A Study of Student Personnel Services for Adult Part-Time Students at the Community College

John H. Cansfield
Western Michigan University

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A STUDY
OF STUDENT PERSONNEL SERVICES
FOR
ADULT PART-TIME STUDENTS AT THE COMMUNITY COLLEGE

by
John H. Cansfield

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

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Kalamazoo, Michigan
December 1973
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In writing this dissertation, I have been fortunate in having the assistance and encouragement of several people to whom I am greatly indebted.

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Distribution of Questionnaire Items Among Student Personnel Sub-Divisions and Functions
CHAPTER I

INTRODUCTION

Since the beginning of the Twentieth Century, education of the intellectually elite, long cherished by colleges and universities, has gradually given way to the broader concept that educational services should be extended to a wide range of people with varying interests and abilities. As part of a social and educational revolution of great importance, this egalitarianism has been generally accepted by educators and represents a significant change in the direction of higher education.

Among the products of this move away from elitism has been the phenomenal growth of our institutions and the appearance on campus in large numbers of the "new" student who represents a group formerly denied access to higher education. The result has been concern about philosophy, methodology, and the future of our colleges and universities.

Included in this group of new students are people beyond the normal age of schooling. They are today sharing the campus with other recent entrants: the ethnic minorities, women, and those who formerly were not considered qualified for a university or college education. In many respects, adults as students are unique among current campus sub-groups. Whatever characteristics are specifically attributed to
these other sub-groups, the students generally share a stage of life described by Erikson (1963) as post-adolescence. The adult student, by contrast, represents many stages of development from young adult through the age of retirement.

What this means, in effect, is that where post-adolescents share a general level of experience and maturity, the adult student brings with him characteristics which reflect a wide range of ages, levels of maturity, and the varying, often rich, experiences which come with years of living. These adult characteristics, so unique to the campus with its tradition of serving youth, not only set adults apart from their fellow students, but also confront many educators with a relative unknown in terms of the techniques of adult instruction, the appropriateness of services, and the nature of adult students themselves. Despite the growing enrollment of adults for several decades, educators have for the most part, failed to give much recognition to their particular characteristics, needs, and expectations for higher education.

Among the post-secondary institutions that have recently experienced increasing numbers of adult students are the public two-year community colleges. Originally institutions where college-age youth completed the first two years of a four-year baccalaureate program, these colleges have seen their role expand to encompass the wider community that constitutes their support and service area. Today, the community college offers instruction in a wide range of technologies and vocations, as well as the traditional academic disciplines. In
In many respects, the breadth of community college instruction is the result of this influx of adults attending on a part-time basis.

But, much like their four-year counterparts, community colleges have been slow to extend the concept of life-long learning into the structure and planning of student personnel programs. The result has been that present day community college student personnel service programs are directed toward and utilized by traditional college-age youth and have a minimal effect upon the adult student. Such a situation would be more acceptable were it not that among many community colleges, adult students make up a numerical majority of the student body.

An example of this situation is provided by the two-year colleges of Michigan. According to the 1972 A.A.C.J.C. Directory, of the fifteen clearly urban community colleges, eleven had part-time enrollments which exceeded full-time enrollments. At the same time, of the eighteen institutions serving rural areas, none showed a majority of part-time students. That year, overall part-time head counts exceeded full-time head counts in the State.

Changes in the educational scene of a magnitude represented by this trend toward life-long learning, require institutional planning based upon adequate information. Such information tends to be in relatively short supply when contrasted to the amount of available data concerning the traditional college-age student. Of the four hundred and fifty dissertations related to the community college, completed and in progress through 1972, only thirteen target upon the adult
student population (AAJC, 1972). Medsker and Tillery (1971) have commented:

Nothing has been said thus far about the "older community college student—and many are beyond the recent high school age bracket. Some are enrolled full-time, taking a regular program in academic or technical-vocational courses; others are doing the same thing on a part-time basis, and still thousands of others are pursuing a part-time program in conventional adult education courses. A paucity of information exists about most of these older students, particularly the ones attending part-time. That they have jobs and family responsibilities and are highly motivated goes without saying, but information about their various abilities, interests, and intellectual dispositions is still needed. More than any other institution, the community college seems destined to become the most significant medium for continuing education—but, it will need data to do its job well. (p. 49)

Because this essential data tends to be in short supply as it relates to adult students in general, and even more so regarding adult students attending the community college, it is the purpose of this study to provide additional information on the student personnel services needs of community college adult students. Included are recommendations based upon these data which can assist college planners in meeting the needs of this student group.

Significant numbers of adults as students attending the community college are as new a phenomenon as the community college movement itself, showing significant growth only since the end of the Second World War. Adult participation in formal education, however, has a much longer history (Knowles, 1962). From small beginnings in the late 1800's, the adult education movement has grown steadily throughout the six decades of the Twentieth Century. Its growth has been parallel to that
of our technological society which has required greater numbers of better trained and educated men and women. It is not surprising, therefore, that adult student enrollments in higher education have been estimated at 4,354,000 in 1969 (Knowles, 1969); and that Morton, writing in Knowles (1962), has estimated 50,000,000 to 60,000,000 people participated in the short-term activities of the seventy-six member institutions of the National University Extension Association in 1951-52 alone.

Other perspectives of growth in life-long learning include a report offered by the Commission on Non-Traditional Study (1972). In a national sample of adults polled regarding their interests in continuing education, 75% were would-be learners, or those who would like to study during the coming year. The Commission reported as well that would-be learners rated the community college third behind the public schools and community run "free" schools as the place where they would like to learn. Four-year colleges and universities were ranked fifth out of a field of eighteen potential locations. Moses (1971) has estimated that an increase can be expected from 44.2 million in 1965 to 82.4 million by 1976 in the number of people involved in learning experiences outside our formal educational system.

Such indications of a major trend in education and the make-up of our learning population provides a challenge to institutions of higher education. The key question is whether our colleges and universities can meet the emerging needs of our society and educate the anticipated millions of people seeking life-long learning opportunities. The
question is of considerable relevance to the subject of this study and is more than a matter of comprehensiveness in instructional curricula, services, and programs. If existing institutions fail to attract these participants in life-long learning, and many are choosing other alternatives even today, special institutions and programs will arise to do so. There is much solid evidence that what we are experiencing is not a temporary educational fad, but a current trend which anticipates the needs of our society during the last quarter of the Twentieth Century.

These concerns are not voiced to suggest that institutions have made no effort to provide adult students with appropriate out-of-class programs and services. Several national organizations have, for years, been advocates of improved programs and services for adults. Similarly, numerous colleges and universities have provided adult student service programs, many quite sophisticated and extensive. As a general rule, however, the majority of institutions have not as yet extended the benefits of their student personnel programs to adult students on campus (Farmer, 1960).

The reasons for this lack of emphasis upon providing specialized or even general student personnel services for the adult have a reasonable degree of validity considering precedents in this area. It has been suggested by O'Banion (1968) that because of limited support for student personnel programs, there has seldom been enough money to provide adequate programs for the traditional college-age youth. This, consequently, has brought about an understandable reluctance on the
part of educators to stretch funds to have an impact upon the adult student group. Adult students, in large numbers, are latecomers to the higher education scene and have entered a system where available resources have already been allocated. In a similar vein, Ohliger (1969) has suggested that one solution to the problem lies in the reallocation of resources at the budget table where something like zero base budgeting might result in funding which would more closely reflect that proportion of students represented by adults.

Another cause of the problem lies in the nature of the adult student population itself. Adults cannot be defined by age factors alone or upon a state’s age of majority statutes. Contrasted to the traditional college-age youth, adulthood is characterized by full-time employment, family, social, and community responsibilities. The focus of an adult’s life is upon these factors, not the institution and its educational program. These demanding aspects of the adult’s life tend to limit contact with college personnel and the decision-making process. They work to exclude him from the mainstream of campus life. It is not surprising that his needs, concerns, and expectations are rarely understood and acted upon by educators.

However, it is not enough to claim, as do many educators, that because of this seeming lack of interest in the affairs of the college there is little justification for extending student personnel services to this group. As Segal (1966) has demonstrated, adults do express needs related to their out-of-class experiences, and when asked, are able to articulate these needs in ways which show a difference between

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their interests and the interests of younger students. Adults are as legitimate recipients of educational services as are other groups of students, and are among the fastest growing participants in higher education.

Mayhew (1969) has predicted that by 1980 the community college will be concentrating on three main functions: the education of previously non-college students, technical/vocational training, and the education of adults. For this reason, the need is clear for more comprehensive information on the needs and characteristics of community college adult students so that planners can anticipate the demands that will be placed on student personnel services.

Statement of the Problem

There is a need for the development of appropriate student personnel services programs for adult part-time students at the community college. Increasing greatly in numbers over the last twenty years, adults make up a majority of students at many community colleges today; and it is becoming apparent that much of the traditional student personnel program is neither useful nor educational for this group. If student personnel services are to adhere to the philosophy that each segment of the student population requires consideration in the planning and provision of out-of-class programs and services, it becomes necessary that additional information be provided concerning the needs and characteristics of the adult student.

Sufficient data about the adult in his role as student is in short supply, and when available is not usually organized in such a
way as to be of much value in the planning and implementation of specialized programs. There is a dearth of information which applies directly to the adult part-time student in the community college. A review of the literature has failed to reveal the existence of studies which have gone directly to the community college part-time adult student and asked what student personnel services and programs would be useful and supportive.

One significant major trend in higher education is life-long learning, and this trend is expected to continue in the foreseeable future. Community colleges, like other types of institutions, must prepare themselves for new kinds of students with unique needs and expectations. The need for more appropriate student personnel services programs which target upon the adult student is of increasing urgency. Unless the community college adapts its total educational program to the demands of change, it can be expected that would-be learners will select alternative institutions which more closely meet their expectations. Should this happen, the community college will have failed to live up to its promise of fully serving its local community.

Data concerning the needs of the adult part-time student and recommendations resulting from the data would be a contribution to the community college field and could subsequently result in improved educational experiences for the adult.
Purpose and Objectives

The purpose of this study was to investigate systematically the student personnel services needs and preferences of married, part-time adult students in two Michigan urban community colleges, and to utilize these data, combined with literature in the field, to develop recommendations for the planning and implementation of specialized programs in the community college.

The objectives of the study were:

1. To define the population of married, part-time adult students at two Michigan urban community colleges.
2. To develop and mail to a sample of the adult student group a questionnaire which would determine needs and preferences from a comprehensive list of possible student personnel programs, services, and policies.
3. To review systematically the literature in terms of institutional practices and professional recommendations which apply to such specialized programs for adults.
4. To develop recommendations based upon the information collected which would be of assistance to community college planners in the implementation of such programs.

Questions

The basic question toward which this study was directed relates to the degrees of preference expressed by adult students for specific student personnel services, programs, and policies. A second question
asked: what characteristics of adults should be considered in the planning and development of specialized programs?

Specifically, the questions were:

1. What degrees of preference will be expressed by adult students for specific student personnel services programs?

2. To what degree will adults anticipate using selected student personnel services and programs over the period of one full semester or trimester?

3. How will adult students rank, in order of importance, selected student personnel services, programs, and policies?

4. How will adult students rank, in order of importance, student personnel sub-divisions such as counseling, activities, and financial assistance?

5. What are optimum time periods for providing adult student personnel services and programs?

6. What are the practices of two-year and four-year institutions which have proven effective in serving the adult part-time student?

7. What characteristics of adult part-time students should be considered in the planning and implementing student personnel services and programs?

8. What is the optimum format to be used in presenting the findings of this study so that they will be of maximum usefulness to planners of adult student personnel services programs?
Definition of Terms

1. The COMMUNITY COLLEGE is defined as a two-year institution of post-secondary education offering comprehensive programs of instruction and services to persons within a relatively small geographic area. Within this study, it is used synonymously with the term two-year college.

2. An ADULT is defined as a person having as the main focus of his life the responsibilities of employment, family, marriage, and membership in the community.

3. An ADULT STUDENT is an adult who has chosen to attend an educational institution as a part-time endeavor.

4. LIFE-LONG LEARNING is an educational concept where formalized learning continues throughout life and after the traditional period of youth, and is used synonymously with continuing education.

5. STUDENT PERSONNEL SERVICES are defined as those out-of-class programs and services provided by educational institutions that assist in the full development of the individual.

6. FULL-TIME EMPLOYMENT is defined as being employed at least thirty hours each week and/or primarily engaged in meeting the responsibilities of a family as a housewife.

Limitations of the Study

Survey data gathered for the purpose of this study were limited to populations at two southwestern Michigan urban community colleges.
The possibility should be considered that adult student populations at moderately sized community colleges, such as are represented, may differ from those at larger institutions serving large metropolitan areas. At the same time, differences might be expected between the population studied and clearly rural groups. Ethnic composition, motivations for enrolling, and social attitudes probably vary from one locale to another. No specific research related to these possibilities, as they apply to community college adult student population, has been identified in the process of study development. It is the assumption of this study, however, that these differences in populations, if any, are inconsequential to the conclusions drawn and would have a minimal affect upon the development of appropriate programs for adults.

The communities served by the colleges included in the study show many similar characteristics. Both are industrial and yet not representative of large, highly industrialized metropolitan areas. There are, however, several differences which need to be considered in terms of study results. Kalamazoo is the larger community and has located there two four-year colleges and a large university in addition to Kalamazoo Valley Community College. Muskegon Community College is the only institution located in that community. Although unlikely to affect the overall results in any important ways, these factors must be considered in relation to particular adult preferences for specific student personnel functions presented in the questionnaire. Opportunities for certain kinds of out-of-class experiences may be more abundant in one community than in the other.
The study definition of adult students is consistent with the purpose and objectives outlined. It is possible, however, that non-married older students, veterans, and a percentage of the full-time student body may not be appropriately served by existing student personnel programs. Determining the needs of these groups is outside the scope of this study and a possible subject for further research.

A final limiting factor relates to the percentage of returns from the mailed questionnaires. The combined adult student population of the two institutions was 2325, out of which 425 were selected systematically as the sample. Mailed returns totaled 183, or 41.2% of the sample. Bias inherent in this group of respondents is speculative, but several possibilities exist. Those returning the questionnaire may in part represent persons with a highly developed sense of responsibility toward their institutions. It is more likely, however, that the respondents are the same group which would be interested in participating in out-of-class services and programs, and may have felt neglected enough in the past to motivate them in completing and returning the questionnaire. This contention is supported when one considers the percentage of full-time college youth which at any time take part in and support student personnel services programs.

The questionnaire was pretested on adult students at Kalamazoo Valley Community College prior to its final draft, printing and mailing. However, the validity of the data collected is dependent upon the adults' interpretations of items. Although professional terminology was purposely edited from the instrument and many items prefaced by an explanatory paragraph, the possibility of misinterpretation exists.
CHAPTER II

REVIEW OF THE LITERATURE

The literature, as noted in the previous chapter, is limited as it applies to adult student personnel services programs. There has been a necessity, therefore, to expand the literature review to encompass wider areas and to draw from these areas concepts and practices which can be related to a better understanding of the problem.

