.1080/15348431.2017.1371603

We have now completed our investigation into the allegations of textual similarities that were raised to our attention within your above article published in the *Journal of Latinos and Education*. Our investigation has included the thorough review of Crossref similarity reporting and concluded that there is significant textual overlap between your article and several other works that warrants the publishing of the attached retraction statement, in accordance with COPE guidance.

We have attached the retraction statement for your article to this email, outlining the overlap between the article and other sources.

If you have a response for us regarding the planned statement, please reply by Thursday, March 19, otherwise we will be moving forward in publishing the retraction statement.

Thank you,

Jennifer Paul

Portfolio Manager, Routledge Education Journals

Taylor & Francis Group, LLC

530 Walnut Street, Suite 850, Philadelphia, PA 19106

Tel: (215) 606-4189 | Fax: (215) 207-0050

Email: Jennifer.Paul@taylorandfrancis.com

Web: www.tandfonline.com

Taylor & Francis is a trading name of Informa UK Limited,

registered in England under no. 1072954



--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

www.constanceiloh.com

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

www.constanceiloh.com

[Information Classification: General](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

@constanceiloh

www.constanceiloh.com

[Information Classification: General](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

@constanceiloh

www.constanceiloh.com

[Information Classification: General](#)

--

Constance Iloh, Ph.D.
Assistant Professor

University of California, Irvine
School of Education
Irvine, CA 92697-5500
@constanceiloh
www.constanceiloh.com

Information Classification: General

Pages 72 through 77 redacted for the following reasons:

Proposed by Tabah



[Information Classification: General](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

www.constanceiloh.com

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

www.constanceiloh.com

[Information Classification: General](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

@constanceiloh

www.constanceiloh.com

[Information Classification: General](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine

School of Education

Irvine, CA 92697-5500

@constanceiloh

www.constanceiloh.com

[Information Classification: General](#)

We, the Editor and Publisher of *Journal of Latinos and Education*, have retracted the following article:

Iloh, C. Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*, 25 October 2017. DOI: [10.1080/15348431.2017.1371603](https://doi.org/10.1080/15348431.2017.1371603)

The above article has been found to contain text overlap with multiple sources, including the following which were either inaccurately referenced or not referenced within the article:

Hoppes, C. (2014). The New Metrics: Tracking Today's Post-Traditional Students. *HelixEducation.com*. Retrieved from <http://www.helixeducation.com/wp-content/uploads/2014/11/The-New-Metrics-Hoppes-NSSR.pdf>

Iloh, C (2019), Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college, *Journal of Adult and Continuing Education*, 25(2), 217-233. DOI: 10.1177/1477971418785384

Sandoval-Lucero, E., Maes, J.B., and Chopra, R.V. (2011), Examining the Retention of Nontraditional Latino(a) Students in a Career-Based Learning Community, *Journal of Hispanic Higher Education*, 10(4), 300. DOI: 10.1177/1538192711414909

Santiago, D. and Stettner, A. (2013), Supporting Latino community college students: An investment in our economic future. Washington DC: Excelencia in Education

We have been informed in our decision-making by our policy on publishing ethics and integrity and the COPE guidelines on retractions.

The author has been informed of this decision.

The retracted article will remain online to maintain the scholarly record, but it will be digitally watermarked on each page as "Retracted".

Pages 80 through 103 redacted for the following reasons:

Proposed bt Tabah 6255

Washington, DC: Excelencia in Education.

Santiago, D., & Stettner, A. (2013). *Supporting Latino community college students: An investment in our economic future*. Washington, DC: Excelencia in Education.

Smith B. L., MacGregor J., Matthews R., Gabelnick F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco, CA: Jossey Bass.

Soares, L. (2013). *Post-traditional learners and the transformation of postsecondary education: A manifesto for college leaders*. Washington, DC: American Council on Education.

Tilghman, C. (2012). Flying blind: National graduation goals and adult student retention. *College and University Journal*, 88(1), 47-52.

Tokuno, K., & Campbell, F. (1992). Freshman interest groups at the University of Washington: Effects in retention and scholarship. *Journal of the Freshman Year Experience*, 4(1), 7-22.

USA Today. (2010). Degrees of difficulty: Non-traditional students struggle with schedules, loans. USA Today. Retrieved from <http://www.usatoday.com/news/education/degrees-of-difficulty.htm>

U.S. Department of Education, National Center for Education Statistics. (2009). 2007-08 National Postsecondary Student Aid Study Student Financial Aid Estimates for 2007-08 (NCES 2009-166). Retrieved from <http://nces.ed.gov/pubs2009/2009166.pdf>

Zeidenberg, M. (2008). Community colleges under stress. *Issues in Science & Technology*, 24(4), 53-58.

HJLE - Paving Effective Community College Pathways by Recognizing the Latino Post-Traditional Student

ORIGINALITY REPORT

48%

SIMILARITY INDEX

PRIMARY SOURCES

- 1** Elena Sandoval-Lucero, Johanna B. Maes, Ritu V. Chopra. "Examining the Retention of Nontraditional Latino(a) Students in a Career-Based Learning Community", *Journal of Hispanic Higher Education*, 2011
Crossref 199 words — 7%
- 2** Constance Iloh. "Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college", *Journal of Adult and Continuing Education*, 2018
Crossref 155 words — 5%
- 3** Constance Iloh. "Paving effective community college pathways by recognizing the Latino post-traditional student", *Journal of Latinos and Education*, 2017
Crossref 110 words — 4%
- 4** deepblue.lib.umich.edu
Internet 86 words — 3%
- 5** www.edexcelencia.org
Internet 79 words — 3%
- 6** hechingerreport.org
Internet 72 words — 3%
- 7** collegequarterly.ca
Internet 64 words — 2%
- 8** consulting.aacrao.org
Internet 59 words — 2%

9	pubs.aeaweb.org Internet	57 words — 2%
10	Denise Green. "Historically underserved students: What we know, what we still need to know", New Directions for Community Colleges, 2006 Crossref	53 words — 2%
11	louissoares.com Internet	43 words — 2%
12	scholarworks.waldenu.edu Internet	39 words — 1%
13	www.aauw.org Internet	35 words — 1%
14	propertibazar.com Internet	33 words — 1%
15	www.csun.edu Internet	30 words — 1%
16	www.eab.com Internet	28 words — 1%
17	novahealthforce.com Internet	27 words — 1%
18	debsedstudies.org Internet	23 words — 1%
19	www.carnegiefoundation.org Internet	21 words — 1%
20	www.ccsenet.org Internet	17 words — 1%
21	journals.sagepub.com Internet	14 words — < 1%

22	www.airweb.org Internet	10 words — < 1%
23	www.thefreelibrary.com Internet	10 words — < 1%
24	CONSTANCE ILOH. "Toward a New Model of College "Choice" for a Twenty-First-Century Context", Harvard Educational Review, 2018 Crossref	10 words — < 1%
25	d-scholarship.pitt.edu Internet	9 words — < 1%
26	www.sloan-c.org Internet	9 words — < 1%
27	www.aacc.nche.edu Internet	8 words — < 1%
28	www.luminafoundation.org Internet	8 words — < 1%
29	www.ets.org Internet	8 words — < 1%
30	www.ccsse.org Internet	8 words — < 1%
31	www.epcc.edu Internet	8 words — < 1%
32	es.scribd.com Internet	8 words — < 1%
33	media.proquest.com Internet	8 words — < 1%
34	Donovan, Elizabeth, Pronabesh Das Mahapatra, Traci C. Green, Emil Chiauzzi, Kimberly McHugh, and Amanda Hemm. "Efficacy of an online intervention to reduce	6 words — < 1%

alcohol-related risks among community college students",
Addiction Research & Theory, 2015.

Crossref

35 "Service-Learning at the American Community College", Springer Nature, 2014 6 words — < 1%

Crossref

36 Jason L. Taylor, Dimpal Jain. "The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education", Community College Review, 2017 6 words — < 1%

Crossref

EXCLUDE QUOTES OFF

EXCLUDE MATCHES OFF

EXCLUDE BIBLIOGRAPHY ON

Pages 109 through 110 redacted for the following reasons:

Proposed by Tabah 6255

Pages 291 through 308 redacted for the following reasons:

6255

HJLE - Paving Effective Community College Pathways by Recognizing the Latino Post-Traditional Student

ORIGINALITY REPORT

48%

SIMILARITY INDEX

PRIMARY SOURCES

- 1** Elena Sandoval-Lucero, Johanna B. Maes, Ritu V. Chopra. "Examining the Retention of Nontraditional Latino(a) Students in a Career-Based Learning Community", *Journal of Hispanic Higher Education*, 2011
Crossref 199 words — 7%
- 2** Constance Iloh. "Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college", *Journal of Adult and Continuing Education*, 2018
Crossref 155 words — 5%
- 3** Constance Iloh. "Paving effective community college pathways by recognizing the Latino post-traditional student", *Journal of Latinos and Education*, 2017
Crossref 110 words — 4%
- 4** deepblue.lib.umich.edu
Internet 86 words — 3%
- 5** www.edexcelencia.org
Internet 79 words — 3%
- 6** hechingerreport.org
Internet 72 words — 3%
- 7** collegequarterly.ca
Internet 64 words — 2%
- 8** consulting.aacrao.org
Internet 59 words — 2%

9	pubs.aeaweb.org Internet	57 words — 2%
10	Denise Green. "Historically underserved students: What we know, what we still need to know", New Directions for Community Colleges, 2006 Crossref	53 words — 2%
11	louissoares.com Internet	43 words — 2%
12	scholarworks.waldenu.edu Internet	39 words — 1%
13	www.aauw.org Internet	35 words — 1%
14	propertibazar.com Internet	33 words — 1%
15	www.csun.edu Internet	30 words — 1%
16	www.eab.com Internet	28 words — 1%
17	novahealthforce.com Internet	27 words — 1%
18	debsedstudies.org Internet	23 words — 1%
19	www.carnegiefoundation.org Internet	21 words — 1%
20	www.ccsenet.org Internet	17 words — 1%
21	journals.sagepub.com Internet	14 words — < 1%

22	www.airweb.org Internet	10 words — < 1%
23	www.thefreelibrary.com Internet	10 words — < 1%
24	CONSTANCE ILOH. "Toward a New Model of College "Choice" for a Twenty-First-Century Context", Harvard Educational Review, 2018 Crossref	10 words — < 1%
25	d-scholarship.pitt.edu Internet	9 words — < 1%
26	www.sloan-c.org Internet	9 words — < 1%
27	www.aacc.nche.edu Internet	8 words — < 1%
28	www.luminafoundation.org Internet	8 words — < 1%
29	www.ets.org Internet	8 words — < 1%
30	www.ccsse.org Internet	8 words — < 1%
31	www.epcc.edu Internet	8 words — < 1%
32	es.scribd.com Internet	8 words — < 1%
33	media.proquest.com Internet	8 words — < 1%
34	Donovan, Elizabeth, Pronabesh Das Mahapatra, Traci C. Green, Emil Chiauzzi, Kimberly McHugh, and Amanda Hemm. "Efficacy of an online intervention to reduce	6 words — < 1%

alcohol-related risks among community college students",
Addiction Research & Theory, 2015.