Research and commentary about the instruction of adults in secondary schools and higher education is quite extensive. A number of journals, such as Adult Leadership, Adult Education, publications of such organizations as The Association of University Evening Colleges and the Association for the Liberal Education of Adults, plus compilations of the ERIC Center on Adult Education provide a broad conceptual framework in this area. Since the mid 1960's, reference to the education of adults has become more common, and has appeared more frequently in a greater number of educational journals. Student personnel journals have shared this increased concern with several recent articles about student personnel services for the adult group. Still, compared to the volumes which have been written about the traditional college age student, information about the adult group is small and provides little assistance in developing appropriate student personnel services programs. Much commentary has taken the form of an appeal for awareness on the part of educators; that a new and growing need exists within education. Only a small percentage of the
relevant literature addresses itself to a means of resolving the problems at hand, and such commentary provides little specific direction as to how such programs might be planned and implemented.

Furthermore, the community college student personnel administrator faces an even greater task in finding definitive materials, research results, and recommendations for program development. Of the limited information which now exists, most is related to programs at four year colleges and universities and deals with their particular organization and clientele. There is some evidence that differences between the adult student populations of four and two year institutions are great enough to lessen the usefulness of such information for the community college educator.

This review of the literature consists of four areas pertinent to an understanding of the study problem and the development of adult student personnel services programs at the community college. The first area is a perspective of the development of education for adults and probable trends during the remainder of this century. The second considers current student personnel practices in two and four year institutions. A third section reviews recommendations by persons in the field related to needed adult programs, and a fourth area concerns research and commentary about the psychological and developmental characteristics of adults, a factor which must be considered in the development of programs and services. Throughout, two general categories of literature have been considered: that which deals with the general adult population and that which has focused upon the adult in his student role.
A. The Historical Perspective and Trends in the Education of Adults

The role played by adults as students can be traced to the early 19th Century in this country. Knowles (1962) reports that 1810 saw the development of the first private evening school in Providence, R.I. The entrance of the public evening school occurred in 1850. An early awareness of the potential impact of education for adults was exemplified by Channing, as cited by Knowles (1962). Channing, in 1835 wrote anticipating the need for such provisions within education and recognized the inherent problems of educational standards and academic resistance to the concept.

There were, however, certain occurrences in the latter half of the 19th Century which are considered to be of great importance in terms of the beginning of the adult education movement. The Chataqua experiment, originated by the Methodist Church, was instrumental in forming a concept of continuing education. Simultaneously trade unions, industry, and agricultural organizations instituted educational and training programs for people above the normal age of schooling.

It is the Chataqua program which deserves special mention here. Not only did it initiate the concept of continuing education, but its program of summer sessions sparked a similar movement among a number of post secondary institutions. Normal schools were generally the first to capitalize on the idea, but soon other collegiate institutions began to offer short summer sessions and activities aimed at adult participation. Despite limitations in curricula, the Chataqua experiment is considered by many to have had considerable influence on the growth of education for adults (Knowles, 1962).
Extension programs were also begun during the late 19th Century. John Hopkins University began such a program in 1887, followed by the State University of New York in 1891. The Land Grant Colleges were at the same time extending educational services to a primarily agricultural society.

Records show that extension programs and other forms of adult education declined in size and influence during the period of 1891 to 1905; the result of poor planning, confusion of goals, and a strong clash between the academic traditionalists and educators more Jeffersonian in their outlook. Resistance to a concept which approached mass education and one that did not focus upon the classical model came not only from academicians but from legislators as well. The result was a temporary setback, one which was not to be overcome until the 1920's. Influenced by profound changes in the socio-economic characteristics of the nation, continuing education for adults gained momentum after 1920. Industrial growth, movement of people from rural to urban areas, increases in population and other related factors brought about the need for a better educated and trained citizenry. For the first time, significant change was becoming the norm rather than the exception. Education was becoming a necessity for persons attempting to cope with the modern industrial society.

The period from 1920 to 1960 saw tremendous growth in colleges and universities and in other institutions sponsoring education for adults. Higher education, as a whole, grew by six times during the period (Knowles, 1962). Extension program enrollments increased from 101,000
in 1920 to 843,923 in 1960. By 1965, 16.5 million courses were being offered for adults sponsored by churches, colleges and universities, community organizations, business, industry, and elementary and secondary schools. Significantly, 21% of these educational opportunities were being offered by colleges and universities, sharing leadership with the nation's churches and synagogues (Lord, 1973). Moses (1971) estimates that the number of people involved in learning experiences outside the formal educational system was 44.2 million in 1965 alone and he expects the number to increase to 82.4 million by 1976.

This trend toward continuing education represents a revolution in education at all levels as well as in higher education, and is a concept beginning to be accepted by many educators. A 1973 survey by College and University Business polled 385 administrators in higher education. These administrators believed that the future emphasis in higher education will be on vocational/technical training and life-long-learning. The Carnegie Commission on Higher Education (1971) reported that higher education between now and the end of the century will see as many as 350,000 additional adult students and this trend may constitute the greatest hope to offset an expected leveling off or drop in the number of traditional college age students during this period.

Sharing in this movement toward life-long-learning have been the two-year community colleges. The experience of community college educators with adult students, however, has been of a shorter duration than that of their counterparts in four-year institutions. Murphy (1969) informs us that it was not until 1930 that junior colleges
developed an awareness of the need to provide instructional programs for adults. A new found identity with the community and geographical area where they were located plus a gradual shift away from the exclusive role as feeder institutions for colleges and universities, seems to have been instrumental in this change. Bogue, as noted by Murphy (1969), has emphasized this awareness of a new role. He mentions that Leonard Koos' 1925 book, The Junior College Movement makes no reference whatsoever to adult related education. In the same author's 1971 volume, The Community College Student, an entire chapter is devoted to the subject of adult students in the community college. A 1947 survey of adult instruction found that only 3% of the two-year colleges responding could claim that any of their adult instructional programs existed prior to 1925. At the date of the survey, 43% could say that adult instruction was part of their curricula. Today, community college enrollments of part-time students, usually adults, exceed 50% in many institutions.

The evolution of student personnel services for adults in higher education is poorly documented and it can only be implied from the development of programs for younger students that such services and programs filtered down to the part-time adult. Information which is available concerns programs at four-year colleges and universities. One of the earliest surveys which provides some insight was conducted by Nueffer (1953) and surveyed the member institutions of the American Association of University Evening Colleges. Simoniatas did a similar study in 1956 and in 1959 a more comprehensive survey was done by...
Farmer. In 1961, DeCrow provided additional information. Although these studies are significant in that they show only minimal student personnel programs they also indicate that programs were in existence and tended to grow over the period.

Prior to 1953, the date of the Nueffer study, it can only be assumed that some counseling, advising, and perhaps testing and activity opportunities were offered by a percentage of institutions. Nueffer established that all of the institutions surveyed had some advising services for their evening students and all but eight of the eighty-four respondents claimed that personal counseling was available. Kuder (1971) states:

One might conclude from the lack of reported material, that prior to the late forties and early fifties no such services existed. And, in many situations, that undoubtedly was true. Yet the rudiments—some of the basic services—did exist and did function to the advantage of students and the programs involved. (p. 6)

Specifically, what was occurring during the fifties? Farmer's (1959) survey found 53% of the institutions reporting fairly complete or partially complete student personnel programs for adult students. It must be noted, however, that the member institutions of the American Association of University Evening Colleges who took part in the study may not be representative of higher education as a whole. There can be only speculation as to the extent of such programs throughout the entire nation. As for the existence of student personnel programs for adults in community colleges during that period, no specific references were found.
Causal factors related to the slow growth of adult student personnel are difficult to establish. Kuder (1971) suggests that the problem was essentially a financial one, but contributing to the problem was the belief that adults neither desired such programs nor would contribute support for them. Kuder suggests that little understanding existed as to what specific programs could be offered.

Yet, most likely, the major causal factor has been money. Given limited resources, institutions will invest initially in those functions which are essential to their operations, and then as additional resources become available or the definition of essential changes, will expand into the areas of "humanitarian" services and programs. Therefore, records, registration, and academic advisement were the student service functions most likely to have existed prior to 1950, while counseling, activities and other similar functions for adults were required to wait until additional monies and different outlooks came to pass.

Palais, writing in Farmer (1967), has concluded that during the period under discussion, the need for adult student services programs was much greater than their incidence. Simonaitus (1956) showed that of those institutions responding to his survey, 112 out of 120 considered adult student services programs as essential, but none could indicate that they felt such services were being carried out satisfactorily. The implications for the development of such adult programs seems clear; their development has been shown to be significantly behind that of the field in general.
The slow pace of adult student personnel development is particularly disconcerting in light of the trend toward greater and greater numbers of adults in higher education. On one hand are the predictions that much of the future task of colleges and universities will be in the education of adults, while at the same time, the important supportive and developmental services are clearly a decade or more behind the general field of student personnel. Obviously, adult student personnel must be brought in line with the demands which will be placed upon it in the future.

B. Current Adult Student Personnel Services Practices in Higher Education

The concept of student personnel services in higher education has been changing in the last decade. An earlier concept that student personnel programs should consist of related but essentially different subsystems providing a variety of services to the student clientele has begun to evolve into a coordinated effort aimed toward development of the individual (Crawston, 1972). The direction which the profession as a whole seems to be taking is essentially more humanitarian than its earlier forms and suggests a re-evaluation of its goals and philosophy.

From what was mentioned in the previous section, adult student personnel programs are still in the early stages of the services concept and, therefore, much behind developments in the field as a whole. Hoppe (1969), in surveying member institutions of the American
Association of University Evening Colleges, included several questions related to student personnel services. The questions, as well as the answers, indicate that the perspective is traditional; to what degree did their evening programs include orientation, testing, and advising? No mention is made of integrating the programs toward developmental ends.

Farmer (1967) showed a similar orientation. Palais, in his contribution to the book, states:

The philosophy and types of student personnel services remain constant. What does change are the specific services offered and their organization and staff . . . . (p. 63)

Despite its current frequency in the literature, there is little real evidence that the developmental approach is widely practiced in student personnel programs generally. It may well be that the services concept appears in adult student personnel programs precisely because it is a reflection of the thinking among student personnel staff. The conceptual framework which molds the overall program dictates its nature as applied to the adult student.

One of the more recent surveys designed to determine the level of student personnel services programs for adults was done by DeCrow (1962). He found that 64% of the respondents indicated that they had "specially designated and trained staff members for counseling and guidance." At the same time, 67% of the colleges had no student government, and 54% had no social activities. Earlier studies (Nueffer 1953, Simonius 1956, and Farmer 1959) showed similar levels of student personnel programs for adults.
Several recent studies have focused upon practices among community colleges. Kintzer (1971) surveyed 240 two-year colleges and received a response from 160 of them. Most reported some form of counseling for evening adult students. However, only six had separate evening counselors, one had a placement service for adults, and one a special testing program. Further, only one institution could claim an evening student newspaper and one other indicated that special channels had been developed to allow adults to select guest performers in what were the rudiments of an activity program. Overall, the student personnel programs were minimal if in existence at all. Kintzer's conclusion was that at most community colleges, adults were attached to the college in only a token way and were quite unaware of the structure of institution's supporting programs such as administration, library, business office and student personnel services program. Perhaps the most disconcerting aspect of the study was that only a few respondents indicated any interest in improving their minimal or non-existent programs for adults.

Hatfield (1970) gathered what he termed innovative evening services for adults in community colleges. He was able to glean only a few worth mentioning. Among these were advising programs for adults and several other programs which would hardly be considered innovative if compared to things commonly part of student personnel programs at colleges and universities.

Commenting on adult student personnel programs, O'Banion (1968) makes the point that presently the adult student is the most
conscientious, motivated, and currently ignored segment of the college student body. He goes on to say that this neglect results from a lack of awareness of the needs of adults by student personnel workers, and financial limitations imposed upon the typical evening program. Whatever the cause, the literature seems to show that little is presently being done to extend student personnel services to adults in higher education and that an awareness of the problem is only beginning to grow among people responsible for such programs.

C. Recommended Adult Student Personnel Services Programs

As earlier noted, the need for specialized adult student personnel services programs seems much greater than their incidence in higher education. The result is that the literature seems to provide much more commentary on what should be done than examples of existing programs. Speaking before the Adult Student Personnel Association convention, Rockwell (1969) listed a number of expectations an adult should have related to his educational experience:

1. The opportunity to present his case or problem to a responsible college official or representative.
2. The availability of appropriate college services, for example: cafeteria, business office, placement services and veterans affairs.
3. The availability of competent and knowledgeable counselors.
4. Activity programs appropriate for adult interests.
5. Full information about the supporting services of the
institution through an orientation program, handbook, and other means of publication.

6. Availability of financial assistance.

7. A representative organization incorporated into the structure of the institution, one to which the college is responsive.

8. Regulations and policies which are equitable for him with his unique characteristics and evidence that the college is attempting to facilitate his educational experiences.

Given the general level of development in adult student personnel programs at present, the above policies, services and programs would tend to be a departure from what is probably experienced by most adult students in higher education.

One rather common statement found in much of the literature is that there should be a difference between student personnel services for adult students and that which is provided for the younger group. Thompson (1967) has emphasized that such programs for adults must be more than extension of the established student personnel program.

Just as educational expectations for the learning situation are different for the adult because of his different concept of his role, so are the needs, problems, and concerns different for which he will use student personnel services. In other words, personnel services for the adult, if they are to be effective, must also be different. (p. 6)

O'Banion (1968) adds his support to this concept by recommending that special testing, placement, orientation, and activities programs be developed for the adult group. He seems convinced that simply
extending day programs into the evening hours will not be effective in achieving student personnel goals.

The difference does not necessarily take the form of newly organized student personnel programs, although such action is not inconceivable. The well-known organizational structure of student personnel programs can serve well in providing counseling, activities and other programs. More likely, the difference is a matter of viewpoint and of the willingness to tailor programs for adults within the existing structure. At the same time, Crookston (1972) noted that the traditional bureaucratic model for student personnel may not adequately serve this or any other segment of the student body.

Student personnel for adults, like that for youth, must be part of an overall plan for the emotional and intellectual growth of people. No longer can it be neatly divided into semi-autonomous divisions and separated from the process of instruction.

Using this concept of developmental student personnel, it is possible to evaluate some of the recommendations presented through the literature.

Hoff, writing in Farmer (1967), recommends that activity programs for adults be built around self-development, leadership training, group experiences, the practical application of learning, and the promotion of the adult students' identity with the college. There is, she claims, no ideal activity program for the adult student. Only programs which tend to be tailored to the particular institution and its adult clientele will prove successful. Clubs and organizations have a place
in such an adult program. She suggests the categories of academic, athletic, avocational, political, religious and social organizations. To this list should be added organizations which explore vocational alternatives for older people, a suggestion supported by data collected through the Commission on Non-Traditional Study.

Another possibility for activity programs is suggested by Thompson (1967) and reveals how such programs can be a departure from day programs. Unlike young people, adults often have a strong concern for their families and seek to cope with the problems which seem to occur in a family situation. While youth are in the process of leaving the family situation and will have their interests rekindled only when they have families of their own, the adult may benefit from activity programs which instruct him in the dynamics of family life and provide him with outlets to share personal experiences.

Hirsch, writing in Farmer (1971), adds a wider dimension to adult activities. He suggested that such activities provide an ideal medium for counseling.