Crossref

35 "Service-Learning at the American Community College", Springer Nature, 2014 6 words — < 1%

Crossref

36 Jason L. Taylor, Dimpal Jain. "The Multiple Dimensions of Transfer: Examining the Transfer Function in American Higher Education", Community College Review, 2017 6 words — < 1%

Crossref

EXCLUDE QUOTES OFF

EXCLUDE MATCHES OFF

EXCLUDE BIBLIOGRAPHY ON

6254(c)

Pages 117 through 128 redacted for the following reasons:

Proposed by Tabah 6255
proposed by Tabah

From: Karuna Rana <Karuna.Rana@sagepub.in> <Karuna.Rana@sagepub.in>
Sent time: 06/27/2019 10:42:30 PM
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: RE: ADU 785384 and Correction notice 857491
Attachments: ADU785384_PostOF_cx1- Matt edits pdf

Hi Constance,

I have pasted your emails here for my record. We will get the references removed as per your email and have marked it in the article. We request you to please confirm the **Pelletier** reference as given in the below email at earliest today and I shall proceed further to get them incorporated.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 June 2019 20:04
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re: Re:

Hello there,

Thank you so much. I will look at this when I get to a computer. Were you able to take out those references and their in-text cites as Matthew said? It would also make the Harvard ed review one just (2018) in-text and not (2018b) I believe.

From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 June 2019 19:53
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re:

Hello there! Going to a computer now. Did you remove the two references I spoke about and as he said ?

From: Karuna Rana
Sent: 27 June 2019 17:30
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: ADU 785384 and Correction notice 857491
Importance: High

Hi Constance,

Please find the attached updated correction notice. As mentioned by Matt, please note that we will not be able to make any further changes. We have checked through the wording and made the changes you proposed.

Please confirm the **Pelletier** reference as given in the below email at earliest today and I shall proceed further.

I hope you appreciate that we cannot delay the publication any further. Also, I request you to please respond to the same email chain and do not start a new email (also please do not change the subject line) as it helps in keeping a record.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



We are SAGE—
A Great Place to Work!

From: Karuna Rana
Sent: 27 June 2019 15:16
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: RE: Re:

Hi Constance,

I hope you are in receipt of below email from Matt.
Could you please confirm if it is fine with you to have the reference as under? I shall then proceed.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from
http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf,

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



We are SAGE—
A Great Place to Work!

From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Sent: 26 June 2019 19:16
To: Constance A Iloh <ciloh@uci.edu>; Karuna Rana <Karuna.Rana@sagepub.in>
Subject: RE: Re:

Hi both,

I recommended adding Fall 2010 as this is how the journal denotes its issues. I have looked at how other articles reference this paper and they all reference it as Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from
http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf,
therefore to avoid potentially adding an error I suggest we do the same. I hope that is agreeable to you, Constance.

This part of the process is not for requesting additional changes, but to confirm the changes agreed to previously have been incorporated into the typeset version. However, as we are making this change we may as well remove the references below as well.

Karuna, sorry to ask you to update this again.

Many thanks,
Matt

From: Constance A Iloh <ciloh@uci.edu>
Sent: 26 June 2019 14:05
To: Karuna Rana <Karuna.Rana@sagepub.in>; Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: Re:

Thanks! I can be on stand by all day with my computer and have cancelled everything else. I am just conforming exactly how Pelletier should be referenced. The last two references are redundant and overkill so I removed them for this updated version.

Again with Pelletier, I just wanted to make sure everything was correct and I was seeking a definitive answer on how that reference should be written amidst the conflicting other references in other articles for this same text. Is there a number I can best reach you?

Best,

On Wed, Jun 26, 2019 at 4:51 AM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I will check on this with Matthew and let you know.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 26 June 2019 16:55
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject:

Hello there. Please halt what you are doing. I don't think the Pelletier reference is written correctly, it has 2010 written twice, and I sought out an APA expert about this. I also want to see updated corrigendum.

Please also remove reference (in-text cites) and reference to these articles:

Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603

Iloh, C. (2018a). Not non-traditional, the new normal: Adult learners and the role of student affairs in supporting older college students. *Journal of Student Affairs*, 27, 25–31.

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education



University of California, Irvine
School of Education
Irvine, CA 92697-5500

Page Proof Instructions and Queries

Journal Title: Journal of Adult and Continuing Education (ADU)

Article Number: 785384

Thank you for choosing to publish with us. This is your final opportunity to ensure your article will be accurate at publication. Please review your proof carefully and respond to the queries using the circled tools in the image below, which are available by clicking “Comment” from the right-side menu in Adobe Reader DC.*

Please use *only* the tools circled in the image, as edits via other tools/methods can be lost during file conversion. For comments, questions, or formatting requests, please use . Please do *not* use comment bubbles/sticky notes .



*If you do not see these tools, please ensure you have opened this file with Adobe Reader DC, available for free at get.adobe.com/reader or by going to Help > Check for Updates within other versions of Reader. For more detailed instructions, please see us.sagepub.com/ReaderXProofs.

No.	Query
	Please note, only ORCID iDs validated prior to acceptance will be authorized for publication; we are unable to add or amend ORCID iDs at this stage.
	Please confirm that all author information, including names, affiliations, sequence, and contact details, is correct.
	Please review the entire document for typographical errors, mathematical errors, and any other necessary corrections; check headings, tables, and figures.
	Please confirm that the Funding and Conflict of Interest statements are accurate.
	Please ensure that you have obtained and enclosed all necessary permissions for the reproduction of artistic works, (e.g. illustrations, photographs, charts, maps, other visual material, etc.) not owned by yourself. Please refer to your publishing agreement for further information.
	Please note that this proof represents your final opportunity to review your article prior to publication, so please do send all of your changes now.
AQ: 1	Please provide volume and issue information for ref. Pelletier, S. (2010).

Pages 330 through 346 redacted for the following reasons:

6255

From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk> <Matthew.Snelgrove@sagepub.co.uk>
Sent time: 06/28/2019 02:30:09 AM
To: Karuna Rana <Karuna.Rana@sagepub.in>; Constance A Iloh <ciloh@uci.edu>
Subject: RE: ADU 785384 and Correction notice 857491

Hi both,

Now we have confirmed the removal of the two references and found the correct way to reference the Pelletier article we should proceed with publication.

Karuna, please have the latest updates incorporated and start the publication process.

Many thanks,
Matt

From: Karuna Rana <Karuna.Rana@sagepub.in>
Sent: 28 June 2019 07:00
To: Constance A Iloh <ciloh@uci.edu>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: RE: ADU 785384 and Correction notice 857491

The last inquiry is pasted as under:

Could you please confirm if it is fine with you to have the reference as under? I shall then proceed.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from

http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 28 June 2019 11:28
To: Karuna Rana <Karuna.Rana@sagepub.in>
Cc: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: Re: ADU 785384 and Correction notice 857491

Will do! Let me find what last email your inquiry was.....

On Thu, Jun 27, 2019 at 10:55 PM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

Yes, I confirm that there will be just one reference Iloh, 2018. Now, may I request you to please let me know about the **Pelletier** reference?

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 28 June 2019 11:23
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re: ADU 785384 and Correction notice 857491

Hi there! Thanks! Just for clarity:

The two references will also change the in-text cites. For example, the 2018b should just be 2018 but I need to double check.

Warm regards,

On Thu, Jun 27, 2019 at 10:43 PM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I have pasted your emails here for my record. We will get the references removed as per your email and have marked it in the article. We request you to please confirm the **Pelletier** reference as given in the below email at earliest today and I shall proceed further to get them incorporated.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 June 2019 20:04
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re: Re:

Hello there,

Thank you so much. I will look at this when I get to a computer. Were you able to take out those references and their in-text cites as Matthew said? It would also make the Harvard ed review one just (2018) in-text and not (2018b) I believe.

From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 June 2019 19:53
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re:

Hello there! Going to a computer now. Did you remove the two references I spoke about and as he said ?

From: Karuna Rana
Sent: 27 June 2019 17:30
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: ADU 785384 and Correction notice 857491
Importance: High

Hi Constance,

Please find the attached updated correction notice. As mentioned by Matt, please note that we will not be able to make any further changes. We have checked through the wording and made the changes you proposed.

Please confirm the **Pelletier** reference as given in the below email at earliest today and I shall proceed further.

I hope you appreciate that we cannot delay the publication any further. Also, I request you to please respond to the same email chain and do not start a new email (also please do not change the subject line) as it helps in keeping a record.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



We are SAGE—
A Great Place to Work!

From: Karuna Rana
Sent: 27 June 2019 15:16
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: RE: Re:

Hi Constance,

I hope you are in receipt of below email from Matt.
Could you please confirm if it is fine with you to have the reference as under? I shall then proceed.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf,

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



We are SAGE—
A Great Place to Work!

From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Sent: 26 June 2019 19:16
To: Constance A Iloh <ciloh@uci.edu>; Karuna Rana <Karuna.Rana@sagepub.in>
Subject: RE: Re:

Hi both,

I recommended adding Fall 2010 as this is how the journal denotes its issues. I have looked at how other articles reference this paper and they all reference it as Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf, therefore to avoid potentially adding an error I suggest we do the same. I hope that is agreeable to you, Constance.

This part of the process is not for requesting additional changes, but to confirm the changes agreed to previously have been incorporated into the typeset version. However, as we are making this change we may as well remove the references below as well.

Karuna, sorry to ask you to update this again.

Many thanks,
Matt

From: Constance A Iloh <ciloh@uci.edu>
Sent: 26 June 2019 14:05
To: Karuna Rana <Karuna.Rana@sagepub.in>; Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: Re:

Thanks! I can be on stand by all day with my computer and have cancelled everything else. I am just conforming exactly how Pelletier should be referenced. The last two references are redundant and overkill so I removed them for this updated version.

Again with Pelletier, I just wanted to make sure everything was correct and I was seeking a definitive answer on how that reference should be written amidst the conflicting other references in other articles for this same text. Is there a number I can best reach you?

Best,

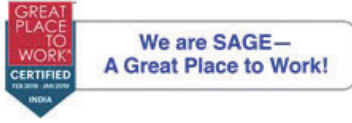
On Wed, Jun 26, 2019 at 4:51 AM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I will check on this with Matthew and let you know.

Warm regards,
Karuna

Karuna Rana (Ms.)
Associate Production Editor
SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>
Sent: 26 June 2019 16:55
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject:

Hello there. Please halt what you are doing. I don't think the Pelletier reference is written correctly, it has 2010 written twice, and I sought out an APA expert about this. I also want to see updated corrigendum.

Please also remove reference (in-text cites) and reference to these articles:

Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603

Iloh, C. (2018a). Not non-traditional, the new normal: Adult learners and the role of student affairs in supporting older college students. *Journal of Student Affairs*, 27, 25–31.

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 04/25/2019 01:47:36 AM
To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>; Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Subject: Re: ADU corrigendum

Dear Amy,

Thanks for your correspondence. I will resend what I have sent with him included in another email. Will copy you as well. Cheers and thank you for all your correspondence. Wishing you all the best and hope everything is well in your life and endeavors.

Best,

On Thu, Apr 25, 2019 at 1:39 AM Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> wrote:

Dear Constance,

I am writing to let you know that we have a changeover in staff at SAGE – I am leaving the company on Friday and my colleague Matt Snelgrove, cc'd, is now managing *Journal of Adult and Continuing Education*.

Please send the changes which you suggest to the draft corrigendum to Matt.

Best wishes,

Amy

From: Constance A Iloh <ciloh@uci.edu>
Sent: 16 April 2019 15:30
To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>
Subject: Re: ADU corrigendum

Dear Amy,

I hope all is well. You will have updated later today. Thank you.

On Tuesday, April 9, 2019, Constance A Iloh <ciloh@uci.edu> wrote:

Thank you. I can an updated version to you before the end of the week.

Warm regards,

On Tuesday, April 9, 2019, Constance A Iloh <ciloh@uci.edu> wrote:

I will send my updated to you in an hour. I do not approve this. I have been in the hospital and just got out.

On Tuesday, April 9, 2019, Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> wrote:

Dear Constance,

In the interest of time, our contracts team have updated the corrigendum to make changes bearing in mind your feedback.

Please find the final draft attached. The corrigendum contains only the information that it is essential to inform the readers of the changes to the version of record.

I will shortly be sending the corrigendum to our production team, for them to prepare it for publication.