In counseling the adult student through extra-curricular activities, the insularity of the small group must expand to include the affairs of the world. The feeling of responsibility will extend to include the neighborhood, the community, and the world. (p. 129)

Not only does the activity provide an outlet for the adult's social drives, but is socializing as well. Activities provide a variety of experiences which tend to assist the adult in resolving the conflicts which arise in maturity. Essential to this concept is the need for trained and understanding professionals to provide the leadership and to chart experiences which will meet the goals of the program.
Being in a position to pay taxes, part of which support public higher education, adults are in the role of both provider and recipient to a much greater degree than is youth. Financial assistance for students, however, is not designed to benefit the adult part-time student. Often ineligible because of his part-time status or because of the design of need analysis systems, the adult must usually turn to some type of loan program when financial assistance is required.

Adults are, of course, no more anxious to shoulder debt related to their education than are younger students (Segal, 1967). This lack of breadth in financial assistance programs for older people is a serious obstacle to greater participation in higher education. The Commission on Non-Traditional Study (1972) found that 53% of the older people participating in the study ranked costs as the main factor in keeping them from attending college.

Unfortunately, many writers in the field recommend loans as the best means of providing financial assistance for adults. The adult, however, is often saddled with debt related to homes, automobiles and so on, and may be the least appropriate group to have loans as their major source of aid. What is called for is a fundamental change in many of the policies, both at the Federal and local level, which will result in a broader base of adult financial assistance.

Counseling and advising are the student personnel services which, at least in a rudimentary form, have been offered adults for some time. Most educators would profess that adults could obtain such help if it were sought out. Advising tends to be an administrative necessity.
if adult students are to obtain the classes for which they are reason­ably qualified. Among student personnel programs, counseling and advising enjoy the greatest exposure in the literature.

Kintzer's study (1971) showed that most two-year colleges claimed counseling programs for adults. Data provided by the Association of University Evening Colleges would indicate that a similar situation exists among this group of institutions. Writers in the student personnel field recommend not only an increase in the availability of such programs, but are concerned about the content of such programs and the training of the people assigned to carry them out.

Ericson (1970), describing a study done at Michigan State University, lists several areas rated by adults as reflecting their needs. Among these were:

1. Improvement in counselor availability
2. Assistance in returning to the University after an extended absence
3. Aptitude and interest tests
4. An administrative structure to coordinate the services
5. Class scheduling assistance
6. Academic degree planning assistance
7. Help with study skills
8. And, some means by which counselors would maintain continuous checks on the progress of adult students
The qualifications and training of counselors working with adult students seems to be a growing concern. Kaback, writing in Farmer (1971), describes in-service training programs for adult student counselors. Along with a better understanding of adult characteristics, the counselor must often adjust his counselor/client relationship from an adult/child to an adult/adult situation. Many counselors, accustomed as they are to dealing with young people, do not seem to recognize that older people react strongly to what seems to be a patronizing attitude. The result is often that adults not only have few opportunities for counseling assistance, but also when they do take part, find the experience unsatisfying. Adults, even more than young people, must be assured that the professionals they are working with have more knowledge in the area than they do and that the time spent in the effort will not be wasted.

Segal (1967) found that adult students at the University of Toledo reacted favorably to counseling and advisement programs which included personal counseling, diagnostic and remedial programs, and comprehensive testing, especially related to occupational aptitudes. She recommended a re-evaluation of the counseling program at Toledo in light of adult needs.

Orientation of new students, long an accepted part of programs for college-age youth, is now being seriously considered for the adult student. O'Banion (1968) placed orientation for adults among his recommendations. Palais, writing in Farmer (1967), included orientation in his overall program of student personnel, and Rockwell (1969)
stated that such programs are a clear student personnel responsibility. Segal (1967) sought adult student responses to proposed orientation programs and noted that they were strongly endorsed along with the publication of adult student handbooks, evening bulletins, and informative programs. Brown, writing in Farmer (1971), recommended adult orientation programs for a two-fold purpose; to assist the student in overcoming initial anxiety about formal education and as a springboard for future counseling contacts.

Orientation for adult students fits logically into the structure of a student personnel program. However, the critical problem is often a matter of providing the program at times when adults can take advantage of it. It may be advisable to take such programs to the adult off campus through neighborhood presentations and the use of modern media such as radio, television, and newspapers.

A high percentage of adults return to college for the purpose of changing their occupations. Yet, Lasner in his contribution to Farmer's (1967) book, reports that 81% of the institutions surveyed had no placement office hours available in the evening or weekends for the purpose of assisting adult students. Segal (1967) found a strong need for placement help among adults. Career planning and vocational counseling, which is readily available to the student between 8 a.m. and 5 p.m. on most college campuses, is difficult for the adult to obtain. Adults also seek direction in their careers and need the kinds of help that career planning can provide. Kaback, writing in Farmer (1971) made the statement that:
For adult students in higher education, the concept of vocational counseling includes the process of helping an individual to understand the variety of influences in his life that have led him to his present work and study role; to re-evaluate his work role in light of his more mature, realistic appreciation of his potentialities against the opportunities now available to him in a demanding, complex society; and to derive maximum personal satisfaction from his efforts. (p. 61)

Two and four year colleges share a responsibility for assisting students in finding suitable employment after graduation and even before the termination of an academic program. Community colleges have tended to be more local in their placement activities; but, like four year colleges and universities, are probably most expert in handling the needs of younger students seeking entry kinds of jobs. Career planning and placement offices may have to develop more expertise in assisting older people who have considerable background and experience in finding new employment opportunities.

A seemingly innocuous function of student personnel, as it applies to adult needs, is that of admissions. Nonetheless, admission procedures can be a limiting factor in the adults' desire to begin a program of studies. Waters (1971) believes that some standard admission procedures have a strong limiting effect upon adult enrollment in higher education. At the least, admission policies and procedures can be haraassing, but more often discourage many adults from making the move into higher education. Among those aspects of the admission process which Waters (1971) found most difficult for adults are the letters of reference from former teachers, credit transfers from coursework taken years ago, limitations on length of time in which

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credits may still apply to new programs, and lengthy procedures which
discourage older applicants. Along with the traditional red tape,
delays, requirements of long lost records, recommendations and other
paraphernalia which prove frustrating to adults, testing requirements
may be the most inappropriate aspect of the adults' admission pro-
cedure.

Most of the widely used tests of college admission have been
designed for and normed upon post-adolescents fresh from their high
school experiences. Such testing does not consider life experiences
or the long "cooling out" period from facts and concepts that many
adults have experienced. The result is that testing programs fail to
provide an accurate estimate of adult potential. In the case of the
community college, most tests do little to assist in placement at an
appropriate academic level.

Sharon (1971) studied two tests which have been designed for
older people, the College Level Examination Program (CLEP) and the
Tests of General Educational Development (G.E.D.). He found that
although a strong correlation existed between the CLEP scores and
sophomore G.P.A., CLEP was less useful as a guidance tool than as a
measure of current achievement. In addition, the content is based
upon a typical program of study for freshmen and sophomores at liberal
arts colleges. Using such standards as a basis for test content is
probably to the disadvantage of adults and does not consider the kinds
of informal learning experiences they have had.

The Tests of General Educational Development were designed to
provide a measure of high school equivalence and are widely used by
open door community colleges as an entrance requirement and placement tool. The non high school graduate, after achieving an adequate score on the G.E.D., is often required to take the same battery of tests administered to all incoming freshmen. "Passing" scores on the G.E.D. probably do not discriminate very well in terms of academic success and to require another round of testing which is of questionable usefulness tends to erect unnecessary barriers to adult admissions.

Often testing requirements for adults are the result of a bureaucratic need for consistency, or are based upon traditional concepts of maintaining academic standards. The defense of either would be difficult in light of adult needs and the changing nature of higher education. However, O'Banion (1972) points out that although tests have a bias in favor of younger students, our educational process has a similar bias. He contends that it would be advisable for institutions to develop local adult norms which would be of considerable help to adults and the college alike.

Several things seem to stand out from recommendations by writers in the field. First, any single institution, should it begin planning adult student personnel programs, must learn a great deal about its adult clientele through a program of local research. Second, such programs will most likely differ markedly from the programs provided younger students. Third, there may be a certain amount of shift required in budget allocation and staffing to achieve program goals; and fourth, staff may need retraining in order to do its job well. The literature would seem to indicate that a program which is a half-hearted extension of the day program is probably doomed to failure.
and that an initial requirement for success is a total institutional commitment to the concept of student personnel services for adults.

D. Characteristics of Adults

A comprehensive review of the literature related to adult characteristics would require several studies in themselves. The intent here is to present an overview; one that focuses on those qualities of older people which are important if we are to develop student personnel programs for them within an educational setting, in this case the community college.

Many years of research and commentary exist related to adult characteristics. Probably the first significant contribution was by Thorndike in the 1920’s and since that time many volumes have been written. Much research has been in the area of human development, the stages of human life, and the changes which occur in people as they grow older.

Erik Erikson (1963) provides a framework for looking at the development of people throughout their life span. In this study, the concern has been with those who have passed the stage of post-adolescence and entered young adulthood, middle age, pre-retirement or retirement. There are a variety of ways of describing the characteristics of people once they have reached adulthood, but Erikson (1968) views these stages as relative levels of responsibility and commitment:

The problem of adulthood is how to take care of those to whom one finds oneself committed as one emerges from the identity period . . . . (p. 33)
Maslow, as quoted in Hirsch (1972), sees adulthood as a matter of self-sustainment:

An adult is an essentially self-sustaining and/or socially independent person, regardless of chronological age and he is regarded by society and self as fulfilling an adult role. (p. 13)

The adult definition proposed in this study is similar to those of Erikson and Maslow. Adults are people who have taken on the responsibility of jobs, families and living in the adult community. They have achieved an age and level of maturity in which they chart their own course in a self-sustaining way. Within this context, they may turn to formal education for assistance in reaching their goals; their attendance is voluntary and their expectations different from those of youth.

Of Erikson's eight stages of life, four are most appropriate for consideration in the context of this study. The young adult stage, from 22 to 35 years, is typified by the newly married individual with small children and involvement in his vocation and the community. Bischoff, writing in Hirsch (1972), calls this the period of construction. As a time of life, young adulthood offers little personal freedom as family and vocational responsibilities seem to be most demanding. The stage of middle age, from 36 to 50, normally includes for the individual older children in the home, vocational stability and growing individual freedom. This style of living, according to Bischoff, is the period of consolidation and culmination. Erikson's pre-retirement stage, from 50 to 65, is marked by personal and vocational stability, new freedoms as the
result of grown children, and often renewed interests. Retirement results in the highest degree of individual freedom experienced since the post-adolescence years and can be a period when the individual seeks out new experiences as well as the renewal of old interests.

McClusky, writing in Lorge (1963), has this to say of the developmental process:

> Adulthood is marked by a tendency toward a developing integrative person (self) together with a "built-in" tendency for self-protection which is complemented by an equally basic tendency to seek goals which will help the individual become better than he now is. (p. 15)

Inherent in the McClusky model is the concept of "margin." Marginal strength allows the adult to handle stress resulting from a changing self-image and declining strength. A person has adequate margin when he has the power of choice over a range of relevant alternatives; it is the function of choice on one hand and the number of alternatives on the other. The possibility exists that the motivation of many adults to seek out formal education is to increase his personal margin so that in the future he will not be trapped by the circumstances of inadequate training and education.

The stages of adult life, however defined and intellectually organized, seem to produce typical concerns among people. Pressey and Kuhlen (1957) note that young adults have anxieties and concerns related to appearance, sexual morality, lack of confidence and career success. With middle age, the focus of concern shifts to political and social areas, health, marital difficulties and children. Per­vading the middle age experience seems to be a realization that time
is running out and that there is so much left to do. Late adulthood may create concerns related to diminishing efficiency and health. Worries of the retirement stage are attached to money problems and family.

How people cope with such concerns and anxieties is also noteworthy. Hamilton, writing in Pressey/Kuhlen (1957), studied adjustment over the life span and concluded that people adjust better at different times during their lives. Men seem best adjusted between the ages of 40 and 55, experiencing adjustment problems thereafter. Women find their best adjustment at 45 and a low point at 55. There is a general trend toward a lessening ability to cope with life stress as age increases.

The preceding information is interesting but has little place in a study such as this unless there is the recognition that it has important implications for the ways in which institutions provide educational services for older people. First, the research would support programs designed to assist adults at various life stages in making adjustments and finding new means of fulfillment. Perhaps more importantly, the evidence shows that people are capable of change and seek fulfillment throughout life, and that formal education has a role to play in this experience.

A stereotype of adults, often held by the adults themselves, questions the ability of this group to be competitive in the classroom setting. Research has shown that under the proper conditions, learning ability does not decrease with age. Hand (1968) stated that
the apex of learning ability is at 25 years of age. Such data are based upon the qualities of both power and speed. While speed of learning decreases after 25, power does not. Thorndike affirmed this as early as 1925, and Lorge (1963) reported that further research has tended to be supportive. When ability, rather than quickness, is used as a criterion, no appreciable decline in learning ability with age is apparent.

One of the great tenants of "common sense" would suggest that with age people become less willing to accept change. To a degree this contention is supported by research. People change rapidly until about 25 years of age, and by their late 20's and early 30's skills, hobbies, and interests have been solidly formed (Lorge, 1963). Beyond that age, the attitudes of people have begun to crystallize. It is not, however, a simple resistance to change per se that is recognized here, but the factors of stabilization and crystallization which are at work. Such information about the adults' lack of change-ability would seem to be a strong argument for "on demand" curricular and service offerings. To the contrary, such an approach would tend to deny adults the opportunity for needed growth in new directions. The data suggest only that changes cannot be abrupt nor unrelated to their understood needs.

The self concept of adults often adversely affects their formal educational experiences. Lorge (1963) states:

One of the greatest problems that teachers of adults must face is not only their own tendency to accept the general stereotype of the aging process, but also the fact that adults themselves have generally accepted such a stereotype. (p. 5)
(adults) tend to accept their now familiar stereotype for themselves, a negative projective self-concept. It becomes difficult to disabuse individuals of this negative concept about older people which has become so familiar. (p. 5)

Many adults feel that they cannot compete with youth in the classroom and accept that commonly held notion that their abilities have degenerated enough to place them at a strong disadvantage. Research regarding educational competencies of youth and adults is, however, to the contrary.

DeCrow (1959) analyzed a number of studies comparing undergraduate students with adult university extension students. His findings were that adult students were equal and even somewhat superior to younger students in learning performance.

There are, however, differences between the two groups which research has established. Knowles, writing in Thompson (1967), outlines several differences between adults and youth in the educational setting.

1. Self-concept: youth enters formal education as a full-time occupation while adults enter as a means to an end.

2. The two groups have different expectations about their educational experiences; a youth expects many decisions to be made for him while the adult does not.

3. The adult enters with an extensive background of life experiences which is not shared by youth.

4. Adults have a different set of developmental tasks than do youth.
5. Higher education is to a much greater degree voluntary for adults than for youth.

Anderson, writing in Hirsch (1972), used the College Student Questionnaire to study adult and youth differences among students at the University of Tennessee. On eight of the eleven scales, there were statistically significant differences among which were independence from family and peer pressures, liberalism, social conscience, satisfaction with faculty and fellow students, and study habits.

The literature indicates that although youth and adults have similar learning abilities, age differences have produced dissimilar emotional and social characteristics. These are the differences which require the greatest consideration by educators in planning more meaningful experiences for adults.