If you have any comments, please could you let us know by the end of the week?

Thanks.

Best,

Amy

From: Amy EllisThompson
Sent: 04 April 2019 09:56
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: ADU corrigendum

Dear Constance,

Following your email below, please could you outline the proposed changes that you are suggesting to the corrigendum?

Best wishes,

Amy

From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 March 2019 14:17
To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: Re: ADU corrigendum

Greetings,

I hope this email finds you well. Per my previous email, this is not accurate however. Those references were not left out, they were added because of new text. I also do not approve of any language that includes "the author regrets." I can send a new version as again I do not approve of the current and would never allow such. I will submit shortly.

I will send an updated. Please let me know if you have any questions. Have a great day.

Best,

On Wed, Mar 27, 2019 at 4:20 AM Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> wrote:

Dear Constance,

Thank you for your time in reviewing the draft corrigendum.

However, we have concerns about the changes which you have made, particularly removing the record of references which have been amended/included in the updated version of your article.

In line with best practices of transparency when making changes to a published version of record, we need to include this information in the corrigendum. Please see links below for further information on these policies and practices:

<https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing>

https://www.stm-assoc.org/2017_09_05_STM_Guide_Preserving_the_Record_of_Science_5_September_2017.pdf

As an article published Online First is fully citable, we have to be clear to authors who may have used or cited the article what has changed since the initial publication. This is why we publish a corrigendum rather than just updating the article. We also include a watermarked version of the original article as part of the corrigendum, to demonstrate the changes made to the published record:

<https://uk.sagepub.com/en-gb/eur/corrections-crossmark-policies>

We do need to publish a full correction notice to be able to publish your updated article. I hope that the information above helps to explain why we follows these steps.

However if you have a specific question or concern about any aspect of this, please let Mike or I know and hopefully we can address this.

Thanks in advance for your response.

Best,

Amy

From: Constance A Iloh <ciloh@uci.edu>

Sent: 21 March 2019 17:18

To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>

Subject:

Greetings,

Please find attached.

Warm regards,

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

We have moved!

SAGE UK is on the move (temporarily), please find our new offices at [1 Broadgate, London EC2M 2QS](#)

How to find us

We're located at Broadgate Circle in between Moorgate and Liverpool Street

Nearest Tube Stations: Liverpool Street (5 minute walk), [Moorgate](#) (5 minute walk), Old Street (10 minute walk)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

Pages 144 through 145 redacted for the following reasons:

Proposed by Tacah

Warm regards,

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

We have moved!

SAGE UK is on the move (temporarily), please find our new offices at [1 Broadgate, London EC2M 2QS](#)

How to find us

We're located at Broadgate Circle in between Moorgate and Liverpool Street
Nearest Tube Stations: Liverpool Street (5 minute walk), [Moorgate](#) (5 minute walk), Old Street (10 minute walk)

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.
Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

From: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> <Amy.EllisThompson@sagepub.co.uk>
Sent time: 03/27/2019 04:19:16 AM
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: ADU corrigendum
Attachments: Iloh corrigendum 2019 final.docx

Dear Constance,

Thank you for your time in reviewing the draft corrigendum.

However, we have concerns about the changes which you have made, particularly removing the record of references which have been amended/included in the updated version of your article.

In line with best practices of transparency when making changes to a published version of record, we need to include this information in the corrigendum. Please see links below for further information on these policies and practices:

<https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing>

https://www.stm-assoc.org/2017_09_05_STM_Guide_Preserving_the_Record_of_Science_5_September_2017.pdf

As an article published Online First is fully citable, we have to be clear to authors who may have used or cited the article what has changed since the initial publication. This is why we publish a corrigendum rather than just updating the article. We also include a watermarked version of the original article as part of the corrigendum, to demonstrate the changes made to the published record:

<https://uk.sagepub.com/en-gb/eur/corrections-crossmark-policies>

We do need to publish a full correction notice to be able to publish your updated article. I hope that the information above helps to explain why we follows these steps.

However if you have a specific question or concern about any aspect of this, please let Mike or I know and hopefully we can address this.

Thanks in advance for your response.

Best,

Amy

From: Constance A Iloh <ciloh@uci.edu>

Sent: 21 March 2019 17:18

To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>

Subject:

Greetings,

Please find attached.

Warm regards,

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

.....
University of California, Irvine
School of Education
Irvine, CA 92697-5500

We have moved!

SAGE UK is on the move (temporarily), please find our new offices at 1 Broadgate, London EC2M 2QS

How to find us

We're located at Broadgate Circle in between Moorgate and Liverpool Street

Nearest Tube Stations: Liverpool Street (5 minute walk), Moorgate (5 minute walk), Old Street (10 minute walk)

CORRIGENDUM: Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college

Constance Iloh, Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college. *Journal of Adult and Continuing Education*, Online First October 18, 2018. DOI: 10.1177/1477971418785384

The author regrets that at the time of submission the following sources were not adequately referenced:

Alsaaty, F. M., Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional versus online learning in institutions of higher education: Minority business students' perceptions. *Business and Management Research*, 5(2), 31-41. doi:10.5430/bmr.v5n2p31

Fernandez, W. D. (2004). The grounded theory method and case study data in is research: Issues and design. In D. N. Hart & S. D. Gregor (Eds.), *Information systems foundations: Constructing and criticizing*. Canberra, Australia: ANU E-Press.

Hajibayova, L. (2017). Students' viewpoint: What constitutes presence in an online classroom? *Cataloging & Classification Quarterly*, 55(1), 12-25.

Huang, X., Chandra, A., DePaolo, C. A., & Simmons, L. L. (2016). Understanding transactional distance in web-based learning environments: An empirical study. *British Journal of Educational Technology*, 47(4), 734-747.

Mbwesa, J. K. (2014). Transactional distance as a predictor of perceived learner satisfaction in distance learning courses: A case study of bachelor of education arts program. *Journal of Education and Training Studies*, 2(2), 176-188.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2-6.

Seaman, J. E., Allen, I. E., & Seaman, J. (2018). Grade increase: Tracking distance education in the United States. Babson Survey Research Group: Babson Park, MA.

Shannon, D. M. (2002). Effective teacher behaviors and Michael Moore's theory of transactional distance. *Journal of Education for Library and Information Science*, 43(1), 43-46.

Sections throughout the original manuscript have therefore been re-written and updated with the correct attribution. The online version of the article has been corrected.

This correction notice includes for reference a watermarked version of the article as published on October 18, 2018.

From: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> <Amy.EllisThompson@sagepub.co.uk>
Sent time: 04/09/2019 01:19:17 AM
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: ADU corrigendum
Attachments: Iloh corrigendum 2019 09.04.19 track changes.docx

Dear Constance,

In the interest of time, our contracts team have updated the corrigendum to make changes bearing in mind your feedback.

Please find the final draft attached. The corrigendum contains only the information that it is essential to inform the readers of the changes to the version of record.

I will shortly be sending the corrigendum to our production team, for them to prepare it for publication.

If you have any comments, please could you let us know by the end of the week?

Thanks.

Best,
Amy

From: Amy EllisThompson
Sent: 04 April 2019 09:56
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: ADU corrigendum

Dear Constance,

Following your email below, please could you outline the proposed changes that you are suggesting to the corrigendum?

Best wishes,
Amy

From: Constance A Iloh <ciloh@uci.edu>
Sent: 27 March 2019 14:17
To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: Re: ADU corrigendum

Greetings,

I hope this email finds you well. Per my previous email, this is not accurate however. Those references were not left out, they were added because of new text. I also do not approve of any language that includes "the author regrets." I can send a new version as again I do not approve of the current and would never allow such. I will submit shortly.

I will send an updated. Please let me know if you have any questions. Have a great day.

Best,

On Wed, Mar 27, 2019 at 4:20 AM Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk> wrote:

Dear Constance,

Thank you for your time in reviewing the draft corrigendum.

However, we have concerns about the changes which you have made, particularly removing the record of references which have been amended/included in the updated version of your article.

In line with best practices of transparency when making changes to a published version of record, we need to include this information in the corrigendum. Please see links below for further information on these policies and practices:

<https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing>

https://www.stm-assoc.org/2017_09_05_STM_Guide_Preserving_the_Record_of_Science_5_September_2017.pdf

As an article published Online First is fully citable, we have to be clear to authors who may have used or cited the article what has changed since the initial publication. This is why we publish a corrigendum rather than just updating the article. We also include a watermarked version of the original article as part of the corrigendum, to demonstrate the changes made to the published record:

<https://uk.sagepub.com/en-gb/eur/corrections-crossmark-policies>

We do need to publish a full correction notice to be able to publish your updated article. I hope that the information above helps to explain why we follows these steps.

However if you have a specific question or concern about any aspect of this, please let Mike or I know and hopefully we can address this.

Thanks in advance for your response.

Best,

Amy

From: Constance A Iloh <ciloh@uci.edu>

Sent: 21 March 2019 17:18

To: Amy EllisThompson <Amy.EllisThompson@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>

Subject:

Greetings,

Please find attached.

Warm regards,

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

We have moved!

SAGE UK is on the move (temporarily), please find our new offices at 1 Broadgate, London EC2M 2QS

How to find us

We're located at Broadgate Circle in between Moorgate and Liverpool Street

Nearest Tube Stations: Liverpool Street (5 minute walk), Moorgate (5 minute walk), Old Street (10 minute walk)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

CORRIGENDUM: Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college

Constance Iloh, Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college. *Journal of Adult and Continuing Education*, Online First October 18, 2018. DOI: 10.1177/1477971418785384

Sections throughout the original manuscript have been re-written and updated to include the following references. The online version of the article has been corrected.

This correction notice includes for reference a watermarked version of the article as published on October 18, 2018.

Alsaaty, F. M., Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional versus online learning in institutions of higher education: Minority business students' perceptions. *Business and Management Research*, 5(2), 31-41. doi:10.5430/bmr.v5n2p31

Fernandez, W. D. (2004). The grounded theory method and case study data in is research: Issues and design. In D. N. Hart & S. D. Gregor (Eds.), *Information systems foundations: Constructing and criticizing*. Canberra, Australia: ANU E-Press.

Hajibayova, L. (2017). Students' viewpoint: What constitutes presence in an online classroom? *Cataloging & Classification Quarterly*, 55(1), 12-25.

Huang, X., Chandra, A., DePaolo, C. A., & Simmons, L. L. (2016). Understanding transactional distance in web-based learning environments: An empirical study. *British Journal of Educational Technology*, 47(4), 734-747.

Mbwesa, J. K. (2014). Transactional distance as a predictor of perceived learner satisfaction in distance learning courses: A case study of bachelor of education arts program. *Journal of Education and Training Studies*, 2(2), 176-188.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2-6.

Seaman, J. E., Allen, I. E., & Seaman, J. (2018). Grade increase: Tracking distance education in the United States. Babson Survey Research Group: Babson Park, MA.

Shannon, D. M. (2002). Effective teacher behaviors and Michael Moore's theory of transactional distance. *Journal of Education for Library and Information Science*, 43(1), 43-46.

Formatted: Width: 8.5", Height: 11"

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 05/15/2019 03:23:51 AM
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: Re: Journal of Adult and Continuing Education - Corrigendum
Attachments: Iloh corrigendum 2019 may 15.pdf

Thanks for your prior email.

I have attached the new, where only two updates were made from your submission. I was told that my agreement was needed. As you can see, those references were added in updating the text but they were not missing in the one from before so I want accuracy as well. That is all I was trying to capture before but I also see what you are saying. Thank you.

On Wed, May 15, 2019 at 3:14 AM Constance A Iloh <ciloh@uci.edu> wrote:

I will send another version then. I added these references but they were never missing from the text before. I was trying to accomodate what you all listed.

On Wed, May 15, 2019 at 2:17 AM Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk> wrote:

Dear Constance,

I hope you are well.

Thank you for sending your proposed edits to the corrigendum wording.

We follow COPE's recommended guidance, and are guided by their principles of transparency and best practice. We have accommodated your changes as best we can, however the latest changes you have suggested are not transparent enough to meet the criteria set out in the COPE guidelines. We have the agreement of the Editor of the *Journal of Adult and Continuing Education* on the corrigendum wording, and will therefore be proceeding with the publication of the corrigendum text as attached with this email. I would like to thank you for your co-operation on this matter and hope you appreciate that SAGE and the Editor of the journal are responsible for ensuring transparency and that relevant procedures are adhered to, and therefore have full discretion regarding the content of the corrigendum wording.

Many thanks again,

Matt

Matthew Snelgrove

Associate Editor, HSS Journals

SAGE Publications Ltd

1 Broadgate Circle,

London, EC2M 2QS

UK

From: Constance A Iloh <ciloh@uci.edu>

Sent: 08 May 2019 17:25

To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>

Subject:

Greetings,

I hope this email finds you well! Please find attached.

Best,

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

Pages 369 through 370 redacted for the following reasons:

6255

From: Mike Osborne <Michael.Osborne@glasgow.ac.uk> <Michael.Osborne@glasgow.ac.uk>
Sent time: 05/16/2019 08:19:44 AM
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Constance A Iloh <ciloh@uci.edu>
Subject: Re: Journal of Adult and Continuing Education - Corrigendum

Dear Matthew and Constance,

I am content with this.

My apologies for not reply to your Skype call Constance – I have only just got back from Zimbabwe. I now hope that we can go forward and get this published. Best wishes Mike

Michael Osborne

Professor of Adult and Lifelong Learning and Director of Research, School of Education, 11 Eldon St, University of Glasgow G3 6NH

T: +44 141 330 3414

M: +44 780 358 9772

Director of [PASCAL Observatory](#)

Director of [Centre for Research and Development in Adult and Lifelong Learning](#)

PI British Academy-funded GCRF [Strengthening Urban Engagement of Universities in Asia and Africa \(SUEUAA\)](#) project

Associate Director and Co-I ESRC-funded [Urban Big Data Centre](#)

Co-I RCUK-funded GCRF Global [Centre for Sustainable Healthy Learning Cities and Neighbourhoods](#)

From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Date: Thursday, 16 May 2019 at 16:12
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: Journal of Adult and Continuing Education - Corrigendum

Thank you for understanding our perspective and responsibilities and for working with us to achieve accuracy. The latest suggested wording should be fine so I will confirm Mike's approval and move this forward.

Our production editor will be in touch when the revised article has been typeset.

Thanks again,
Matt

From: Constance A Iloh <ciloh@uci.edu>
Sent: 15 May 2019 11:24
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: Re: Journal of Adult and Continuing Education - Corrigendum

Thanks for your prior email.

I have attached the new, where only two updates were made from your submission. I was told that my agreement was needed. As you can see, those references were added in updating the text but they were not missing in the one from before so I want accuracy as well. That is all I was trying to capture before but I also see what you are saying. Thank you.

On Wed, May 15, 2019 at 3:14 AM Constance A Iloh <ciloh@uci.edu> wrote:

I will send another version then. I added these references but they were never missing from the text before. I was trying to accomodate what you all listed.

On Wed, May 15, 2019 at 2:17 AM Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk> wrote:

Dear Constance,

I hope you are well.

Thank you for sending your proposed edits to the corrigendum wording.

We follow COPE's recommended guidance, and are guided by their principles of transparency and best practice. We have accommodated your changes as best we can, however the latest changes you have suggested are not transparent enough to meet the criteria set out in the COPE guidelines. We have the agreement of the Editor of the *Journal of Adult and Continuing Education* on the corrigendum wording, and will therefore be proceeding with the publication of the corrigendum text as attached with this email. I would like to thank you for your co-operation on this matter and hope you appreciate that SAGE and the Editor of the journal are responsible for ensuring transparency and that relevant procedures are adhered to, and therefore have full discretion regarding the content of the corrigendum wording.

Many thanks again,
Matt

Matthew Snelgrove
Associate Editor, HSS Journals
SAGE Publications Ltd
1 Broadgate Circle,
London, EC2M 2QS
UK

From: Constance A Iloh <ciloh@uci.edu>

Sent: 08 May 2019 17:25

To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>

Subject:

Greetings,

I hope this email finds you well! Please find attached.

Best,

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk> <Matthew.Snelgrove@sagepub.co.uk>
Sent time: 05/16/2019 08:10:30 AM
To: Constance A Iloh <ciloh@uci.edu>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: RE: Journal of Adult and Continuing Education - Corrigendum

Thank you for understanding our perspective and responsibilities and for working with us to achieve accuracy. The latest suggested wording should be fine so I will confirm Mike's approval and move this forward.

Our production editor will be in touch when the revised article has been typeset.

Thanks again,
Matt

From: Constance A Iloh <ciloh@uci.edu>
Sent: 15 May 2019 11:24
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: Re: Journal of Adult and Continuing Education - Corrigendum

Thanks for your prior email.

I have attached the new, where only two updates were made from your submission. I was told that my agreement was needed. As you can see, those references were added in updating the text but they were not missing in the one from before so I want accuracy as well. That is all I was trying to capture before but I also see what you are saying. Thank you.

On Wed, May 15, 2019 at 3:14 AM Constance A Iloh <ciloh@uci.edu> wrote:

I will send another version then. I added these references but they were never missing from the text before. I was trying to accomodate what you all listed.

On Wed, May 15, 2019 at 2:17 AM Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk> wrote:

Dear Constance,

I hope you are well.

Thank you for sending your proposed edits to the corrigendum wording.

We follow COPE's recommended guidance, and are guided by their principles of transparency and best practice. We have accommodated your changes as best we can, however the latest changes you have suggested are not transparent enough to meet the criteria set out in the COPE guidelines. We have the agreement of the Editor of the *Journal of Adult and Continuing Education* on the corrigendum wording, and will therefore be proceeding with the publication of the corrigendum text as attached with this email. I would like to thank you for your co-operation on this matter and hope you appreciate that SAGE and the Editor of the journal are responsible for ensuring transparency and that relevant procedures are adhered to, and therefore have full discretion regarding the content of the corrigendum wording.

Many thanks again,
Matt

Matthew Snelgrove
Associate Editor, HSS Journals
SAGE Publications Ltd
1 Broadgate Circle,
London, EC2M 2QS
UK

From: Constance A Iloh <ciloh@uci.edu>
Sent: 08 May 2019 17:25
To: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>; Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject:

Greetings,

I hope this email finds you well! Please find attached.

Best,

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine

School of Education

Irvine, CA 92697-5500

[My Website](#) | [Twitter](#) | [Academia.edu](#)

Pages 162 through 164 redacted for the following reasons:

Proposed by Tabah

Dr. Constance Iloh

Information Classification: General

--

Dr. Constance Iloh
Assistant Professor

.....
University of California, Irvine
Irvine, CA 92697-5500
@constanceiloh
www.constanceiloh.com

Information Classification: General

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 06/27/2019 07:34:27 AM
To: Karuna Rana <Karuna.Rana@sagepub.in>
Subject: Re: Re:

Hello there,

Thank you so much. I will look at this when I get to a computer. Were you able to take out those references and their in-text cites as Matthew said? It would also make the Harvard ed review one just (2018) in-text and not (2018b) I believe.

On Thu, Jun 27, 2019 at 2:46 AM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I hope you are in receipt of below email from Matt.

Could you please confirm if it is fine with you to have the reference as under? I shall then proceed.

Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf,

Warm regards,

Karuna

Karuna Rana (Ms.)
Associate Production Editor

SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>
Sent: 26 June 2019 19:16
To: Constance A Iloh <ciloh@uci.edu>; Karuna Rana <Karuna.Rana@sagepub.in>
Subject: RE: Re:

Hi both,

I recommended adding Fall 2010 as this is how the journal denotes its issues. I have looked at how other articles reference this paper and they all reference it as Pelletier, S. (2010). Success for adult students. *Public Purpose*, 2–6. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/MediaAndPublications/PublicPurposeMagazines/Issue/10fall_adultstudents.pdf, therefore to avoid potentially adding an error I suggest we do the same. I hope that is agreeable to you, Constance.

This part of the process is not for requesting additional changes, but to confirm the changes agreed to previously have been incorporated into the typeset version. However, as we are making this change we may as well remove the references below as well.

Karuna, sorry to ask you to update this again.

Many thanks,

Matt

From: Constance A Iloh <ciloh@uci.edu>

Sent: 26 June 2019 14:05

To: Karuna Rana <Karuna.Rana@sagepub.in>; Matthew Snelgrove <Matthew.Snelgrove@sagepub.co.uk>

Subject: Re:

Thanks! I can be on stand by all day with my computer and have cancelled everything else. I am just conforming exactly how Pelletier should be referenced. The last two references are redundant and overkill so I removed them for this updated version.

Again with Pelletier, I just wanted to make sure everything was correct and I was seeking a definitive answer on how that reference should be written amidst the conflicting other references in other articles for this same text. Is there a number I can best reach you?

Best,

On Wed, Jun 26, 2019 at 4:51 AM Karuna Rana <Karuna.Rana@sagepub.in> wrote:

Hi Constance,

I will check on this with Matthew and let you know.

Warm regards,

Karuna

Karuna Rana (Ms.)
Associate Production Editor

SAGE Publications India Pvt Ltd.
www.sagepub.in



From: Constance A Iloh <ciloh@uci.edu>

Sent: 26 June 2019 16:55

To: Karuna Rana <Karuna.Rana@sagepub.in>

Subject:

Hello there. Please halt what you are doing. I don't think the Pelletier reference is written correctly, it has 2010 written twice, and I sought out an APA expert about this. I also want to see updated corrigendum.

Please also remove reference (in-text cites) and reference to these articles:

Iloh, C. (2017). Paving effective community college pathways by recognizing the Latino post-traditional student. *Journal of Latinos and Education*. doi:10.1080/15348431.2017.1371603

Iloh, C. (2018a). Not non-traditional, the new normal: Adult learners and the role of student affairs in supporting older college students. *Journal of Student Affairs*, 27, 25–31.

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph.D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

--

Constance Iloh, Ph D.

Assistant Professor of Higher Education

University of California, Irvine
School of Education
Irvine, CA 92697-5500

From: Faircloth,Susan <Susan.Faircloth@colostate.edu> <Susan.Faircloth@colostate.edu>
Sent time: 12/15/2019 07:54:27 AM
To: ciloh@uci.edu; Stewart,DL <d-l.stewart@colostate.edu>
Cc: Metzger,Teresa <Teresa.Metzger@ColoState.EDU>; Youngblade,Lise <Lise.Youngblade@ColoState.EDU>
Subject: Re: Your article in CSU's Journal of Student Affairs

Dr. Stewart,

Thank you for working with Dr. Iloh to address this matter.

Regards,

Susan

Susan C. Faircloth, Ph.D.
(Enrolled Member, Coharie Tribe)
Professor & Director, School of Education
Colorado State University
1588 Campus Delivery
Fort Collins, CO 80523-1588
970-491-5169 (Office)

Pronouns: She, Hers, Her

From: Stewart,DL <d-l.stewart@colostate.edu>
Sent: Friday, December 13, 2019 1:01:27 PM
To: ciloh@uci.edu <ciloh@uci.edu>
Cc: Faircloth,Susan <Susan.Faircloth@colostate.edu>; Metzger,Teresa <Teresa.Metzger@ColoState.EDU>
Subject: Your article in CSU's Journal of Student Affairs

Dear Dr. Iloh,

I am glad we had the chance to talk during ASHE. I regret this situation keeps dogging you, but I must follow up on your article published in the 2018 issue of the *Journal of Student Affairs*. After running our own plagiarism check through TurnItIn, we have discovered that there is significant cause for concern. I have attached the pages of your article with the report from the scan. As you will see, it is particularly in your literature review - though not isolated there - where there is direct use of others' words, including whole sentences, without proper attribution. The most significant of which include the improper use of work by Chen (2017), Ke (2010), and Panacci (2015), as well as of your own work and a Concordia University website.