To this point, the characteristics of adults as students have not been specifically considered. Perhaps one of the most comprehensive studies in this area was completed by Chapman (1959) as part of his involvement with the President's Committee on Education Beyond High School.

As compared to the adult population as a whole, the adult student tended to be from a higher economic and social level, was better educated, and was representative of a more prestigious occupation. Among the adult students, there was a noticeably poor representation from the lower socio-economic levels.

Differences were also noted between adult students at two and at four year institutions. The community college adult student tended to be younger, had less formal education and represented occupations
with less prestige. A confirming study of students at Mohawk Community College and George Washington University noted that the important differences were again in income, amount of formal education and occupational level.

Chapman concluded:

1. The distinct differences in the characteristics and expressed educational interests of adults point up that no single type of public institution can meet the educational needs of adults in our culture.

2. That the education of adults is rooted in our social situations and not in academic subjects.

3. That it is probably not possible to distinguish between the economic and educational motivations of adults to enroll in higher education.

4. And, that adults represent such a diverse group that generalizations about the typical adult student cannot be easily made.

Snyder and Blocker (1971) studied the demographic characteristics of adult students at Harrisburg (Pennsylvania) Community College. The writers found that 66% were under 30 years of age at a ratio of 7 men to 3 women. The majority were living normal family lives with 61% being employed full time. Typically, the adult students' expressed motivation for enrolling was to receive training that would lead to better jobs.

At the Pacific Heights Adult School (California) 66% were found to be employed full time with an average age in the mid thirties (1971).
Thompson (1967) cites a survey of adult students in eastern evening colleges. In this case, the average age was 29, 66% of the students were married, and 48% were paying entirely their own way. An additional 32% were reimbursed for educational costs by their employers.

There is a tendency to agree with Chapman that adult students represent a widely diverse group. This diversity is a challenge to those who would develop adult student personnel programs. At the same time, the adult's competency as a student has been proven and, as a member of the college community he can expect to be served as well as his younger counterparts.

E. Conclusions Related to the Literature

The search for information related to this study was carried out through the use of the ERIC System, the Educational Index, Dissertation Abstracts, and materials available through the Educational Resources Center at Western Michigan University. Much of the literature has proven to be recent, expressive of a contemporary and growing concern about this area of higher education.

Because concern about the older student is only recent, there is not available a mature literature and it cannot be compared quantitatively or qualitatively with the volumes of similar materials related to student personnel services for traditional college age youth. What is readily in evidence is the need for additional commentary and research, first for the purpose of increasing awareness of the problem among professionals and, second, to provide a better basis for the development of appropriate programs.
CHAPTER III

DESIGN OF THE STUDY

Introduction

In the development of this descriptive study, two major sources of information were used. First, the literature was searched for evidence of successful practices in the field of adult student personnel services, for recommendations, and other related information. Second, a comprehensive opinion questionnaire was developed and used to survey a sample of married, part-time students attending two urban community colleges. Research questions, description of the population and sample, instrumentation, and techniques for data collection are described.

Research Questions

Questions related to the study have been outlined in Chapter I. Briefly, the study seeks to provide information about:

1. The degree of preference expressed by adult students for specific student personnel service programs.
2. The expected usage by adult students of selected programs and services.
3. The priorities among certain student personnel functions which would be exercised by adult students.
The practices, recommendations, and commentary provided by the literature.

Population and Sample

The population studied consisted of 2,325 married, part-time adult students enrolled during the spring semester, 1973, at two urban community colleges in southwestern Michigan. The two institutions and the populations represented there were deemed similar in characteristics. Both institutions serve industrialized communities, are of comparable size, and have similar curricular and service offerings. Table 1 includes selected institutional data for comparative purposes.

**TABLE 1**
COMPARATIVE DATA: PARTICIPATING INSTITUTIONS

<table>
<thead>
<tr>
<th></th>
<th>Kalamazoo Valley Community College</th>
<th>Muskegon Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (Headcount) Sp. 1973</td>
<td>3,949</td>
<td>3,778</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>2,775</td>
<td>2,226</td>
</tr>
<tr>
<td>Full-Time Students</td>
<td>1,194</td>
<td>1,552</td>
</tr>
<tr>
<td>Female Students</td>
<td>1,764</td>
<td>1,417</td>
</tr>
<tr>
<td>Male Students</td>
<td>2,185</td>
<td>2,361</td>
</tr>
<tr>
<td>Professional Staff and Faculty</td>
<td>112</td>
<td>134</td>
</tr>
</tbody>
</table>

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A sample of 427 students was systematically selected from institutional computer print-outs of all married, part-time students enrolled during the spring semester. The sample comprised 5.4% of the study population. Kalamazoo Valley Community College provided 215 students in the sample while Muskegon Community College provided 212.

Instrumentation

The survey instrument was developed after a thorough review of the literature. The literature review provided a substantial number of student personnel services, programs, and policies that had potential value for adult students and could be included in the questionnaire. At each stage of development, the instrument was critically reviewed by deans of students at the two participating institutions and their staff. Suggestions from the administrators were incorporated in the instrument as well as their comments on format and item development. At the same time, several publications provided information on questionnaire and item development. The most significant of these was The Art of Asking Questions by Stanley Payne (1951).

An instrument consisting of ninety-three items was field tested on seven adult part-time students at Kalamazoo Valley Community College. Each participant was interviewed following completion of the questionnaire. Shortly thereafter, incorporating field test findings, the final instrument was printed.

An important consideration in design of the instrument was minimization of "non-involved" responses by adult students. The majority
of items included in the questionnaire required participants to make decisions in terms of the amount of anticipated usage or in setting priorities among possible services and programs. By implying through priority setting that all possible programs and services were unlikely to be offered, it was anticipated that respondents would become more involved in their choices. Usage level questions were developed with similar expectations, suggesting to the student that a commitment was being asked related to each of the items. Part One of the questionnaire established the degree to which students would react favorably if certain programs and services were implemented by the college. This section of the questionnaire had the greatest potential for non-involved responses, although directions preceding it attempted to encourage student commitment.

A second important consideration in instrument design was the degree to which participants were familiar with the terms and concepts common to the student personnel profession. A deliberate attempt was made to delete "jargon" from the items and many items were preceded by a brief explanatory paragraph. The instrument format was such that it could be completed in approximately one half hour despite its comprehensiveness. Average completion time required by field test participants was thirty-one minutes.

The instrument was divided into three major sections: Part One (39 items) asked respondents to indicate what their reaction would be if certain services, programs, and policies were implemented by the community college. The students selected from among "very favorable,"
"favorable," and "neutral" responses to the proposals. It should be noted that a "neutral" rather than a "negative" response was offered because it was felt that few, if any, of the proposals were of such a nature that people would react in a negative way. An ambivalent response, however, was conceivable and would indicate a weak basis for inclusion in any program.

Part Two (17 items) consisted of items in which the expected frequency of use would make up the criteria for program inclusion. High use items were separated from low use items, and the respondents were asked to indicate the number of times each semester they would anticipate using a service or being involved in a program. The student might mark "zero" usage, indicating a lack of interest in the item as well as no expected usage. Finally, the students were asked to indicate the six items each felt were most important in the section.

Part Two also included a question related to optimum times when services and programs could be made available to the adult students. Six possible time spans were ranked in order of their suitability for adults.

The intent of Part Three (36 items) was to determine adult student priorities among statements which described various student personnel functions. The statements were designed to describe a particular direction or an area of emphasis within a student personnel sub-division which the planners of the programs might take. Respondents were asked to determine the rank order of their priorities among each group of five possibilities. Student personnel functions were divided into six "clusters" of items which consisted of activity
programs (extra-curricular learning opportunities), courtesy and convenience services, financial assistance (educational costs), counseling and program advisement, and communications. A sixth cluster concerned efforts to recruit adults from the community for further education.

Section G of Part Three sought priorities among the previous six clusters of student personnel functions. First, the respondent indicated the importance of each cluster as compared to other conceivable things that the institution might do to assist the adult student. Following this, the six clusters were ranked in terms of their importance to the student.

Each sub-section of Part Three was followed by an open-ended item for commentary or suggestions about possible services and programs not included.

Data Collection

Representatives from Kalamazoo Valley Community College and Muskegon County Community College, after expressing a willingness to participate in the study, provided lists of married, part-time students enrolled during the spring semester of 1973. Along with the print-outs of students and their addresses, each college provided address labels, envelopes with college return addresses, and cover letters written by the deans of students showing their support for the project and encouraging the students to respond.
After selection of the sample from the student lists, questionnaires, cover letters, and postage paid return envelopes were mailed. After two weeks, follow-up post cards were sent to non-respondents which at that time consisted of approximately 70% of the sample. Several weeks later, telephone contacts were made with a large number of those who had still not responded. The final return percentage was 42.1%.

Of the 427 questionnaires mailed, six proved to be undeliverable. The 183 returned questionnaires were coded, key-taped, and computer stored after August 1st, 1973. The data print-out consisted of frequency and percentage figures for each item.

Summary

The design and procedures of this study have been described briefly in this chapter. Descriptive in nature, the study was designed to elicit opinions from adult, part-time students related to proposed student personnel services and programs which would be designed specifically for this group. Every precaution was taken to develop a questionnaire which was comprehensive in scope and understandable to respondents. Efforts to encourage response from the adult students included cover letters from their colleges, return postage paid envelopes, follow-up post cards and telephone calls in both communities.

Findings of the study are presented in Chapter IV. These findings from the survey instrument, plus pertinent information from the literature, are combined in Chapter V to provide the basis for discussion, conclusions and recommendations related to adult student personnel services programs.
CHAPTER IV

REPORT OF THE FINDINGS

The data obtained from survey procedures outlined in Chapter III are presented here. Included are the following tables and related commentary: demographic data, ranking data from Part One of the questionnaire, data from Part Two, and ranking data from Part Three.

Demographic Data

Table 2 contains a description of characteristics of the adult student sample, gathered through questionnaire responses. The students were asked to indicate their sex, age within certain categories, employment or full-time housewife status, and the number of full semesters enrolled at the community college.

TABLE 2
DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING GROUP

<table>
<thead>
<tr>
<th>Institution</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalamazoo Valley Community College</td>
<td>94</td>
<td>51.4</td>
</tr>
<tr>
<td>Muskegon County Community College</td>
<td>89</td>
<td>48.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>183</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

53

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### TABLE 2 (Continued)

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING GROUP

---

#### B. Males and Females Represented:

<table>
<thead>
<tr>
<th>Sex</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>90</td>
<td>49.2</td>
</tr>
<tr>
<td>Females</td>
<td>91</td>
<td>49.7</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>183</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### C. Ages Represented (By Categories):

<table>
<thead>
<tr>
<th>Ages (In Years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 20</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>21 to 25</td>
<td>41</td>
<td>22.4</td>
</tr>
<tr>
<td>26 to 30</td>
<td>32</td>
<td>17.5</td>
</tr>
<tr>
<td>31 to 40</td>
<td>64</td>
<td>35.0</td>
</tr>
<tr>
<td>41 to 50</td>
<td>20</td>
<td>10.9</td>
</tr>
<tr>
<td>50 and Older</td>
<td>22</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>183</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE 2 (Continued)

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING GROUP

D. Level of Employment:

<table>
<thead>
<tr>
<th>Level</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirty or more hours per week, or, Full-time housewife responsibilities</td>
<td>163</td>
<td>89.1</td>
</tr>
<tr>
<td>Not employed, Employed fewer than thirty hours, or, Not considered as full-time housewife</td>
<td>11</td>
<td>6.0</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td></td>
<td>183</td>
<td>100.0</td>
</tr>
</tbody>
</table>

E. Number of Semesters Enrolled at the Community College:

<table>
<thead>
<tr>
<th>Number of Semesters</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Semester</td>
<td>62</td>
<td>33.9</td>
</tr>
<tr>
<td>Two Semesters</td>
<td>37</td>
<td>20.2</td>
</tr>
<tr>
<td>Three Semesters</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td>More than Three Semesters</td>
<td>59</td>
<td>32.2</td>
</tr>
<tr>
<td>No Response</td>
<td>12</td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td>183</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the individuals in the sample returning the questionnaire, approximately one-half were students at Kalamazoo Valley Community College and one-half at Muskegon Community College. The married adult
part-time student population was almost equally divided between the two institutions. Males and females responded to the questionnaire in nearly equal numbers, but not proportionate to their representation in the student population as a whole. Females, which made up considerably less than 50% of the student population were more willing to complete and return the survey instrument.

Ages represented among the students ranged from the 18 to 20-year-old group to persons over 50 years of age. The largest single category was comprised of persons from 31 to 40 years of age, representing 35% of the respondents. Only 2.2% were 18 to 20 years of age, but 12% indicated that they were over 50. Approximately one-fourth of the students (24.1%) were 25 years of age or younger, while 42.1% were less than 30 years of age. The majority of students, 57.9%, were over 30 years of age.

The data indicates that a very high percentage of the students were employed full-time or were full-time housewives. This would indicate that for the great majority, formal education was a secondary occupation. Of the responding group, 89.1% were employed thirty or more hours per week, or were full-time housewives.

In terms of the students' experience as community college enrollees, the largest single group had been involved no more than one semester (33.9%). However, an impressive 61.2% had experienced more than one semester, and a large group (32.2%) had been studying at the college more than three semesters.
Adult Student Responses to Part One of the Questionnaire

Data resulting from adult student responses to Part One of the survey instrument are presented in Table 3. The raw data was mathematically adjusted by weighted averaging to provide more accurate and convenient item ranking, and to avoid identical ranking positions whenever possible. The format of Table 3 is such that information presented may be readily utilized by program planners in the community college.

The degree of acceptance related to any particular item was established by assigning values to the three choices available to the respondents. The choices were: very favorable (value 3), favorable (value 2), and neutral (value 1). Weightings were multiplied by the percent responding to the particular choice, summed, and divided by the percent responding to the item. The result was a favorableness or ranking index that was used to place questionnaire items in an appropriate order of preference.