After discussing options with the Dean of our College of Health and Human Sciences, Dr. Lise Youngblade, and Director of the School of Education, Dr. Susan Faircloth, we have come to the following decision and course of action. First, please note that your article for now has been removed from the 2018 edition of the journal that is available online and your name and article title have been removed from the Table of Contents. Second, in recognition of the fact that you did try to make revisions to your article but it was after it had already been published, we would like to invite you to resubmit your manuscript with the plagiarism issues noted in the reports corrected. You may have until January 31 to make these corrections. Upon receipt of your revised manuscript, we will scan it again and assuming all issues have been corrected, we will republish the article online with an errata note that it was originally published in 2018 and revised due to errors in attribution.

If you do not wish to revise and resubmit your article at this time, that is your choice. *JSA* must then note in the journal archives that your article was pulled from the issue due to significant errors in attribution.

I regret that we must take this course of action, but the integrity of the journal and these students' work as editors must be upheld. Feel free to reach out to me with any questions and to let me know if you plan to take corrective action.

Sincerely,

D-L STEWART, PhD
(they/them/their, he/him/his - [learn the importance of using people's proper pronouns](#))

Professor and Co-Chair
Student Affairs in Higher Education ([SAHE](#))c

Co-Director, Campus Initiatives
Race and Intersectional Studies in Educational Equity ([RISE](#)) Center

During Fall semester, my schedule is heavily blocked from Wednesday through Friday with meetings, advising appointments, class, and research/scholarship time. I appreciate your patience as non-urgent messages received on these days likely will receive a significantly delayed response. Thank you.

P. 970-491-5805
E. d-l.stewart@colostate.edu
W. <https://www.chhs.colostate.edu/bio-page?person=dafina-lazarus-stewart-2292>
Twitter: @DrDLStewart

1588 Campus Delivery | Colorado State University* | Fort Collins, CO 80523-1588
**Settled on the Indigenous Lands of the Arapahoe, Cheyenne, and Ute Nations*

Connect with us:



sahe.colostate.edu | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Flickr](#)

•

Pages 171 through 175 redacted for the following reasons:

Proposed by Tabah

From: Vivian, Jessica <Jessica.Vivian@tandf.co.uk> <Jessica.Vivian@tandf.co.uk>
Sent time: 09/08/2020 10:29:37 AM
To: ciloh@uci.edu
Subject: Response concerning article retraction
Attachments: HJLE_A_1769961.pdf HJLE_A_1816396.pdf Letter to C. Iloh.pdf

Dear Dr Iloh

Please find attached a response to your email of August 15 and copies of the retraction statements related to your article.

Kind regards

Jessica

Jessica Vivian – Global Portfolio Director – Education, Leisure & Landscapes
Routledge, Taylor & Francis Group
4 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN, UK
Tel: +44 (0)20 7017 6210, +44 (0)7734 538254
Web: www.tandfonline.com
e-mail: jessica.vivian@tandf.co.uk

Taylor & Francis is a trading name of Informa UK Limited,
registered in England under no. 1072954

[Information Classification: General](#)



Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

We, the Editor and Publisher of *Journal of Latinos and Education*, have retracted the following article:

Iloh, C. Paving effective community college pathways by recognizing the Latino post-traditional student.

Journal of Latinos and Education, 25 October 2017. DOI: [10.1080/15348431.2017.1371603](https://doi.org/10.1080/15348431.2017.1371603)

The above article has been found to contain a substantial amount of text overlap with the following sources, which were either inaccurately referenced or not referenced within the article:

Hoppes, C. (2014). The New Metrics: Tracking Today's Post-Traditional Students. HelixEducation.com. Retrieved from HYPERLINK "<http://www.helixeducation.com/wp-content/uploads/2014/11/The-New-Metrics-Hoppes-NSSR.pdf>" <http://www.helixeducation.com/wp-content/uploads/2014/11/The-New-Metrics-Hoppes-NSSR.pdf>

Sandoval-Lucero, E., Maes, J.B., and Chopra, R.V. (2011), Examining the Retention of Nontraditional Latino(a) Students in a Career-Based Learning Community, *Journal of Hispanic Higher Education*, 10(4), 300. DOI: [10.1177/1538192711414909](https://doi.org/10.1177/1538192711414909)

Santiago, D. and Stettner, A. (2013), Supporting Latino community college students: An investment in our economic future. Washington DC: Excelencia in Education.

We have been informed in our decision-making by our policy on publishing ethics and integrity and the COPE guidelines on retractions.

The author has been informed of this decision.

The retracted article will remain online to maintain the scholarly record, but it will be digitally watermarked on each page as "Retracted".



Correction to Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

Article title: Statement of Retraction: Paving effective community college pathways by recognizing the Latino post-traditional student

Journal: *Journal of Latinos and Education*

DOI: <https://doi.org/10.1080/15348431.2020.1769961>

The above retraction statement referred to Iloh, C (2019), Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college, *Journal of Adult and Continuing Education*, 25(2), 217–233, which was included in the retraction statement in error. This does not affect the decision to retract and the article remains retracted. The Publisher wishes to apologise for this error.

From: Constance A Iloh <ciloh@uci.edu> <ciloh@uci.edu>
Sent time: 01/25/2019 09:21:29 AM
To: Karuna Rana <Karuna.Rana@sagepub.in>
Cc: Mike Osborne <Michael.Osborne@glasgow.ac.uk>
Subject: updated manuscript/ JACE
Attachments: updated JACE_10.1177_1477971418785384_iloh .docx

-

From: Stewart,DL <d-l.stewart@colostate.edu> <d-l.stewart@colostate.edu>
Sent time: 12/13/2019 12:01:27 PM
To: ciloh@uci.edu
Cc: Faircloth,Susan <Susan.Faircloth@colostate.edu>; Metzger,Teresa <Teresa.Metzger@ColoState.EDU>
Subject: Your article in CSU's Journal of Student Affairs
Attachments: Iloh turnitin report page 26.pdf Iloh turnitin report page 27.pdf Iloh turnitin report page 28.pdf Iloh turnitin report page 29.pdf Iloh turnitin report page 30.pdf Iloh turnitin report page 31.pdf

Dear Dr. Iloh,

I am glad we had the chance to talk during ASHE. I regret this situation keeps dogging you, but I must follow up on your article published in the 2018 issue of the *Journal of Student Affairs*. After running our own plagiarism check through TurnItIn, we have discovered that there is significant cause for concern. I have attached the pages of your article with the report from the scan. As you will see, it is particularly in your literature review - though not isolated there - where there is direct use of others' words, including whole sentences, without proper attribution. The most significant of which include the improper use of work by Chen (2017), Ke (2010), and Panacci (2015), as well as of your own work and a Concordia University website.

After discussing options with the Dean of our College of Health and Human Sciences, Dr. Lise Youngblade, and Director of the School of Education, Dr. Susan Faircloth, we have come to the following decision and course of action. First, please note that your article for now has been removed from the 2018 edition of the journal that is available online and your name and article title have been removed from the Table of Contents. Second, in recognition of the fact that you did try to make revisions to your article but it was after it had already been published, we would like to invite you to resubmit your manuscript with the plagiarism issues noted in the reports corrected. You may have until January 31 to make these corrections. Upon receipt of your revised manuscript, we will scan it again and assuming all issues have been corrected, we will republish the article online with an errata note that it was originally published in 2018 and revised due to errors in attribution.

If you do not wish to revise and resubmit your article at this time, that is your choice. *JSA* must then note in the journal archives that your article was pulled from the issue due to significant errors in attribution.

I regret that we must take this course of action, but the integrity of the journal and these students' work as editors must be upheld. Feel free to reach out to me with any questions and to let me know if you plan to take corrective action.

Sincerely,

D-L STEWART, PhD
(they/them/their, he/him/his - [learn the importance of using people's proper pronouns](#))

Professor and Co-Chair
Student Affairs in Higher Education (SAHE)c

Co-Director, Campus Initiatives
Race and Intersectional Studies in Educational Equity (RISE) Center

During Fall semester, my schedule is heavily blocked from Wednesday through Friday with meetings, advising appointments, class, and research/scholarship time. I appreciate your patience as non-urgent messages received on these days likely will receive a significantly delayed response. Thank you.

P. 970-491-5805
E. d-l.stewart@colostate.edu
W. <https://www.chhs.colostate.edu/bio-page?person=dafina-lazarus-stewart-2292>
Twitter: @DrDLStewart

1588 Campus Delivery | Colorado State University* | Fort Collins, CO 80523-1588
*Settled on the Indigenous Lands of the Arapahoe, Cheyenne, and Ute Nations

Connect with us:





cSAHE-journal-2018 26.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221429968

File name: cSAHE-journa -2018_26.pdf (45.58K)

Word count: 456

Character count: 2833

5 Not Non-traditional, the New Normal: Adult Learners and the Role of Student Affairs in Supporting Older College Students

Constance Iloh, Ph.D.
University of California, Irvine

Abstract

The higher education student population is consistently shifting. The financially dependent, 18-year-old high school graduate who enrolls full-time is not the “typical college student.” College has increasingly become the pursuit of older students seeking or returning to secure postsecondary credentials and degrees. The author argues that the growing adult student population must be better recognized and prioritized in student affairs to increase access, outcomes, and effectiveness for adult learners. Accordingly, the author highlights the unique and complex profiles of adult learners while also putting forth new directions for improving conditions for adult learners through student affairs practice. In particular, this text addresses the role of institutional research and non-deficit language and practices in student affairs to cultivate supportive and thriving educational spaces for adult learners. Ultimately, this text highlights how radical shifts and changes to our postsecondary education landscape require new and inclusive ways of practice and improving student conditions.

Keywords: adult learners, emerging trends, higher education, higher education practice, nontraditional students, postsecondary education, student affairs

1 Much of what we know about student affairs practice is largely a result of a focus and research on traditionally-aged college students. While these efforts have provided substantial information to guide the field of higher education, they are inherently limited by their intentional and narrow focus on younger student populations with traditional trajectories. I argue that a continued focus on “traditionally” aged students will only cripple our ability to advance 21st century higher education practice. This text underscores the importance of a student affairs profession that is attentive to the changing landscape of higher education in general, and the growing number of adult students entering college in particular.

6 Student Affairs and the Changing Student Landscape

If achievement, satisfaction, persistence, and learning are a priority in postsecondary education, institutions of higher learning must have student affairs professionals whose contributions complement and help an institution realize its goals (Whit, 2005). The underlying fundamental mission of student affairs is to serve; the profession exists to ensure that students are safe, cared for, well treated, and (more or less) satisfied with their higher education (Long, 2012). With the growing diversity of the 21st century higher education student population, student affairs professionals and colleges are facing greater challenges in providing multidimensional programs and services necessary for expansive student success and satisfaction (Wang, 2013).

Specifically, many colleges and universities have struggled to adapt to this changing student marketplace, often finding themselves burdened by traditions and practices that prove ill-suited for older students (Council for Adult and Experiential Learning, 2000). Adult learners

ORIGINALITY REPORT

37%	17%	14%	36%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of West Alabama Student Paper	6%
2	CONSTANCE ILOH. "Toward a New Model of College "Choice" for a Twenty-First-Century Context", Harvard Educational Review, 2018 Publication	6%
3	www.cord.edu Internet Source	6%
4	Submitted to Angelo State University Student Paper	6%
5	Submitted to Grand Canyon University Student Paper	4%
6	Kimberly Lowry, Dawna Wilson Horton, Karen Stills Royster. "Building Student Affairs Assessment Capacity: Lessons from Two Community Colleges", Community College Journal of Research and Practice, 2018 Publication	3%
7	media.proquest.com Internet Source	3%
8	www.lindenwood.edu Internet Source	2%

Exclude quotes On

Exclude matches Off

Exclude bibliography On

cSAHE-journal-2018 27.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221430041

File name: cSAHE-journa -2018_27.pdf (46.04K)

Word count: 580

Character count: 3475

10 are largely invisible to higher education (Coulter & Mandell, 2012). An American Council for Education (ACE) survey found that more than 40% of institutions indicated that they “did not identify older adult students for purposes of outreach, programs and services, or financial aid” (Lakin, 2009). When they do, the prevailing view of adult learners is that they are “one-dimensional” (Lakin, 2009) and focused predominantly on lifelong learning. Overall, there is a paucity of research and data on adult learners (Cruce & Hillman, 2012) and what has been conducted has mainly been descriptive analyses in policy reports (Irvine & Kevan, 2017). Between 1990 and 2003, only one percent of articles in seven widely circulated peer-reviewed higher education journals focused on adult learners (Donaldson & Townsend, 2007). Understanding the unique needs of adult learners is critical to designing higher education systems, practices, and policies that support this population and promote their success. 6

The Post-Traditional Student Population 8

Adult learners are part of a growing “post-traditional” student population, usually defined as aged 25 and over, but also include those under 25 who have characteristics indicative of adult responsibilities, such as working full-time, being financially independent, having non-spousal dependents, being a single parent, as well as having a nontraditional educational trajectory, such as delayed enrollment into higher education or did not complete high school (Chen, 2017; Soares, 2013). By many measures these “non-traditional” students have become the norm in postsecondary education (Carnevale, Smith, Melton, & Price, 2015; Westervelt, 2016). A key characteristic distinguishing post-traditional from other college students is the high likelihood that they are juggling other life roles while attending school, including those of worker, spouse or partner, parent, caregiver, and community member (Ross-Gordon, 2011). More often, these multiple roles present challenges in students’ allocation of time for both academic study and participation in campus-based organizations and activities (Ross-Gordon, 2011). 4

Adult Learners

Every time we call college students ‘kids,’ we reinforce a subtle and problematic depiction. The minimized presence of adult learners is rooted in the historic youth-centered focus in postsecondary education (Chen, 2017). College is generally assumed to be a phase of life for young persons, and a milestone for those leaving adolescence and entering into young adulthood (Kasworm, 2005; Kasworm, 2010). Research on higher education has been predominantly based in historical perspective, beliefs, and curriculum of a traditional student profile. This profile consists of persons between 18 and 22 years of age and who do not have other major responsibilities or roles that compete with their studies (e.g., full-time employment, parenting, and community responsibilities) (Pascarella & Terenzini, 1991; Pascarella & Terenzini 2005). However, contemporary higher education reflects increasing diversity and distance from this traditional student profile. As a major grouping, adult students now comprise more than 38% of all students enrolled in higher education (National Student Clearinghouse, 2012). 5

Some argue that “adult students have particular characteristics that set them apart from nontraditional students” and these characteristics “deserve our attention and the recognition that these students are a distinct group” (Compton, Cox, & Laanan, 2006, pp. 73-74). In Compton et al.’s definition, adult students are 25 years old and older who are, “more likely to be pursuing a program leading to a vocational certificate or degree,” “have focused goals for their education, typically to gain or enhance work skills,” and “may consider themselves primarily workers and not students” (Compton, Cox, & Laanan, 2006, p. 74). While there are different definitions of nontraditional students, mature students, and adult students, all 3

cSAHE-journal-2018 27.pdf

ORIGINALITY REPORT

64%	55%	49%	60%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	journals.sagepub.com Internet Source	14%
2	Submitted to So. Orange County Community College District Student Paper	10%
3	files.eric.ed.gov Internet Source	10%
4	hepgjournals.org Internet Source	9%
5	Fengfeng Ke. "Examining online teaching, cognitive, and social presence for adult students", Computers & Education, 2010 Pub cat on	7%
6	link.springer.com Internet Source	6%
7	Submitted to Southern New Hampshire University - Continuing Education Student Paper	3%
8	digitalcommons.uncfsu.edu Internet Source	2%
9	Submitted to Jones International University Student Paper	1%
10	Joseph C. Chen. "Nontraditional Adult Learners", SAGE Open, 2017 Pub cat on	1%

Excude quotes On
Excude bibliography On

Excude matches Off

cSAHE-journal-2018 28.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221430039

File name: cSAHE-journa -2018_28.pdf (33.37K)

Word count: 582

Character count: 3522

3
2
1
ree are commonly used to refer to “nontraditionally aged” students. Many of these students are participating in higher education primarily for career-related reasons while having other major responsibilities and roles (Iloh, 2017). Throughout this text, when I reference adult students, this indicates adults age 25 or older participating in higher education.

Adult students have unique needs, especially if they are employed. Among others, these needs include: different kinds of information about their educational options, institutional flexibility in curricular and support services, academic and motivational advising supportive of their life and career goals, recognition of experience, and learning that incorporates previous work experience (Council for Adult and Experiential Learning, 2000). Although more adults are enrolling in college, motivated primarily by their potential economic mobility, they must overcome the many economic, personal, interpersonal, community, and institutional challenges in their way. For these reasons, support for post-traditional students in college should be different than the support needed for traditional 18-24-year-olds who have entered higher education immediately after graduating from high school (Chen, 2017).

Using Institutional Research

It is important for student affairs professionals to use institutional research to understand and analyze student adult learner data in order to develop programs and support services. Specifically, student affairs practitioners at any institution can utilize enrollment data to understand trends in their student population as well as certain programs, practices, and efforts that can be scaled up or down, depending on the adult learner population. These practices are especially important for student affairs professionals that work at colleges that are underfunded and must be precise and efficient with every resource. Using institutional research to expand and restrict services, resources, and programs based on demands from adult learners will help institutions better structure the scarce resources, if any, that they are given towards supporting adult learners.

In addition to utilizing data that has already been collected, it will be important for practitioners to collect new information in relation to support and services for adult learners. This might include surveys and interviews to understand the experiences of students ages 25 and older. In some cases, practitioners might invest in understanding if their campus is perceived as accessible to adult learners. While institutions of higher learning may not have policies restricting adult learners from enrolling, the extent to which students feel welcome at that campus is an entirely different matter. Practitioners can utilize these interviews and other instruments to develop data-driven processes and practices to better attract, serve and support prospective and current adult learners on their campus.

Strength-based Approaches over Deficit Perspectives

Colleges and universities are not compromising their academic standards by being intentional about how they can better serve the adult learner population. Rather, it is an opportunity to illustrate their rigor and accessibility, which is a feat not all institutions of higher learning have taken on. In identifying students as adult learners, student affairs professionals have an opportunity to identify and celebrate the assets this population brings to an educational environment. As a result, students would be less likely to be treated less than or encouraged to assimilate to the approaches of their peers. Language plays an important role in restructuring how practitioners, adult learners, and other students, staff, and faculty view adult students (Iloh, 2017). Throughout this text, I refer to students typically labeled as “nontraditional” as “post-traditional”, for categorical reasons, but also to challenge problematic terminology (Soares, 2013). The term “nontraditional student” is somewhat of a misnomer, as today’s college

cSAHE-journal-2018 28.pdf

ORIGINALITY REPORT

17%	12%	13%	14%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.cord.edu Internet Source	8%
2	Constance Iloh. "Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college", Journal of Adult and Continuing Education, 2018 <small>Publication</small>	5%
3	files.eric.ed.gov Internet Source	1%
4	Danilo M. Baylen. "chapter 15 Adult Learners Learning Online", IGI Global, 2010 <small>Publication</small>	1%
5	Submitted to Strayer University Student Paper	1%

Exclude quotes On
Exclude bibliography On

Exclude matches Off

cSAHE-journal-2018 29.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221430031

File name: cSAHE-journa -2018_29.pdf (45.21K)

Word count: 479

Character count: 2801

3 student population consists of many adult learners 2 with jobs, families, and responsibilities outside of school (Education Advisory Board, 2016). The continued and frequent labeling of the majority of college students as nontraditional is a form of othering that adversely impacts these students' ability to successfully persist in many educational settings (Yancey Gulley, 2016). Using such language suggests, "We are going out on a limb by letting you attend college because this place 1 is not really designed for you, and you really should not be here" (Yancey Gulley, 2016). Usage of the term nontraditional will not bring us closer to equity-minded and student-centered practices and instead, minoritizes one of the fastest growing student populations in higher education.

In addition to rethinking deficit language and terminology in student affairs practice, it is important to develop campus or online educational climates that honor adult learners as important agents that are changing the culture and mission of higher education for the better. Adult learners are forcing institutions of higher learning to develop practices that do not assume a one-size-fits-all approach is the best approach for students in postsecondary education. Adult learners bring a variety of rich experiences, knowledge, and communities to any educational environment (Ross-Gordon, 2011). On one hand, this could mean academic affairs professionals thinking more intently about curriculum that merges previous experience and advances 4 the ideals of lifelong learning. On another hand, this might mean professionals making sure events for students, especially those events catered to students that often are not served adequately, also welcome their families or are considerate of part-time and full-time schedules. One-stop-shop academic and career counseling services will help ensure adult learners do not need to track down multiple campus resources 4 while also helping campus services become more centralized and cohesive. As a field, large student affairs professional organizations such as NASPA and ACPA can also bring in specialists and students as guest speakers to educate student affairs professionals and scholars on necessary directions for adult learners. Measures such as these at the institutional and professional organization level are useful in ensuring professionals are embedded in ecosystems that support them as they seek to better support adult learners at their institutions.

Conclusion

Equity and excellence are often discussed as ideals and agendas of higher education, although in reality they are much harder to achieve in practice. Higher education cannot consider itself equitable or excellent if it fails to serve or address the presence and needs of the growing majority of 21st century college students. Adult learners represent not only the present, but future of higher education. Accordingly, this text highlights the immense opportunity for the student affairs profession to advance commitments of expansive excellence, through recognition, support, and strength-based solutions for adult learners.