Items descriptive of functions performed under the organizational sub-divisions of student personnel are described in Table 3, and are ranked without consideration of the sub-divisions in which they belong. Analysis of the data found in Chapter V, however, is accomplished by considering the student personnel services sub-divisions such as counseling, activities or placement. The format of Chapter V is used as a means of presenting the information in a concise manner, and is an optimum technique for assisting personnel in the community college who might plan and implement the study recommendations on a sub-division basis.
### TABLE 3

**RANK ORDER BY FAVORABLENESS INDEX OF ADULT STUDENT RESPONSES TO ALL ITEMS IN PART ONE OF THE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>Very Favorable f</th>
<th>Favorable f</th>
<th>Neutral f</th>
<th>No Response f</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.672</td>
<td>1</td>
<td>Outlines of courses available prior to registration</td>
<td>130 71.0</td>
<td>36 19.7</td>
<td>11 6.0</td>
<td>6 3.3</td>
</tr>
<tr>
<td>2.543</td>
<td>2</td>
<td>Textbook rental service at minimal cost</td>
<td>116 63.4</td>
<td>46 25.1</td>
<td>18 9.8</td>
<td>3 1.6</td>
</tr>
<tr>
<td>2.455</td>
<td>3</td>
<td>Counselors available for individual interviews</td>
<td>96 52.5</td>
<td>68 37.2</td>
<td>15 8.2</td>
<td>4 2.2</td>
</tr>
<tr>
<td>2.378</td>
<td>4</td>
<td>A wide range of credit by examination opportunities</td>
<td>94 51.4</td>
<td>60 32.8</td>
<td>26 14.2</td>
<td>3 1.6</td>
</tr>
<tr>
<td>2.273</td>
<td>5</td>
<td>Opportunities to change audit enrollment to credit at any time with instructors permission</td>
<td>80 43.7</td>
<td>67 36.6</td>
<td>31 16.9</td>
<td>5 2.7</td>
</tr>
<tr>
<td>2.259</td>
<td>6</td>
<td>Special programs and lectures dealing with local issues</td>
<td>79 43.2</td>
<td>66 36.1</td>
<td>33 18.0</td>
<td>5 2.7</td>
</tr>
<tr>
<td>2.234</td>
<td>7</td>
<td>Detailed report showing academic progress mailed at the end of each semester</td>
<td>79 43.2</td>
<td>64 35.0</td>
<td>37 20.2</td>
<td>3 1.6</td>
</tr>
<tr>
<td>2.228</td>
<td>8</td>
<td>Special training for college counselors working with adult students.</td>
<td>79 43.2</td>
<td>58 31.7</td>
<td>39 21.3</td>
<td>7 3.8</td>
</tr>
<tr>
<td>Ranking Index</td>
<td>Rank</td>
<td>Item</td>
<td>Very Favorable</td>
<td>Favorable</td>
<td>Neutral</td>
<td>No Response</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>------</td>
<td>----------------</td>
<td>-----------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>2.2065</td>
<td>9</td>
<td>Student evaluations of courses at the end of each semester</td>
<td>71 38.8</td>
<td>74 40.4</td>
<td>34 18.6</td>
<td>4  2.2</td>
</tr>
<tr>
<td>2.200</td>
<td>10</td>
<td>Special programs and lectures dealing with the development of talents and abilities</td>
<td>72 39.3</td>
<td>71 38.8</td>
<td>36 19.7</td>
<td>4  2.2</td>
</tr>
<tr>
<td>2.175</td>
<td>11</td>
<td>Strong college efforts to inform and recruit adults from the community to further their education</td>
<td>73 39.9</td>
<td>64 35.0</td>
<td>42 23.0</td>
<td>4  2.2</td>
</tr>
<tr>
<td>2.169</td>
<td>12</td>
<td>Special programs and lectures dealing with social issues such as abortion, poverty and crime</td>
<td>72 39.3</td>
<td>63 34.4</td>
<td>42 23.0</td>
<td>6  3.3</td>
</tr>
<tr>
<td>2.121</td>
<td>13</td>
<td>Orientation to the library for adults</td>
<td>63 34.4</td>
<td>74 40.4</td>
<td>41 22.4</td>
<td>5  2.7</td>
</tr>
<tr>
<td>2.113</td>
<td>14</td>
<td>Special programs and lectures dealing with health</td>
<td>67 36.6</td>
<td>63 34.4</td>
<td>47 25.7</td>
<td>6  3.3</td>
</tr>
<tr>
<td>2.102</td>
<td>15</td>
<td>Group counseling sessions dealing with the development of leadership</td>
<td>66 36.1</td>
<td>63 34.4</td>
<td>48 26.2</td>
<td>6  3.3</td>
</tr>
<tr>
<td>2.099</td>
<td>16</td>
<td>Special need measurement for adults when awarding financial aid</td>
<td>65 35.5</td>
<td>69 37.7</td>
<td>47 25.7</td>
<td>2  1.1</td>
</tr>
</tbody>
</table>
### TABLE 3 (Continued)

**RANK ORDER BY FAVORABLENESS INDEX OF ADULT STUDENT RESPONSES TO ALL ITEMS IN PART ONE OF THE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>Very Favorable</th>
<th>Favorable</th>
<th>Neutral</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.078</td>
<td>17</td>
<td>Achievement, aptitude, vocational, and other special testing</td>
<td>67 36.6</td>
<td>59 32.2</td>
<td>53 29.0</td>
<td>4 2.2</td>
</tr>
<tr>
<td>2.074</td>
<td>18</td>
<td>Group counseling sessions dealing with self-development</td>
<td>58 31.7</td>
<td>73 39.9</td>
<td>45 24.6</td>
<td>7 2.2</td>
</tr>
<tr>
<td>2.075</td>
<td>19</td>
<td>Special programs and lectures dealing with international problems</td>
<td>60 32.8</td>
<td>70 38.3</td>
<td>47 25.7</td>
<td>6 3.3</td>
</tr>
<tr>
<td>2.063</td>
<td>20</td>
<td>Newcomer organization to assist adult students during their first semester on campus.</td>
<td>60 32.8</td>
<td>70 38.3</td>
<td>49 26.8</td>
<td>4 2.2</td>
</tr>
<tr>
<td>2.061</td>
<td>21</td>
<td>Academic interest organizations, such as nursing, business, management, and drafting</td>
<td>58 31.7</td>
<td>75 41.0</td>
<td>47 25.7</td>
<td>3 1.6</td>
</tr>
<tr>
<td>2.045</td>
<td>22</td>
<td>Group counseling sessions dealing with adults having academic problems</td>
<td>52 28.4</td>
<td>81 44.3</td>
<td>44 24.0</td>
<td>6 3.3</td>
</tr>
<tr>
<td>2.033</td>
<td>23</td>
<td>Trained adult students to assist with academic or program advisement</td>
<td>53 29.0</td>
<td>80 43.7</td>
<td>47 25.7</td>
<td>3 1.6</td>
</tr>
<tr>
<td>2.020</td>
<td>24</td>
<td>Adult student handbook published with assistance from adult students</td>
<td>54 29.5</td>
<td>76 41.5</td>
<td>50 27.3</td>
<td>3 1.6</td>
</tr>
</tbody>
</table>
### TABLE 3 (Continued)

RANK ORDER BY FAVORABLENESS INDEX OF ADULT STUDENT RESPONSES TO ALL ITEMS IN PART ONE OF THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>Very Favorable f</th>
<th>Favorable f</th>
<th>Neutral f</th>
<th>No Response f</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.989</td>
<td>25</td>
<td>Adult student representative on college student government</td>
<td>54 29.5</td>
<td>70 38.3</td>
<td>56 30.6</td>
<td>3 1.6</td>
</tr>
<tr>
<td>1.817</td>
<td>26</td>
<td>Musical programs designed for adult tastes</td>
<td>36 19.7</td>
<td>75 41.0</td>
<td>69 37.7</td>
<td>3 1.6</td>
</tr>
<tr>
<td>1.784</td>
<td>27</td>
<td>Special programs and lectures dealing with women's rights and opportunities</td>
<td>46 25.7</td>
<td>48 26.2</td>
<td>84 45.9</td>
<td>5 2.7</td>
</tr>
<tr>
<td>1.776</td>
<td>28</td>
<td>Hobby, crafts, and special interest organizations formed by adults on campus</td>
<td>34 18.6</td>
<td>70 38.3</td>
<td>74 40.4</td>
<td>5 2.7</td>
</tr>
<tr>
<td>1.768</td>
<td>29</td>
<td>Emergency medical facilities and staff available during evening class times</td>
<td>37 20.2</td>
<td>62 33.9</td>
<td>78 42.6</td>
<td>6 3.3</td>
</tr>
<tr>
<td>1.762</td>
<td>30</td>
<td>Opportunity to gather informally with evening college faculty at least once each semester</td>
<td>34 18.6</td>
<td>68 37.2</td>
<td>77 42.1</td>
<td>4 2.2</td>
</tr>
<tr>
<td>1.756</td>
<td>31</td>
<td>College orientation for new adult students through local radio, television and newspapers</td>
<td>37 20.2</td>
<td>61 33.3</td>
<td>80 43.7</td>
<td>5 2.7</td>
</tr>
<tr>
<td>1.748</td>
<td>32</td>
<td>Physical activity programs</td>
<td>37 20.2</td>
<td>60 32.8</td>
<td>82 44.8</td>
<td>4 2.2</td>
</tr>
<tr>
<td>Ranking Index</td>
<td>Rank</td>
<td>Item</td>
<td>Very Favorable</td>
<td>Favorable</td>
<td>Neutral</td>
<td>No Response</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.745</td>
<td>33</td>
<td>Group counseling sessions dealing with the process of ageing</td>
<td>34 18.6</td>
<td>62 33.9</td>
<td>79 43.2</td>
<td>8 4.4</td>
</tr>
<tr>
<td>1.710</td>
<td>34</td>
<td>Community service organizations formed by adult students on campus</td>
<td>30 16.4</td>
<td>67 36.6</td>
<td>82 44.8</td>
<td>4 2.2</td>
</tr>
<tr>
<td>1.671</td>
<td>35</td>
<td>Group counseling sessions dealing with the changing role of women in our society</td>
<td>32 17.5</td>
<td>53 29.0</td>
<td>90 49.2</td>
<td>8 4.4</td>
</tr>
<tr>
<td>1.537</td>
<td>36</td>
<td>Adult student newsletter published weekly</td>
<td>22 12.0</td>
<td>52 28.4</td>
<td>104 56.8</td>
<td>5 2.7</td>
</tr>
<tr>
<td>1.537</td>
<td>37</td>
<td>Adult student steering committee to plan extra-curricular programs and events</td>
<td>22 12.0</td>
<td>51 27.9</td>
<td>104 56.8</td>
<td>6 3.3</td>
</tr>
<tr>
<td>1.533</td>
<td>38</td>
<td>Intramural sports programs</td>
<td>22 12.0</td>
<td>51 27.9</td>
<td>105 57.4</td>
<td>5 2.7</td>
</tr>
<tr>
<td>1.281</td>
<td>39</td>
<td>Separate adult student government organization</td>
<td>12 6.6</td>
<td>26 14.2</td>
<td>141 77.1</td>
<td>4 2.2</td>
</tr>
</tbody>
</table>
There were three natural ranking groups which seemed to emerge from a study of Table 3. The first four ranked items were seen as highly favorable by the adult students. There was then a relatively large interval, according to the ranking index, between the fourth ranked and the fifth ranked items. A group of thirty-one items, commencing with the fifth ranked item, formed a central grouping within which ranking intervals were smaller and in some cases, minute. The final four items, again separated from the preceding group by a large interval, were evidently rejected by the respondents. Although a discussion of the items and their implications is provided in Chapter V, it is interesting to note that the first ranked items deal with academic policies and, in one case, basic counseling services. The four last ranked items which were seen unfavorably by the students concern two proposals calling for considerable additional time commitment and involvement in college activities. The other two items concerned an adult student newsletter and intramural sports programs.

A number of items located within the central grouping were closely ranked by the students in terms of acceptance. The variation in intervals between items can be demonstrated by noting items ranked twentieth and twenty-first on one hand, and twelfth and thirteenth on the other. In the first case, the difference in index rank is only .002 whereas between items ranked twelfth and thirteenth, the difference is .048. Unequal ranking intervals should be kept in mind while studying not only Table 3, but many of the other tables presented in this chapter.

A second consideration in studying Table 3 data concerns the total spread in index between the first ranked item and the thirty-ninth
ranked item. The technique used to establish item ranking position dictated that the maximum index for any item would be 3 while the minimum would be 1. It can be seen by looking at the data that the first ranked item is indexed at 2,672 and the last ranked item at 1,281. The spread of 1,391 and the position of the first and thirty-ninth ranked items relative to the maximum and minimum possible indexes, suggest that Part One of the questionnaire did in fact differentiate in terms of student responses. Consideration of indexing factors is helpful in looking at the ranking position of particular items at any point in the ranking sequence.

Adult Student Responses to Part Two of the Survey Questionnaire

In Part Two, adult students were asked to indicate the degree to which they would expect to use seventeen proposed services and programs. Items were presented in two sections: one made up of items where usage could be expected to be low and a second section containing items of anticipated high usage. After indicating the degree of expected usage, respondents were asked to mark three items in each of the two sections which seemed important. The format was designed to provide information about the degree to which the student personnel services or programs might be used by adult students, and the importance assigned to each function.

The ranking sequence was established by summing the number of times each item was selected as important. Items in Tables 4 and 5 are presented in this rank order. Table 4 includes low use items and Table 5, high use items.
## TABLE 4

**RANK ORDER, BY IMPORTANCE, OF LOW USAGE ITEMS IN PART TWO OF THE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>0 Times (%)</th>
<th>1 Times (%)</th>
<th>2 Times (%)</th>
<th>3 Times (%)</th>
<th>No Response (%)</th>
<th>Average Times Used</th>
<th>Times Chosen as Import</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic or program counseling</td>
<td>15 (8.2)</td>
<td>70 (38.3)</td>
<td>46 (25.1)</td>
<td>42 (23.0)</td>
<td>10 (5.5)</td>
<td>1.67</td>
<td>125</td>
</tr>
<tr>
<td>2</td>
<td>An orientation center where one could go for information and directions</td>
<td>12 (6.6)</td>
<td>65 (35.5)</td>
<td>51 (27.9)</td>
<td>46 (25.1)</td>
<td>9 (4.9)</td>
<td>1.75</td>
<td>103</td>
</tr>
<tr>
<td>3</td>
<td>Available free or inexpensive spouse and family tickets or passes to college events</td>
<td>30 (16.4)</td>
<td>27 (14.8)</td>
<td>32 (17.5)</td>
<td>83 (45.4)</td>
<td>11 (6.0)</td>
<td>1.98</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>At least one college official available for consultation</td>
<td>56 (30.6)</td>
<td>66 (36.1)</td>
<td>28 (15.3)</td>
<td>22 (12.0)</td>
<td>11 (6.0)</td>
<td>1.09</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>Financial aid counseling</td>
<td>76 (41.5)</td>
<td>44 (24.0)</td>
<td>27 (14.8)</td>
<td>24 (13.1)</td>
<td>12 (6.6)</td>
<td>0.99</td>
<td>47</td>
</tr>
<tr>
<td>6</td>
<td>Records office open and staffed</td>
<td>55 (30.1)</td>
<td>53 (29.0)</td>
<td>35 (19.1)</td>
<td>28 (15.3)</td>
<td>12 (6.6)</td>
<td>1.21</td>
<td>44</td>
</tr>
<tr>
<td>7</td>
<td>Consulting attorney scheduled on campus supported through student fees</td>
<td>97 (54.6)</td>
<td>41 (21.9)</td>
<td>16 (8.7)</td>
<td>17 (8.2)</td>
<td>12 (6.6)</td>
<td>0.72</td>
<td>38</td>
</tr>
</tbody>
</table>
TABLE 4 (Continued)