Dr. Constance Iloh is an Assistant Professor of Higher Education at the University of California, Irvine.

cSAHE-journal-2018 29.pdf

ORIGINALITY REPORT

24%

SIMILARITY INDEX

3%

INTERNET SOURCES

0%

PUBLICATIONS

21%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of West Alabama Student Paper	12%
2	Submitted to Georgia Southern University Student Paper	7%
3	www.eab.com Internet Source	3%
4	Submitted to University of South Florida Student Paper	2%

Exclude quotes On

Exclude matches Off

Exclude bibliography On

cSAHE-journal-2018 30.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221430023

File name: cSAHE-journa -2018_30.pdf (45.9K)

Word count: 472

Character count: 2800

References

- Carnevale, A. P., Smith, N., Melton, M., & Price, E. W. (2015). *Learning while earning: The new normal*. Washington, D.C: Center on Education and the Workforce.
- Chen, J. C. (2017). Nontraditional adult learners. *SAGE Open*, 7(1), 215824401769716. doi:10.1177/2158244017697161
- Compton, J. I., Cox, E., & Laanan, F. S. (2006). Adult learners in transition. In F. S. Laanan (Ed.), *New directions for student services, No. 114: Understanding students in transition: Trends and issues*, (pp. 73-80). San Francisco: Jossey Bass.
- Coulter, X., & Mandell, A. (2012). Adult higher education: Are we moving in the wrong direction? *Journal of Continuing Higher Education*, 60(1), 40-42.
- Council for Adult and Experiential Learning (CAEL). (2000). *Serving adult learners in higher education*. Chicago, IL
- Cruce T. M., Hillman N. W. (2012). Preparing for the silver tsunami: The demand for higher education among older adults. *Research in Higher Education*, 53(6), 593-613.
- Donaldson J. F., Townsend B. K. (2007). Higher education journals' discourse about adult undergraduate students. *The Journal of Higher Education*, 78(6), 27-50.
- Irvine C. K. S., Kevan J. M. (2017). Competency-based education in higher education. In Rasmussen K, P. Northrup, & R. Colson (Eds.), *Handbook of research on competency-based education in university settings* (pp. 1-27). Hershey, PA: IGI Global
- Kasworm C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3-20.
- Kasworm C. (2010). Adult learners in a research university: Negotiating undergraduate student identity. *Adult Education Quarterly*, 60(2), 143-160.
- Lakin M. B. (2009). Forging new identities: Older adults in higher education. *International Journal of Continuing Education and Lifelong Learning*, 2(1), 33-44.
- Long, D. (2012). The foundations of student affairs: A guide to the profession, p. 1-39. In: L. J. Hinchliffe and M. W. Wong (Eds.). *Environments for student growth and development: Librarians and student affairs in collaboration*. Association of College and Research Libraries, Chicago, Ill.
- National Student Clearinghouse (2012). *More than one third of college students are over 25*. Herndon, VA. Retrieved from http://www.studentclearinghouse.org/about/media_center/press_releases/files/release_2012-04-19.pdf
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (Vol. 2): A third decade of research*. San Francisco: Jossey-Bass.
- Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Association of American Colleges and Universities*, 13(1).
- Soares, L. (2013). *Post-traditional learners and the transformation of postsecondary education: A manifesto for college leaders*. Washington, DC: American Council on Education.
- Wang, W. (2013). Adult students' learning experiences and their expectations of the student affairs programs in American community colleges. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 858-866.

cSAHE-journal-2018 30.pdf

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes On

Exclude matches Off

Exclude bibliography On

cSAHE-journal-2018 31.pdf

by Test Student

Submission date: 25-Nov-2019 09:34AM (UTC-0700)

Submission ID: 1221430024

File name: cSAHE-journa -2018_31.pdf (34.04K)

Word count: 92

Character count: 669

¹ Westervelt, E. (2016, September 25). Shaken by economic change, 'non-traditional' students are becoming the new normal. *National Public Radio*. Retrieved from <http://www.npr.org/sections/ed/2016/09/25/495188445/shaken-by-economic-change-non-traditional-students-are-becoming-the-new-normal>

³ Whitt, E. J. (2005). Promoting student success: What student affairs can do (Occasional Paper No. 5). Bloomington, Indiana: Indiana University Center for Postsecondary Research.

² Yancey Gulley, N. (2016, August 5). The myth of the nontraditional student. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/08/05/defining-students-nontraditional-inaccurate-and-damaging-essay>

cSAHE-journal-2018 31.pdf

ORIGINALITY REPORT

90%

SIMILARITY INDEX

87%

INTERNET SOURCES

40%

PUBLICATIONS

89%

STUDENT PAPERS

PRIMARY SOURCES

1	hepgjournals.org Internet Source	40%
2	Submitted to University of West Alabama Student Paper	29%
3	www.zu.ac.ae Internet Source	20%

Exclude quotes On

Exclude matches Off

Exclude bibliography On

From: SAGE Journals <noreply@sagepub.com> <noreply@sagepub.com>
Sent time: 11/08/2019 05:39:34 AM
To: ciloh@uci.edu
Cc: sage.eprints@sagepub.com
Subject: Your article is now published in an issue online

Dear Constance Iloh,

Your article “Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college” is now published in Volume 25, Issue 2 of *Journal of Adult and Continuing Education*

Your complimentary e-copy is available at <https://journals.sagepub.com/eprint/Vf5UrmswUiTcWxUNMBqM/full>

The above link and final published PDF are only for your personal use and non-profit teaching purposes and should not be posted online or otherwise distributed. If you wish to post your article on your personal website or institutional repository, you may use the accepted version. Please see the SAGE author sharing guidelines, linked below, for full details about appropriate use and version definitions.

The permanent link for your article is <https://doi.org/10.1177/1477971418785384>

Please also visit our online resources for more information:

- [SAGE author sharing guidelines](#),
- [Promoting your article](#), including [maximizing its impact via Kudos](#),
- [Post-publication corrections](#),
- [Discounted print copies](#), and
- [Author gateway](#).

Thank you again for publishing with SAGE and *Journal of Adult and Continuing Education*. We value your feedback and encourage you to complete the brief Journal Author Survey you will receive shortly.

Best wishes,

SAGE Journals Author Services

authorproductionqueries@sagepub.com

Note: Please do not reply to this message, as replies are routed to an unmonitored mailbox. If you experience difficulty with the provided links, please check that the full link transferred to your browser without any line breaks or errant characters such as
 or <=">. You may receive this message twice, once for your article’s initial OnlineFirst publication and a second time for your article’s issue publication. Please direct any questions to authorproductionqueries@sagepub.com, noting the article title and journal title.

You are the only recipient of this email because you are the corresponding author. Please share this email with your co-authors.

From: Stewart,DL <d-l.stewart@colostate.edu> <d-l.stewart@colostate.edu>
Sent time: 03/25/2020 01:28:59 PM
To: ciloh@uci.edu
Cc: Faircloth,Susan <Susan.Faircloth@colostate.edu>; journal <journal@colostate.edu>
Subject: Your submission to the Journal of Student Affairs
Attachments: iloh_Journal format manuscript_updated.docx.pdf

Dear Constance,

What uncertain and challenging times we are facing. Truly, I never imagined having to support faculty to navigate a mid-semester shift to online learning due to a viral pandemic. I hope you are doing well in the midst of this challenge and that you and your family are healthy and well.

I'm writing today about your article in the 2018 volume of the *Journal of Student Affairs*. Although I know this is unlikely to be a priority at this time, I wanted to alleviate any ambiguity you may have about this manuscript. First, I apologize that this response has been so significantly delayed. Between the hectic end of fall semester and my going on leave for most of the beginning of this semester, as well as conferring with others, I could not respond sooner.

I have reviewed your revised manuscript. Although the percentages of individual similar content is very small, I still find issues with inappropriate use of secondary sources appearing as primary sources. In other words and as one example, using a quote of Chen's work that appeared in another author's work but not noting it as "Chen, year as cited in Author B, year." I've attached the report from a plagiarism checker so that you may review it yourself. The highlighting of verbiage that appears in student manuscripts did not factor into our decision as we believe it is more likely that these students plagiarized your article, not the other way around.

Consequently, it is thought that the core issues found with the original manuscript, although reduced, are still evident due to not appropriately attributing secondary sources (often from Chen). Due to this, it has been determined that the article still cannot be published.

Unfortunately, there was only one opportunity to remedy these issues. Since we are unable to accept this revision, your article will not be replaced in the 2018 volume of the *Journal of Student Affairs*.

I sincerely regret this outcome and wish you the best as you move your work forward.

Sincerely,
D-L

D-L STEWART, PhD
(they/them/their, he/him/his - [learn the importance of using people's proper pronouns](#))

Professor and Co-Chair
Student Affairs in Higher Education ([SAHE](#))

Co-Director, Campus Initiatives
Race and Intersectional Studies in Educational Equity ([RISE](#)) Center

P. 970-491-5805
E. d-l.stewart@colostate.edu
W. <https://www.chhs.colostate.edu/bio-page/d-l-stewart-2292>
Twitter: @DrDLStewart

1588 Campus Delivery | Colorado State University* | Fort Collins, CO 80523-1588
*Settled on the Indigenous Lands of the Arapahoe, Cheyenne, and Ute Nations

Connect with us:



sahe.colostate.edu | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Flickr](#)

•

iloh_Journal format manuscript_updated.docx

by Test Student

Submission date: 13-Dec-2019 02:52PM (UTC-0700)

Submission ID: 1234167654

File name: iloh_Journal_format_manuscript_updated.docx (47.24K)

Word count: 2672

Character count: 16367

1 Not Non-traditional, the New Normal: Adult Learners and the Role of Student Affairs in Supporting Older College Students

Constance Iloh, Ph.D.
University of California, Irvine

Abstract 7

The higher education student population is consistently shifting. The financially dependent, 18-year-old high school graduate who enrolls full-time is not the “typical college student.” College has increasingly become the pursuit of older students seeking or returning to secure postsecondary credentials and degrees. The author argues that the growing adult student population must be better recognized and prioritized in student affairs to increase access, outcomes, and effectiveness for adult learners. Accordingly, the author highlights the unique and complex profiles of adult learners while also putting forth new directions for improving conditions for adult learners through student affairs practice. In particular, this text addresses the role of institutional research and non-deficit language and practices in student affairs to cultivate supportive and thriving educational spaces for adult learners. Ultimately, this text highlights how radical shifts and changes to our postsecondary education landscape require new and inclusive ways of practice and improving student conditions.

Keywords: adult learners, emerging trends, higher education, higher education practice, nontraditional students, postsecondary education, student affairs

1 Much of what we know about student affairs practice is largely a result of a focus and research on traditionally-aged college students. While these efforts have provided substantial information to guide the field of higher education, they are inherently limited by their intentional and narrow focus on younger student populations with traditional trajectories. I argue that a continued focus on “traditionally” aged students will only cripple our ability to advance 21st century higher education practice. This text underscores the importance of a student affairs profession that is attentive to the changing landscape of higher education in general, and the growing number of adult students entering college in particular.

Student Affairs and the Changing Student Landscape

If “achievement, satisfaction, persistence, and learning are a priority” in the realm of postsecondary education, certainly the student affairs profession must play a central role in the realization of these desired outcomes (Whit, 2005, p.1). “The underlying fundamental mission of student affairs is to serve; the profession exists to ensure that students are safe, cared for, well treated, and (more or less) satisfied with their higher education” (Long, 2012, p. 7-8). 10 In the growing diversity of the 21st century higher education student population, student affairs professionals and colleges are facing greater challenges in providing multidimensional programs and services necessary for expansive student success and satisfaction (Wang, 2013).

Specifically, many colleges and universities are challenged in their ability to “adapt to this changing student marketplace, often finding themselves burdened by traditions and practices that prove ill-suited” towards older students (Dauer & Absher, 2015, p. 99). Adult learners are routinely rendered invisible in higher education (Coulter & Mandell, 2012). As reported by Chen (2017, p. 2), an American Council for Education (ACE) study revealed that over 40% of institutions of higher learning “did not identify older adult students for purposes of outreach, programs and services, or financial aid and if they do, the prevailing view of adult learners is that they are “one-dimensional.” Currently, descriptive articles, policy documents, and reports dominate the research on adult learners, which is considerably small compared to the robust research on college students aged 18-24 (Chen, 2017; Cruce & Hillman, 2012; Irvine & Kevan, 9 17). Between 1990 and 2003, just one percent of articles published in seven highly regarded and widely read peer-reviewed higher education journals focused on adult learners (Donaldson & Townsend, 2007). Understanding the specific needs and circumstances of adult learners is critical towards creating and implementing postsecondary education spaces, praxis, and reform conducive to this population’s success (Chao, DeRocco, & Flynn, 2007).

The Post-traditional Student Population

Adult learners are part of a growing ["post-traditional"] student presence, usually defined as "aged 25 and over, but also include those under 25 who have characteristics indicative of adult responsibilities, such as working full-time, financial independence, having non-spousal dependents, being a single parent, as well as having a less conventional educational trajectory, such as delayed enrollment into postsecondary education or not completing high school" (Chen, 2017, p. 1). Louis Soares (2013), who coined term "post-traditional", asserts these students essentially reflect a new normal. "A key characteristic distinguishing [post-traditional] students from other college students is the likelihood they are juggling other life roles while attending school, including those of worker, partner, parent, caregiver, and community member which challenges students' allocation of time for academic study and participation in campus-based activities (Ross-Gordon, 2011)." Accordingly, it is important to consider these multiple roles likely mean a different collegiate experience.