RANK ORDER, BY IMPORTANCE, OF LOW USAGE ITEMS IN PART TWO
OF THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>0 Times</th>
<th>1 Times</th>
<th>2 Times</th>
<th>3 Times</th>
<th>No Response</th>
<th>Average Times Used</th>
<th>Times Chosen as Import</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>College nurse available for consultation</td>
<td>100</td>
<td>40</td>
<td>16</td>
<td>15</td>
<td>12</td>
<td>0.68</td>
<td>18</td>
</tr>
<tr>
<td>Rank</td>
<td>Item</td>
<td>0 Times</td>
<td>1-2 Times</td>
<td>3-5 Times</td>
<td>6 Or More Times</td>
<td>No Response</td>
<td>Average Times Used</td>
<td>Times Chosen as Import.</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1</td>
<td>A room in which were located typewriters, duplicating, and photocopy equipment for student use</td>
<td>27</td>
<td>33</td>
<td>48</td>
<td>72</td>
<td>3</td>
<td>4.53</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14.8</td>
<td>18.0</td>
<td>26.2</td>
<td>39.3</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A job placement and information center</td>
<td>42</td>
<td>71</td>
<td>36</td>
<td>31</td>
<td>3</td>
<td>2.77</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.0</td>
<td>38.8</td>
<td>19.7</td>
<td>16.9</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Coffee and snacks served during breaks at locations convenient to classes</td>
<td>45</td>
<td>19</td>
<td>25</td>
<td>88</td>
<td>6</td>
<td>4.71</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24.6</td>
<td>10.4</td>
<td>13.7</td>
<td>48.1</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>One or more quiet study areas open until midnight</td>
<td>80</td>
<td>26</td>
<td>30</td>
<td>41</td>
<td>6</td>
<td>2.75</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>43.7</td>
<td>14.2</td>
<td>16.4</td>
<td>22.4</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Places to gather socially before classes and during breaks</td>
<td>50</td>
<td>23</td>
<td>31</td>
<td>74</td>
<td>5</td>
<td>4.90</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27.3</td>
<td>12.6</td>
<td>16.9</td>
<td>40.4</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A gymnasium open for adult student use</td>
<td>79</td>
<td>21</td>
<td>29</td>
<td>49</td>
<td>5</td>
<td>3.03</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>43.2</td>
<td>11.5</td>
<td>15.9</td>
<td>16.8</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A child care facility on campus</td>
<td>118</td>
<td>6</td>
<td>17</td>
<td>36</td>
<td>6</td>
<td>2.07</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64.5</td>
<td>3.3</td>
<td>9.3</td>
<td>19.7</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 5 (Continued)

RANK ORDER, BY IMPORTANCE, OF HIGH USAGE ITEMS IN PART TWO
OF THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>0 Times</th>
<th>1-2 Times</th>
<th>3-5 Times</th>
<th>6 Or More Times</th>
<th>No Response</th>
<th>Average Times Used</th>
<th>Times Chosen as Import.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>An inexpensive typing service</td>
<td>77</td>
<td>44</td>
<td>30</td>
<td>28</td>
<td>4</td>
<td>2.29</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42.1</td>
<td>24.0</td>
<td>16.4</td>
<td>15.3</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Evening meals served in the cafeteria</td>
<td>75</td>
<td>33</td>
<td>23</td>
<td>45</td>
<td>7</td>
<td>3.13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41.0</td>
<td>18.0</td>
<td>12.6</td>
<td>24.6</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Each of the tables includes the item, the rank, the frequency and percent of students selecting the particular level of usage, the average of times used, and the number of times an item was selected as important.

Of the one-hundred and eighty-three persons who completed and returned the questionnaire, one hundred seventy-one indicated to some degree or another the importance of one or more items. A high percentage marked three items in each of the sections as important.

In terms of their importance as judged by adult students, the items shown in Table 4 fall into three discernible groups. The upper group, made up of the first, second, and third ranked items, showed intervals of 22 and 18. Between the third and fourth ranked items was a large interval of 33. The middle group, made up of the fourth, fifth, sixth and seventh items ranked, produced small intervals and items that were not well differentiated. A large interval of 20 exists between the seventh and eighth ranked items. The eighth ranked item, concerning the availability of health consultation, comprises the bottom group.

Because of the particular nature of each of the items, it is difficult to compare them in terms of degrees of usage. For example, an adult student might naturally utilize spouse and family tickets to college events more often than a consulting attorney on campus. Therefore, the best comparative factor is between items where "0" usage is indicated and those where some usage is anticipated. The sequence of
responses in the "0" times column generally follows the inverse of the rank order in terms of importance.

Although comparison of the individual items based on usage factors was discouraged, the table provides information about individual items which have value for planners. For each item, it can be determined the percent who would or would not use the service, and if used an indication of the amount of utilization. The average frequency of use data were developed through a weighted averaging technique similar to the one used in Table 3. In this case, a value was assigned to each of the choices. For Table 4, the assigned values were equal to the numbers heading the columns, that is, 1, 2, and 3. For Table 5, the values of 1, 5, 4, and 8 were assigned representing the numerical center point of each column heading.

Table 5, high usage items, contains a similar ranking pattern to that of Table 4. The first and second ranked items constitute a group followed by six items forming a non-discriminated central group. The ninth ranked item forms its own group and is separated from the central group by an interval of 22.

The two top-ranked items in Tables 4 and 5 are varied in their content. However, all are highly pragmatic services which would be directly beneficial to adults. The last ranked items in both tables are quite different in content, but were clearly rejected as important by adults.
The final section of Part Two asked students to rank six possible times when services and programs might be made available. The time periods ranged from eight a.m. to eleven p.m. on weekdays and Saturday mornings and afternoons.

The value of scheduling services and programs for adults during weekends and evenings Monday through Friday is often promoted in the literature. The assumption has been that inasmuch as adults usually must work between eight a.m. and five p.m., scheduling student personnel services and programs at these other times should result in greater adult participation. The objective of this item in the questionnaire was to provide information which might support or fail to support this assumption.

Table 6 contains a description of student responses to the time question. Included in the table are the proposed time periods, their rank by the students, frequency, and percent of those responding to each option.

There is a noticeable preference by adult students for the period from seven to nine p.m. Monday through Friday, and an equally clear rejection of any scheduling on Saturday. The seven to nine p.m. period was ranked first by 40.4% of the students. Only 6.3% would care to take part in student personnel services and programs on Saturday. Of interest is the second ranked time period, that of weekdays between eight a.m. and five p.m., indicating that a substantial number of adult
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Rank</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday evenings between 7 and 9 p.m.</td>
<td>1</td>
<td>74</td>
<td>40.4</td>
</tr>
<tr>
<td>Weekdays between 8 a.m. and 5 p.m.</td>
<td>2</td>
<td>49</td>
<td>26.8</td>
</tr>
<tr>
<td>Weekday evenings between 5 and 7 p.m.</td>
<td>3</td>
<td>34</td>
<td>18.6</td>
</tr>
<tr>
<td>Weekday evenings between 9 and 11 p.m.</td>
<td>4</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>Saturdays between 1 and 5 p.m.</td>
<td>5</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>Saturdays between 8 a.m. and 12 noon</td>
<td>6</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>183</td>
<td>99.9</td>
</tr>
</tbody>
</table>
part-time students attended during the day. The third ranked time period was weekday evenings between five and seven p.m. Late hours during the week were not highly ranked by the students.

Only 6.3% of the students saw Saturday as the best time for student personnel services and program. Committing college staff and resources to weekend programs would seem inadvisable in light of the findings.

Adult Student Responses to Part Three of the Questionnaire

Part Three of the survey questionnaire presented six "clusters" of student personnel functions. Respondents were asked to rank five proposals within each cluster in terms of their importance. In the final section, the six clusters were ranked and were judged by the students in terms of overall importance. Each cluster in the questionnaire provided the opportunity for students to add suggestions, or comment on other factors felt to be important.

Ranking was established through an indexing system similar to that used in Part One. The weightings were changed to provide indices more descriptive of the items. For items in Part Three, a weight of 1 was assigned to the first choice, 2 to the second choice, and so on. As a result, lowest index numbers indicated the first ranked items, and the indexing ranged from a possible 1,000 to 5,000 on Tables 8 through 13. Tables 7 and 14 had a possible range of 1,000 to 6,000 because each contained six items.
The basic objective of Part Three was to obtain information on the priorities set by students in regard to the direction which might be taken by student personnel services as an overall philosophy. The six clusters of items are representative of six student personnel subdivisions and/or functions: financial assistance or student cost related items, counseling and advising, activity programs, recruitment programs, information/communications functions, and services which might facilitate the students' educational experiences.

Part Three differs from Parts One and Two in several ways. First, the students were asked to rank items within each cluster and the clusters themselves, providing a broad scope of information related to their priorities. Second, items in Parts One and Two, although ranked for the purpose of presentation in this chapter, were not ranked directly by the students as in Part Three. Third, many items in Part Three were of a wider scope than found previously, being less descriptive of specific services and programs and more concerned with direction and emphasis in program planning.

The clusters are presented in their rank order according to the priorities set by adult student respondents. Table 7 contains a description of how students ranked the six clusters in overall importance. Tables 8, 9, 10, 11, 12, and 13 show item ranking within each cluster. Included in the tables are ranking index, rank, item, frequency and percent data.

In all tables in Part Three, columns under the choice and no response headings will not sum vertically to 183 or to 100%. This occurs for two reasons: first, some respondents misinterpreted the
### TABLE 7

**ADULT STUDENT RANKING OF SIX CLUSTERS IN PART THREE**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>4th Choice</th>
<th>5th Choice</th>
<th>6th Choice</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.467</td>
<td>1</td>
<td>Reducing educational costs as much possible</td>
<td>71</td>
<td>35</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>38.8</td>
<td>19.1</td>
<td>10.9</td>
<td>9.3</td>
<td>8.2</td>
<td>7.1</td>
<td>6.6</td>
</tr>
<tr>
<td>2.858</td>
<td>2</td>
<td>Instituting special counseling and advising programs</td>
<td>32</td>
<td>50</td>
<td>35</td>
<td>27</td>
<td>18</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17.5</td>
<td>27.3</td>
<td>19.1</td>
<td>14.8</td>
<td>9.8</td>
<td>4.9</td>
<td>6.6</td>
</tr>
<tr>
<td>3.607</td>
<td>3</td>
<td>Providing extra-curricular learning opportunities</td>
<td>24</td>
<td>28</td>
<td>26</td>
<td>32</td>
<td>33</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13.1</td>
<td>15.3</td>
<td>14.2</td>
<td>17.5</td>
<td>18.0</td>
<td>14.8</td>
<td>7.1</td>
</tr>
<tr>
<td>3.801</td>
<td>4</td>
<td>Encouraging more adults from the community to further their education</td>
<td>27</td>
<td>25</td>
<td>25</td>
<td>23</td>
<td>21</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14.8</td>
<td>13.7</td>
<td>13.7</td>
<td>12.6</td>
<td>11.5</td>
<td>27.3</td>
<td>6.6</td>
</tr>
<tr>
<td>3.939</td>
<td>5</td>
<td>Developing better means of communication between adult students and the college</td>
<td>8</td>
<td>21</td>
<td>39</td>
<td>34</td>
<td>44</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.4</td>
<td>11.5</td>
<td>21.3</td>
<td>18.6</td>
<td>24.0</td>
<td>13.7</td>
<td>6.6</td>
</tr>
<tr>
<td>4.013</td>
<td>6</td>
<td>Developing a variety of courtesy and convenience services</td>
<td>16</td>
<td>18</td>
<td>27</td>
<td>34</td>
<td>36</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.7</td>
<td>9.8</td>
<td>14.8</td>
<td>18.6</td>
<td>19.7</td>
<td>20.8</td>
<td>7.6</td>
</tr>
</tbody>
</table>
directions and marked several items as their first, second, or other choices when a specific rank should have been assigned only to one. Second, some respondents failed to respond to all items within a cluster.

The ranking index intervals for the six clusters show some variation. While the first ranked cluster differs from the second by .391, the second and third differ by .749. Intervals between the last four clusters are small, being .194, .138, and .074 respectively. The distribution by indexing intervals shows an upper group made up of the first two ranked clusters and a lower group made up of the remaining clusters.

Adult students ranked consideration of educational costs as the most important of the clusters (38.8%). Counseling and advising programs were a strong second choice with 27.3% of the adults ranking it in second place. Although not well differentiated from the fifth placed cluster, the development of courtesy and convenience services was ranked sixth and last.

Adult student ranking of proposal to reduce educational costs

Educational cost factors were ranked first among the six clusters. Although closely related to student financial assistance, the cluster contained items which focused on things other than traditional scholarships, grants, loans, and work programs. There are several reasons for this approach. First, these forms of aid would be much more readily available to adults if need analysis systems were revised to accommodate their particular circumstances, and if policies related to part-time
TABLE 8  
ADULT STUDENT RANKING OF PROPOSALS TO REDUCE EDUCATIONAL COSTS

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.153</td>
<td>1</td>
<td>An installment plan allowing for payment of tuition, fees, and books over the period of a semester or a year</td>
<td>67%</td>
<td>44%</td>
<td>30%</td>
<td>24%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>2.499</td>
<td>2</td>
<td>Programs to reduce &quot;fringe costs&quot; through book rentals, bus service, and campus child care facilities</td>
<td>49%</td>
<td>45%</td>
<td>32%</td>
<td>35%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>3.158</td>
<td>3</td>
<td>The college accepting charge cards, such as Master Charge and Bank Americard in lieu of cash or checks</td>
<td>37%</td>
<td>28%</td>
<td>25%</td>
<td>33%</td>
<td>48%</td>
<td>12%</td>
</tr>
<tr>
<td>3.447</td>
<td>4</td>
<td>A pre-payment plan allowing for payment of tuition, fees, and books over several months prior to registration</td>
<td>11%</td>
<td>29%</td>
<td>48%</td>
<td>36%</td>
<td>45%</td>
<td>14%</td>
</tr>
<tr>
<td>3.663</td>
<td>5</td>
<td>Programs to reduce on-going outside expenses through student group insurance, buyer's cooperatives, and similar programs which might result from the adult students membership in a large group</td>
<td>12%</td>
<td>27%</td>
<td>32%</td>
<td>33%</td>
<td>65%</td>
<td>14%</td>
</tr>
</tbody>
</table>
student eligibility were reconsidered. Second, like younger students, adults could be expected to prefer scholarships and grants over loans and work programs. The debt load related to the adults' family was probably already high, and a lack of available time would limit participation in work programs. For these reasons, items were developed that related to policies and procedures which the institution might incorporate to aid the student in meeting his educational costs.

Students considered an installment plan for tuition and fee payments as most important (36.6%), while seeing programs to reduce fringe costs important as well. A proposal for lowering costs through group programs was ranked in the fifth and last position. Of some interest is the position of the item dealing with a pre-payment plan. Although similar in concept to the first ranked item, it was placed in the fourth ranked position by the students.

**Adult student ranking of proposals for counseling and advising programs**

Counseling and advising functions were ranked second among the clusters. Each item has been designed to describe a particular area of emphasis which might be incorporated by a counseling department. In order to minimize defensiveness on the part of respondents when asked about counseling or similar therapeutic services, the student was asked to rank the items in terms of their importance and usefulness to adult students in general, rather than to themselves.
TABLE 9
ADULT STUDENT RANKING OF PROPOSALS FOR COUNSELING AND ADVISING PROGRAMS

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Choice Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>THE COLLEGE, THROUGH ITS COUNSELING STAFF, WOULD BE MOST HELPFUL BY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.158</td>
<td>1</td>
<td>Providing program or academic counseling to aid adult students in their educational programs. Included here would be course and transfer requirements, relevance of courses to students' goals, and college transfer information.</td>
<td>f</td>
<td>79</td>
<td>38</td>
<td>22</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>43.2</td>
<td>20.8</td>
<td>12.0</td>
<td>11.5</td>
<td>7.7</td>
</tr>
<tr>
<td>2.703</td>
<td>2</td>
<td>Providing programs to help adult students set new goals, live life more fully, plan realistically for the future, and reach their greatest potential.</td>
<td>f</td>
<td>44</td>
<td>40</td>
<td>34</td>
<td>34</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>24.0</td>
<td>21.9</td>
<td>18.6</td>
<td>18.6</td>
<td>11.5</td>
</tr>
<tr>
<td>2.962</td>
<td>3</td>
<td>Provide group and individual counseling concerned with aiding students who have academic problems and are not achieving their educational goals.</td>
<td>f</td>
<td>30</td>
<td>43</td>
<td>38</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>16.4</td>
<td>23.5</td>
<td>20.8</td>
<td>15.3</td>
<td>18.6</td>
</tr>
</tbody>
</table>
TABLE 9 (Continued)
ADULT STUDENT RANKING OF PROPOSALS FOR COUNSELING AND ADVISING PROGRAMS

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.223</td>
<td>4</td>
<td>Providing group sessions which deal with contemporary techniques for better self-understanding, including transactional analysis, human potential seminars, and the development of better interpersonal communication.</td>
<td>25</td>
<td>32</td>
<td>40</td>
<td>30</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>3.665</td>
<td>5</td>
<td>Providing group and individual counseling and therapy which focuses upon personal problems, including marriage counseling, personnel counseling, and referral to physicians, therapists and other specialists in the community.</td>
<td>12</td>
<td>19</td>
<td>38</td>
<td>48</td>
<td>55</td>
<td>11</td>
</tr>
</tbody>
</table>
Counseling and advising programs lent themselves well to the cluster item concept in the survey instrument. Within the scope of counseling and advising programs are a full range of functions ranging from therapeutic to very practical and administrative. Student ranking of counseling and advising items give a clear indication of the emphasis which they would like to see taken within the subdivision.

A substantial number of the students (43.2%) ranked academic and program counseling as first in priority. Ranked last were programs which were concerned with personal and therapeutic counseling. The first and fifth ranked items were clearly differentiated from the central group of three.

Adult students seem to have expressed a clear choice among the several counseling options. The first and last ranked items represent two ends of a continuum as far as the kinds of counseling services offered by colleges. That students should react to the items as they did provides valuable information in considering priorities within the counseling program.

Adult student ranking of proposal for discussion and presentation programs

There is evidence in the literature that adults seek opportunities to learn about and discuss matters with which they have had experience, such as world problems, local and social issues. With this in mind, the items in this cluster were developed to gain insights into the types of discussions and programs which would be most interesting to
adults. Such activities, organized under the activities sub-division of student personnel, make up only one of the functions assigned to that area of student personnel. Other activity related programs were considered in Parts One and Two of the questionnaire.

The cluster consisting of several different out-of-class programs and discussions was ranked third in importance by the students. Its ranked position in the upper half of the clusters suggests that adults do desire the kinds of experiences such programs can offer.

Intervals between the items in Table 10 are: first and second, .405; second and third, .681; third and fourth, .013; and fourth and fifth, .060. The first and second ranked items are separated from each other and from the remaining items by a large interval, while the remaining three items show little differentiation.

A substantial number of students (42.1%), considered programs which would inform them about vocations to be most important in relation to the rest of the items. Self-development was ranked second, and evidently well above the remaining three items. The last ranked item, concerning hobby, crafts, and other special interest areas, was rejected by the adult students.
### Table 10

**ADULT STUDENT RANKING OF PROPOSALS FOR DISCUSSION AND PRESENTATION PROGRAMS**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No</th>
<th>Choice Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.189</td>
<td>1</td>
<td>Vocations, jobs, and professions including employment trends, new jobs for the future, and the skills needed to enter certain lines of work.</td>
<td>f%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>27.1</td>
</tr>
<tr>
<td>2.594</td>
<td>2</td>
<td>The exploration of individual self-development. Topics in this case might be personal psychology, building a positive self-image, relationships with others, and fulfillment during the later years of life.</td>
<td>f%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>25.1</td>
</tr>
<tr>
<td>3.275</td>
<td>3</td>
<td>Public affairs, such as consumerism, environmental issues, local and national politics</td>
<td>f%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>19.4</td>
</tr>
<tr>
<td>3.288</td>
<td>4</td>
<td>Home and family life, including child development, finances, family projects and relationships</td>
<td>f%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>17.4</td>
</tr>
<tr>
<td>3.348</td>
<td>5</td>
<td>Special interest areas of yours such as certain hobbies, crafts, fine arts, travel or recreation</td>
<td>f%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>33.1</td>
</tr>
</tbody>
</table>
Adult student ranking of factors limiting adult college attendance

The recruitment of students is becoming important in higher education, not only to four-year, but also to two-year institutions. For the adult student population, there would seem to be different limiting factors to attendance than for college age youth. Information regarding these limiting factors for older people is important to planners of recruitment programs. Items shown in Table 11 were designed to delineate the kinds of things which may keep adults from enrolling in community colleges. The questions were asked on a local basis; to what degree did the factors listed operate within the adults' community?

Adult student responses, in the case of this cluster, were more speculative than found within other clusters of Part Three. Here, adults were asked to look at their community and at other persons of their acquaintance and judge those factors which seemed to limit adult enrollment in the community college. Obviously, the respondents themselves have generally overcome whatever factors stood in the way of their attendance.

The first ranked limiting factor to college attendance was home and family responsibilities. This item was separated from the remaining factors by .939. The three centrally ranked items showed small intervals between them. Finally, the fifth ranked item was separated by a substantial interval of .510.

A large percentage (50.8%) of the students ranked limitations related to home and family responsibilities as the foremost problem in
### Table 11

**ADULT STUDENT RANKING OF FACTORS LIMITING ADULT COLLEGE ATTENDANCE**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.941</td>
<td>1</td>
<td>Home and family responsibilities such as children, jobs, and social obligations</td>
<td>93</td>
<td>37</td>
<td>22</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50.8</td>
<td>20.2</td>
<td>12.0</td>
<td>6.6</td>
<td>6.6</td>
<td>3.8</td>
</tr>
<tr>
<td>2.880</td>
<td>2</td>
<td>The amount of time required to complete a program of studies</td>
<td>26</td>
<td>42</td>
<td>49</td>
<td>44</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14.2</td>
<td>23.0</td>
<td>26.8</td>
<td>24.0</td>
<td>7.7</td>
<td>4.4</td>
</tr>
<tr>
<td>3.057</td>
<td>3</td>
<td>The cost of education, including tuition, fees, books, and other incidentals</td>
<td>22</td>
<td>47</td>
<td>39</td>
<td>33</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12.0</td>
<td>25.7</td>
<td>21.3</td>
<td>18.0</td>
<td>18.6</td>
<td>4.4</td>
</tr>
<tr>
<td>3.137</td>
<td>4</td>
<td>A lack of confidence in their ability to learn, compete with younger students, and succeed in the classroom</td>
<td>35</td>
<td>32</td>
<td>30</td>
<td>30</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19.1</td>
<td>17.5</td>
<td>16.4</td>
<td>16.4</td>
<td>25.2</td>
<td>4.4</td>
</tr>
<tr>
<td>3.647</td>
<td>5</td>
<td>A lack of information about the college, its programs, admission, and its services</td>
<td>15</td>
<td>20</td>
<td>35</td>
<td>48</td>
<td>58</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.2</td>
<td>10.9</td>
<td>19.1</td>
<td>26.2</td>
<td>31.7</td>
<td>3.8</td>
</tr>
</tbody>
</table>
attending college. The second ranked item was interesting in that it related to the traditional structure of higher education and suggested an area where institutions might incorporate changes which would be advantageous to older people. Evidently, as shown by the fifth ranked item, the colleges were doing an adequate job in informing their respective publics of the opportunities available for higher education.

**Adult student ranking of proposals to improve communication**

The establishment and maintenance of good communication within the college community is typically a responsibility of student personnel services. Adult students, because of their part-time status and off-campus responsibilities, present a unique communication problem for the college. This cluster of items considered communication among adult students and between this group and the college.

It has been reported in the literature that typically adult students have only a nominal attachment to the college and are generally unaware of college structure and services. The items in this cluster were designed to investigate adult priorities among possible techniques that had a potential for improving campus communication.

Ranked first by 38.8% of the students was a proposal concerning an information center for adults that would function during periods when adults were present on campus. Ranked last was the concept that the mass media could be utilized effectively for communication on college related matters. Adults seemed to have rejected effectively the creation of a committee to handle communication and information needs, ranking it fourth behind bulletin boards and newsletters.
<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.190</td>
<td>1</td>
<td>An information center for adults which would be open evenings and which would provide information, accept suggestions, and give directions as to persons to see for answers.</td>
<td>70</td>
<td>37</td>
<td>32</td>
<td>20</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%38.3</td>
<td>%20.2</td>
<td>%17.5</td>
<td>%10.9</td>
<td>%5.5</td>
<td>%7.7</td>
</tr>
<tr>
<td>2.654</td>
<td>2</td>
<td>A weekly newsletter for adults distributed in campus corridors and in classrooms</td>
<td>53</td>
<td>32</td>
<td>30</td>
<td>36</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%29.0</td>
<td>%17.5</td>
<td>%16.4</td>
<td>%19.7</td>
<td>%11.5</td>
<td>%6.0</td>
</tr>
<tr>
<td>2.855</td>
<td>3</td>
<td>Several bulletin boards devoted to adult interests</td>
<td>21</td>
<td>49</td>
<td>53</td>
<td>30</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%11.5</td>
<td>%26.8</td>
<td>%29.0</td>
<td>%16.4</td>
<td>%9.8</td>
<td>%6.6</td>
</tr>
<tr>
<td>3.202</td>
<td>4</td>
<td>An adult student awareness committee which would accept suggestions, provide information and co-ordinate the process of communication between students and the college.</td>
<td>20</td>
<td>38</td>
<td>32</td>
<td>44</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%10.9</td>
<td>%20.8</td>
<td>%17.5</td>
<td>%24.0</td>
<td>%18.6</td>
<td>%8.2</td>
</tr>
</tbody>
</table>
### TABLE 12 (Continued)

**ADULT STUDENT RANKING OF PROPOSALS TO IMPROVE COMMUNICATION**

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.871</td>
<td>5</td>
<td>A weekly public service program aired on local TV and radio, which covers events of adult interest and important announcements about college deadlines, programs, and other occurrences.</td>
<td></td>
<td></td>
<td>6.0</td>
<td>12.0</td>
<td>13.1</td>
<td>18.0</td>
</tr>
</tbody>
</table>
The first through the fourth ranked items were only minimally separated from the others by index number intervals. The fifth ranked item, however, was separated by an interval of .669 suggesting that the students saw the item as potentially ineffective. The mass media concept was ranked fifth by 43.2% of the students.

Adult student ranking of proposals for courtesy and convenience services

The responsibility of providing courtesy and convenience services is inter-divisional within the community college. The items in this cluster were an attempt to investigate the kinds of things the college might do to help the student while on campus, particularly in the area of saving time and minimizing those inconveniences associated with institutional life. In terms of relative importance, courtesy and convenience services were ranked sixth and last by the students.

Several items in this cluster were similar to ones found in Parts One and Two of the questionnaire. In Part Three, however, the students were asked to set priorities among the items rather than to indicate their acceptance of the proposal.

A wide interval spread occurred between the first and last ranked items in Table 13. The proposal of the college implementing a telephone registration system was ranked first by 54.1% of the students, while only 3.8% felt that a typing service was important enough to be placed in the first position. The first and second ranked items elicited a strong positive response from students. However, the third, fourth and fifth ranked items seemed to have been considered generally unimportant or impractical.
TABLE 13
ADULT STUDENT RANKING OF PROPOSALS FOR COURTESY AND CONVENIENCE SERVICES

<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>No Choice</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.807</td>
<td>1</td>
<td>COURTESY AND CONVENIENCE SERVICES:</td>
<td>The opportunity of registering by telephone or by mail, making it unnecessary to make a special trip to campus.</td>
<td>f</td>
<td>99</td>
<td>39</td>
<td>20</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>54.1</td>
<td>21.3</td>
<td>10.9</td>
<td>6.6</td>
<td>3.8</td>
</tr>
<tr>
<td>1.889</td>
<td>2</td>
<td>Outlines of courses mailed to students prior to registration which described in detail the content of each course to be offered that session.</td>
<td></td>
<td>f</td>
<td>77</td>
<td>61</td>
<td>23</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>42.1</td>
<td>33.3</td>
<td>12.6</td>
<td>8.7</td>
<td>0.5</td>
</tr>
<tr>
<td>3.044</td>
<td>3</td>
<td>An information center which would answer questions about locations, requirements, rules and regulations, and the person to whom one might go to get things done.</td>
<td></td>
<td>f</td>
<td>14</td>
<td>41</td>
<td>65</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>7.7</td>
<td>22.4</td>
<td>35.5</td>
<td>21.3</td>
<td>10.4</td>
</tr>
<tr>
<td>3.789</td>
<td>4</td>
<td>Scheduling of representatives from four-year colleges, the State employment service, and other agencies on campus during evening hours and Saturdays.</td>
<td></td>
<td>f</td>
<td>8</td>
<td>22</td>
<td>32</td>
<td>53</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>4.4</td>
<td>12.0</td>
<td>17.5</td>
<td>29.0</td>
<td>33.9</td>
</tr>
<tr>
<td>3.989</td>
<td>5</td>
<td>An inexpensive typing service available to students which would assist in the completion of course requirements.</td>
<td></td>
<td>f</td>
<td>7</td>
<td>14</td>
<td>33</td>
<td>43</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>3.8</td>
<td>7.7</td>
<td>18.0</td>
<td>23.5</td>
<td>43.7</td>
</tr>
</tbody>
</table>
Table 14 provides a different perspective of the six student personnel clusters. As noted earlier, Table 7 contains a description of the six clusters ranked in importance directly by the respondents. It is possible, however, that all of the clusters may have been unimportant to the students when compared to other things the college might do to be of assistance. Such a situation would result in little indication of the degree to which adults would support and participate in the programs. Table 14 contains a description of adult reaction to the importance of the clusters outside the ranking context. An indexing system was used to present the items in a rank order for the purpose of clarity. Clusters seen as most important by the students were ranked first in the table.

Within the context of importance related to other college functions, the six clusters were found to be ranked somewhat differently in Table 14 than in Table 7. In both tables, the cluster dealing with educational costs retained its first ranked position. Following this the second, third, fourth, and fifth ranked items are in a different order of importance. Courtesy and convenience services were ranked sixth in both tables. The two approaches would seem to indicate that the first and last ranked items have been confirmed in their relative positions.