Adult Learners

Each time we refer to college students as "kids," we reinforce a subtle and problematic depiction. The minimized presence of adult learners stems from a focus on youth in postsecondary education (Chen, 2017). College is usually considered a chapter of life for younger people, and a milestone for those leaving adolescence and entering into their adulthood (Kasworm, 2005; Kasworm, 2010). This profile consists of persons "between 18 and 22 years of age and who do not have other major responsibilities or roles that compete with their studies (e.g., full-time employment, parenting, and community responsibilities)" (Panacci, 2015). It is for these reasons the higher education research and literature is often severely outdated. However, contemporary higher education reflects increasing diversity and distance from this traditional student profile. As a growing population, adult students now represent over than 38% of all students enrolled in postsecondary education (National Student Clearinghouse, 2012).

It has been contended that because of the distinguishing features of adult learners from the rest of the "non-traditional" student demographic, specific attention to this group is warranted (Cotton, Cox, & Laanan, 2006; Panacci, 2015). These students, although a considerable category of their own, are often lumped into a larger pool of students considered "nontraditional" that encompasses a number of other identities, such as full-or part-time student status, first-generation, and those who have served in the military. "While there are different definitions of nontraditional students, mature students, and adult students, all three are commonly used to refer to "nontraditionally aged" students who participate in higher education primarily for career-related reasons while having other major responsibilities and roles" (Panacci, 2015). Throughout this text, when I reference adult students, this indicates adults age 25 or older participating in higher education.

Adult students often have other sets of postsecondary education needs, especially if they are employed. Among others, these needs include: different kinds of information about their educational options, a college curriculum and set of embedded supports that is flexible and conducive to their complex lifestyle, an advisory system aligned with career goals, and educational offerings that incorporate their prior educational and professional experience (Council for Adult and Experiential Learning, 2000). It is also important to consider unique challenges, such as "the lack of time to pursue education; family responsibilities; scheduling of course time and place; as well as limited financial means and the cost of educational courses" (Soares, 2013, p.8). For these reasons, resources and support systems for post-traditional students in college should be different than that which is provided for traditional 18-24-year-olds who have entered higher education immediately after graduating from high school (Chen, 2017).

Using Institutional Research

It is important for student affairs professionals to use institutional research to understand and analyze student adult learner data in order to develop programs and support services. Specifically, student affairs practitioners at any institution can utilize enrollment data to understand trends in their student population as well as certain programs, practices, and efforts that can be scaled up or down, depending on the adult learner population. These practices are especially important for student affairs professionals that work at colleges that are underfunded and must be precise and efficient with every resource. Using institutional research to expand and restrict services, resources, and programs based on demands from adult learners will help institutions better structure the scarce resources, if any, that they are given towards supporting adult learners.

In addition to utilizing data that has already been collected, it will be important for practitioners to collect new information in relation to support and services for adult learners. This might include surveys and interviews to understand the experiences of students ages 25 and older. In some cases, practitioners might invest in understanding if their campus is perceived as accessible to adult learners. While institutions of higher learning may not have policies restricting adult learners from enrolling, the extent to which students feel welcome at that campus is an entirely different matter. Practitioners can utilize these interviews and other instruments to develop data-driven processes and practices to better attract, serve and support prospective and current adult learners on their campus.

Strength-based Approaches over Deficit Perspectives

Colleges and universities are not compromising or sacrificing their academic standards by being intentional about how they can better serve the adult learner population. Rather, it is an opportunity to illustrate their rigor and accessibility, which is a feat not all institutions of higher learning have taken on. In identifying students as adult learners, student affairs professionals have an opportunity to identify and celebrate the assets this population brings to an educational environment. As a result, students would be less likely to be treated less than or encouraged to assimilate to the approaches of their peers. Language plays an important role in restructuring how practitioners, adult learners, and other students, staff, and faculty view adult students (Iloh, 2017). Throughout this text, I refer to students typically labeled as “nontraditional” as “post-traditional,” for categorical reasons, but also to challenge problematic terminology (Soares, 2013). The term “nontraditional student” is deceptive, since the college student of today reflects a population with many types of students often problematically positioned as other: students with jobs, families, those with out-of-school responsibilities, and older students (Education Advisory Board, 2016). “The frequent labeling of the majority of college students as nontraditional is a form of othering that adversely impacts these students’ ability to successfully persist and remain in many educational settings” (Yancey Gulley, 2016). According to Yancey Gulley (2016), this framing suggests, “We are going out on a limb by saying you attend college because this place is not really designed for you, and you really should not be here.” Usage of the term nontraditional will not bring us closer to equity-minded and student-centered practices and instead, minoritizes one of the fastest growing student populations in higher education.

In addition to rethinking deficit language and terminology in student affairs practice, it is important to develop campus or online educational climates that honor adult learners as important agents that are changing the culture and mission of higher education for the better. Adult learners are forcing institutions of higher learning to develop practices that do not assume a one-size-fits-all approach is the best approach for students in postsecondary education. Adult learners bring a variety of rich experiences, knowledge, and communities to any educational environment (Ross-Gordon, 2011). On one hand, this could mean academic affairs professionals thinking more intently about curriculum that merges previous experience and advances the ideals of lifelong learning. On another hand, this might mean professionals making sure events for students, especially those events catered to students that often are not served adequately, also welcome their families or are considerate of part-time and full-time schedules. One-stop-shop academic and career counseling services will help ensure adult learners do not need to track down multiple campus resources while also helping campus services become more centralized and cohesive. As a field, large student affairs professional organizations such as NASPA and ACPA can also bring in specialists and students as guest speakers to educate student affairs professionals and scholars on necessary directions for adult learners. Measures such as these at the institutional and professional organization level are useful in ensuring professionals are embedded in ecosystems that support them as they seek to better support adult learners at their institutions.

Conclusion

Equity and excellence are often discussed as ideals and agendas of higher education, although in reality they are much harder to achieve in practice. Higher education cannot consider itself equitable or excellent if it fails to serve or address the presence and needs of the growing majority of 21st century college students. Adult learners represent not only the present, but future of higher education. Accordingly, this text highlights the immense opportunity for the student affairs profession to advance commitments of expansive excellence, through recognition, support, and strength-based solutions for adult learners.

References

- Carnevale, A. P., Smith, N., Melton, M., & Price, E. W. (2015). *Learning while earning: The new normal*. Washington, DC: Center on Education and the Workforce.
- Chao, E. L., DeRocco, E. S., & Flynn, M. K. (2007). *Adult learners in higher education: Barriers to success and strategies to improve results*. Washington, DC: Employment and Training Administration.
- Chen, J. C. (2017). Nontraditional adult learners. *SAGE Open*, 7(1), 215824401769716. doi:10.1177/2158244017697161
- Compton, J. I., Cox, E., & Laanan, F. S. (2006). Adult learners in transition. In F. S. Laanan (Ed.), *New directions for student services, No. 114: Understanding students in transition: Trends and issues*, (pp. 73-80). San Francisco: Jossey Bass.
- Coulter, X., & Mandell, A. (2012). Adult higher education: Are we moving in the wrong direction? *Journal of Continuing Higher Education*, 60(1), 40-42.
- Council for Adult and Experiential Learning (CAEL). (2000). *Serving adult learners in higher education*. Chicago, IL
- Cruce T. M., Hillman N. W. (2012). Preparing for the silver tsunami: The demand for higher education among older adults. *Research in Higher Education*, 53(6), 593-613.
- Dauer, R. A., & Absher, B. (2015). The Influence of Student Support Programs upon the Academic Success of Nontraditional Students. *International Journal of Education*, 7(4), 97. doi:10.5296/ije.v7i4.7733
- Donaldson J. F., Townsend B. K. (2007). Higher education journals' discourse about adult undergraduate students. *The Journal of Higher Education*, 78(6), 27-50.
- Irvine C. K. S., Kevan J. M. (2017). Competency-based education in higher education. In Rasmussen K, P. Northrup, & R. Colson (Eds.), *Handbook of research on competency-based education in university settings* (pp. 1-27). Hershey, PA: IGI Global
- Kasworm C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3-20.
- Kasworm C. (2010). Adult learners in a research university: Negotiating undergraduate student identity. *Adult Education Quarterly*, 60(2), 143-160.
- Lakin M. B. (2009). Forging new identities: Older adults in higher education. *International Journal of Continuing Education and Lifelong Learning*, 2(1), 33-44.
- Long, D. (2012). The foundations of student affairs: A guide to the profession, p. 1-39. In: L.J. Hinchliffe and M.W. Wong (eds.). *Environments for student growth and development: Librarians and student affairs in collaboration*. Association of College and Research Libraries, Chicago, Ill.
- National Student Clearinghouse (2012). *More than one-third of college students are over 25*. Herndon, VA. Retrieved from http://www.studentclearinghouse.org/about/media_center/press_releases/files/release_20_12-04-19.pdf
- Panacci, A. G. (2015). Adult students in higher education: Classroom experiences and needs. *College Quarterly*, 18(3).
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (Vol. 2): A third decade of research*. San Francisco: Jossey-Bass.
- Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Association of American Colleges & Universities*, 13 (1).
- Soars, L. (2013). *Post-traditional learners and the transformation of postsecondary education: A manifesto for college leaders*. Washington, DC: American Council on Education.
- Wang, W. (2013). Adult students' learning experiences and their expectations of the student affairs programs in American community colleges. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 858-866.
- Westervelt, E. (2016, September 25). Shaken by economic change, 'non-traditional' students are becoming the new normal. *National Public Radio*. Retrieved from <http://www.npr.org/sections/ed/2016/09/25/495188445/shaken-by-economic-change-non-traditional-students-are-becoming-the-new-normal>
- Whitt, E. J. (2005). Promoting student success: What student affairs can do (Occasional Paper No. 5). Bloomington, Indiana: Indiana University Center for Postsecondary Research.
- Yancey Gulley, N. (2016, August 5). The myth of the nontraditional student. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/08/05/defining-students-nontraditional-inaccurate-and-damaging-essay>

ORIGINALITY REPORT

21%	11%	10%	18%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of West Alabama Student Paper	5%
2	Constance Iloh. "Does distance education go the distance for adult learners? Evidence from a qualitative study at an American community college", Journal of Adult and Continuing Education, 2018 Publication	3%
3	hepgjournals.org Internet Source	2%
4	link.springer.com Internet Source	2%
5	findarticles.com Internet Source	1%
6	Submitted to CSU, Pomona Student Paper	1%
7	media.proquest.com Internet Source	1%

Submitted to Loyola University Maryland

8	Student Paper	1%
9	journals.sagepub.com Internet Source	1%
10	www.questia.com Internet Source	<1%
11	Submitted to Argosy University Student Paper	<1%
12	Submitted to University of South Florida Student Paper	<1%
13	Submitted to Columbus State University Student Paper	<1%
14	Submitted to CSU, Long Beach Student Paper	<1%
15	Submitted to EDMC Student Paper	<1%
16	Submitted to University of Witwatersrand Student Paper	<1%
17	Submitted to Bridgepoint Education Student Paper	<1%
18	Submitted to Laureate Higher Education Group Student Paper	<1%
19	Submitted to Angelo State University Student Paper	<1%

20 Submitted to Strayer University <1%
Student Paper

21 Submitted to Savannah State University <1%
Student Paper

22 Submitted to Valdosta State University <1%
Student Paper

23 Submitted to Texas A&M University - Commerce <1%
Student Paper

Exclude quotes On
Exclude bibliography On

Exclude matches Off