Reducing educational costs was seen as very important by 57.9% of the students, while only 15.9% saw the development of courtesy and
<table>
<thead>
<tr>
<th>Ranking Index</th>
<th>Rank</th>
<th>Item</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.531</td>
<td>1</td>
<td>Reducing educational costs as much as possible</td>
<td>106</td>
<td>56</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 57.9</td>
<td>30.6</td>
<td>7.1</td>
<td>4.4</td>
</tr>
<tr>
<td>2.368</td>
<td>2</td>
<td>Encouraging more adults from the community to further their education</td>
<td>84</td>
<td>70</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 45.9</td>
<td>38.3</td>
<td>10.9</td>
<td>4.9</td>
</tr>
<tr>
<td>2.304</td>
<td>3</td>
<td>Instituting special counseling and advising programs</td>
<td>74</td>
<td>82</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 40.4</td>
<td>44.8</td>
<td>10.9</td>
<td>3.8</td>
</tr>
<tr>
<td>2.174</td>
<td>4</td>
<td>Developing better means of communication between adult students and the college</td>
<td>46</td>
<td>111</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 25.1</td>
<td>60.7</td>
<td>8.7</td>
<td>5.5</td>
</tr>
<tr>
<td>2.096</td>
<td>5</td>
<td>Providing extra-curricular learning opportunities</td>
<td>49</td>
<td>94</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 26.8</td>
<td>51.4</td>
<td>17.5</td>
<td>4.4</td>
</tr>
<tr>
<td>1.931</td>
<td>6</td>
<td>Developing a variety of courtesy and convenience services</td>
<td>29</td>
<td>104</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% 15.9</td>
<td>56.8</td>
<td>22.4</td>
<td>4.9</td>
</tr>
</tbody>
</table>
convenience services the same way. The second ranked cluster was considered very important by 45.9%. Over 50% of the students considered all of the student personnel functions very important, or at least, important. Those students rating the clusters as not important made up a small percentage in all cases.

Comments by Adult Students

Many students responded to the opportunity of adding comments at the end of each cluster in Part Three. They should be of interest to persons seeking information about the adults' reaction to the study as well as the student personnel service proposals that were presented. Those comments which seemed to be the most pertinent have been collected and are found in Appendix C.

Summary

Chapter IV has presented, in thirteen tables and related commentary, the findings resulting from the survey questionnaire. The questionnaire items covered a wide range of student personnel services, programs, and policies, providing thorough coverage of the activities normally performed by persons in this division of the community college.

The adult students were able to differentiate among the ninety-three items making up the survey instrument, showing their preferences for certain kinds of student personnel functions as well as their rejection of others. Chapter V consists of an analysis of the findings, a discussion of the implications of this study, and recommendations for adult student personnel programs in the community college.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Since the ending of the Second World War there has been an influx of older people into the institutions of higher education in this country. During the same period, student personnel services have been developed almost exclusively to serve college age youth, the group which makes up a majority of the students. The public community college is presently experiencing rapid growth in adult enrollments, and it has been predicted that the training and education of persons above the traditional age of schooling will be one of the major activities of two-year colleges during the remainder of the 20th Century. Therefore, it would seem evident that student personnel services, especially within the community college, must be prepared for the day when its student body may be made up primarily of part-time adult students. When that day comes, and it already has for many two-year institutions, such colleges must be able to provide effective programs and services to this unique group of students.

A limitation to the ability of two-year colleges to plan and implement student personnel service programs for adults has been a lack of current and accurate information. Only within the last several years has literature in the field begun to address itself to the problem posed by this new subgroup on the community college campus. It is
becoming evident that some shifting of priorities may be required to
insure that these students are adequately served in proportion to their
numbers and importance.

The intent of this study was to determine the expressed student
personnel service needs and expectations of adult students enrolled in
two urban community colleges. A comprehensive questionnaire was
utilized to obtain data on adult student personnel service needs. In
addition, literature in the field was searched for useful ideas con­
cerning the problem. Finally, recommendations related to adult student
service programs were developed using the findings of the study and
related research.

Discussion of the Findings

Discussion of the findings has been organized in the context of
several sub-divisions and functions of student personnel service pro­
grams within a typical community college. Within this context, the
importance of the various questionnaire items, as perceived by the adult
student respondents, was considered and analyzed.

Each of the items presented in the questionnaire has been assigned
to one of eight student personnel sub-divisions or functions. The
sub-divisions and functions, and the percent of the items falling
within each area are summarized in Table 15.
TABLE 15
DISTRIBUTION OF QUESTIONNAIRE ITEMS AMONG STUDENT PERSONNEL SUB-DIVISIONS AND FUNCTIONS

<table>
<thead>
<tr>
<th>Student Personnel Sub-Division or Function</th>
<th>Item Frequency</th>
<th>Item Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Activity Programs and Student Government</td>
<td>22</td>
<td>25.3</td>
</tr>
<tr>
<td>2) Counseling and Advisement</td>
<td>15</td>
<td>17.3</td>
</tr>
<tr>
<td>3) Communication and Orientation</td>
<td>14</td>
<td>16.2</td>
</tr>
<tr>
<td>4) Convenience Services</td>
<td>13</td>
<td>14.9</td>
</tr>
<tr>
<td>5) Registration, Records, Recruitment and Instruction</td>
<td>12</td>
<td>13.8</td>
</tr>
<tr>
<td>6) Financial Assistance and Educational Costs</td>
<td>8</td>
<td>9.3</td>
</tr>
<tr>
<td>7) Health Services</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>8) Vocational Placement Services</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td><strong>87</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The distribution of items among the various categories was not the result of any arbitrary judgement. Some student personnel sub-divisions are wider in the scope of their activities and have a larger number of functions included within them. At the same time, it was believed that some of the sub-divisions or their functions had relatively more potential for service to the adult student, and were therefore emphasized. Although the instrument had ninety-three items, six of the items were concerned with ranking the various clusters and were not assigned to one of the eight categories.
An overview of adult student preferences for student personnel services programs

The study findings, as previously mentioned, will be discussed on the basis of the eight student personnel services sub-divisions and functions shown in Table 15. To allow a better understanding of the importance of all questionnaire items in relation to each other, the responses of adult students across the entire student personnel spectrum will be considered. This section will discuss and analyze what seems to emerge from the overall response patterns of the study.

A study of the top ranked 25% of items in Table 3 reveals that adults have reacted most favorably to proposals which are practical and pragmatic in nature. Thompson (1967) stated that one of the primary differences between college age youth and adults is that youth enters formal education as a full-time occupation, while adults clearly see it as a means to an end. This outlook is evident in the priorities set by older people in the study.

It might also be noted that among the top ranked items are at least five which relate to facilitating the instructional process and are directly related to student personnel services primarily because of their potential for assisting students.

Among other top ranked proposals were such things as textbook rentals, better or more adequate counseling services, an orientation center, an office equipment room, and a job placement and orientation center. Each could prove to be of very direct and practical value to the adult as he seeks to reach his goals through formal education.

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Among the bottom ranked 25% of the items were proposals for activities which are time consuming and require considerable involvement by the adults. These activities were probably not seen as essential in meeting the students' goals. Functions such as an adult student government, a steering committee for extra-curricular programs, and college contrived social hours including adult students and faculty, are perhaps pleasant additions but will have little or no affect upon the outcome of the students' academic efforts. A consulting attorney or nurse seems to fall in a similar category, for not only are these services and events unessential in meeting the academic goals of adults, but are often readily available in the outside community.

Considered in relation to each other, the top ranked items present a particular pattern. After setting aside instructionally related items, such as course outlines and credit by examination, the adults expressed a strong interest in counseling and advising functions. Ericson (1970) described a study done at Michigan State University in which adults indicated their counseling needs. Prominent among these were improvement in counselor availability, scheduling assistance, degree planning, and help with study skills. Results of this study seem to be consistent with priorities among older people at the community colleges investigated here. Not found among the needs of adults at M.S.U. were therapeutic or personal counseling programs. Community college adult students, as shown in Table 9, ranked the practical types of counseling and advisement first and therapeutic programs as fifth and last. Noting the position of the counseling items within the top ranked group, it can be considered as a real possibility that adults
were concerned with basic counseling services which have as their primary purpose the dispensing of vital information about courses, transfer requirements, and vocations. In addition, there was a concern about the relationship which exists between the counselor and his adult client. The eighth ranked item calls for special training for counselors working with older students.

A second area of student personnel which seemed to elicit a favorable response from the adults concerned special discussions and presentations dealing with topical issues. Although the topics themselves received a varied adult response, the fact that three were represented within the top 25% of items in Part One was an important finding.

Hoff (1967) recommended that activity programs be built around self-development and group experiences. The strong positive response by adults toward these kinds of programs, that is, three items among the top ten ranked items and six items among the top twenty, seem to support Hoff's contention that such activities were found desirable by older students.

As noted earlier, certain kinds of student personnel services functions were considered irrelevant and unimportant to the older students. Most striking among these programs were those which concerned student government and other student committee activities for the purpose of participation in the policy and procedure function of the college. It could be, of course, that older students were simply disinterested in making an impact on college governance through student
government and committee work. To a degree, this would seem to be a valid contention as adults may have felt that their appropriate association with the institution was through the classroom. At the same time, adults may find plenty of opportunity for decision making off campus, seeing student government as the province of youth. Perhaps the most important reason is the adults' shortage of time for campus political involvements.

Among other low ranked items were proposals for an elaborate orientation program through the mass media, sports and physical activity programs using college facilities, and emergency medical facilities. Two topical group counseling items were rejected by adults. The topics, women's changing role and the process of aging, probably owed their ranking position to the distribution of sexes and of various ages among the study sample.

In summary, a study of adult responses to all of the student personnel services, programs, and policies would indicate the following:

1) Adult students enrolled at the two community colleges showed a marked preference for practical services, programs, and policies directed at facilitating the instructional process.

2) Rejected by the students were programs which were time consuming in nature and not directly related to the achievement of educational goals.

3) Considered unimportant were personal counseling and other programs which might have been perceived as
elaborate, expensive, and in opposition to the adults' perception of the purpose of the community college.

Activity programs and student government

As shown by Table 15, 25.3% of the items in the questionnaire were related to activity programs. Such programs would seem to have potential for adding a significant dimension to the educational experiences of the adult student. At the same time, by the nature of their life styles, adults would probably not be able to participate as readily as would college age youth. Older people continue to seek emotional and intellectual growth. Perhaps the basic question is if they see the educational institution as the place where this non-classroom growth should take place. A college activity program drawing upon the unique resources available on any campus, should have the flexibility and responsiveness needed to aid the adults in their quest for socialization, interaction, and new intellectual experiences.

Five activity items were ranked among the top 50% in Part One of the questionnaire. All five of these items were proposals for the development of special programs and lectures on topical issues and subjects. The balance of the activity related items, ten in number, were ranked within the bottom 50%. Included within this group of items were proposals for the creation of adult oriented clubs or organizations, physical activity and intramural sports programs, musical programs, and some type of involvement in student government.
Within Part Two of the questionnaire, activity items, as a group, did not receive a strong endorsement by adults. The highest ranked item was a proposal for spouse and family tickets to college events. Only 16.4% of the respondents indicated that they would not take advantage of the opportunity to bring their families to the special college events if low priced tickets were made available. Within Table 5, the only activity related proposal was ranked sixth out of nine items. The adults were asked if they would use the college gymnasium if it were made available to them, and 43.2% indicated that they would not.

When considered within the context of a five item cluster, where discussion and presentation programs were offered, adults ranked first those programs which would aid in learning more about jobs, professions, and future trends in occupations. Ranked second were programs concerned with self development, and ranked fifth were hobby and craft topics.

An analysis of the responses to activity related programs would suggest that two forces may have been at work. First, the adults' pragmatic expectations for education could have influenced their emphasis upon practical learning experiences. Second, a need for self-expression and new learning opportunities was made evident. The adults' high ranking of learning experiences related to jobs and vocations at the expense of more intellectual experiences supports the understanding of their educational expectations and outlooks. At the same time, their high ranking of several special programs would indicate that they genuinely seek certain kinds of out of class learning experiences as
long as they are concerned with topics which are considered relevant. Those items which were ranked low may have been seen as frivolous and/or more appropriate for youth than for older people. It is likely that programs of the latter type would go unsupported by the community college adult population.

Recommendations related to adult student activity programs

Hoff, writing in Farmer (1967), stated that there was no panacea for adult student activity programs. Each institution, she claims, must tailor its programs to the particular needs of the adult student group. The recommendations which follow are general in nature and may be applied to a wide range of institutional circumstances.

It is recommended that:

1) the feasibility of any proposed adult activity program be established on the basis of its practical application to aiding the adult in reaching his academic and vocational goals.

2) opportunities be provided within the activity program for discussion and presentation programs which will allow adult expression and intellectual challenge.

3) topical areas for discussion and presentation activities be established through local research prior to their introduction and implementation.

4) consideration be given to methods which would allow the adult to involve his family more easily in the cultural,
intellectual, and recreational activities and opportunities of the college campus.

5) the student activity office consider supplementing the college placement office with programs which relate to vocations, qualifications, and future occupational trends.

Counseling and advisement services and programs

Counseling and advising are the keystones of the community college student personnel program. Through these programs, the college can maintain useful contacts with its students. Fifteen items in the survey questionnaire were directed at counseling and advising functions. The items comprised 17.3% of the questionnaire.

Because of the potential for student contact, and importance to the institution in both administrative and humanitarian ways, counseling should play a critical role in adult student personnel programs. The counselor or program advisor is usually the first person the adult meets when he comes in contact with the college, and the helpfulness and competence of this professional may have a profound impact upon the student's decision to enroll and his ability to succeed as part of the college community.

The findings of this study have provided several important insights into the needs and expectations of adult students related to counseling and advisement. Adults were strongly in favor of individual counseling, suggesting that they wanted the opportunity to discuss
educationally related concerns with a competent professional. The question of what kind or kinds of counseling the adult desires was answered in the responses of older people to the cluster item (Table 9) in Part Three of the survey instrument. Adults ranked academic and program counseling first, and ranked fifth those counseling functions which are therapeutic in nature. Granting that only a small percentage of all students, youth or adults, use and need therapeutic counseling services, the ranking may clearly indicate the adults' preference for counselor assistance in meeting their educational and vocational goals.

In a world where people administering educational institutions must set priorities, it is significant that the adult student wants, before other kinds of counseling, the best academic and program counseling services that are possible.

As previously reported, Erickson (1970) listed eight areas of concern expressed by adult university students. Six of the eight were related to academic counseling and the balance with administrative functions which would facilitate the overall program. In Segal's (1967) study of adult students, vocational, occupational, and educational counseling made up the first four ranked proposals. Personal (emotional and social) counseling was ranked last by the university students. Although differences between university adult students and those attending the community college have already been discussed in this study, the priorities of the community college adult group seem to confirm Erickson's findings related to university adult students.
Ranked eighth in Part One of the questionnaire (Table 3) was an item proposing special in-service training for counselors working with adult students. The position of this item, being within the top ranked 2%, suggests that the adult respondents were concerned about the counseling relationship and felt that counselors were perhaps less effective in working with older students than with youth. This statement must be modified, of course. The adult would have little opportunity to compare the effectiveness of their counselor relationship to that occurring with younger students. The most that can be stated with confidence is that adults do not seem to feel that their relationship with counselors is all that they could expect. Nonetheless, adult responses to the item suggest that a problem exists and that those who administer and perform the counseling service for older people may wish to re-evaluate its effectiveness and consider in-service training to bring counseling more in line with adult needs and expectations.

Counseling in groups has proven to be an effective method of helping students in a variety of ways. The value of this method for adults was explored through five items in the survey questionnaire. Two of the five topical group counseling items were ranked in the top 50% of Part One. Ranked fifteenth was group counseling which considered the development of leadership, and ranked eighteenth was a program related to self-development. The twenty-second ranked item considered group counseling for individuals with academic problems. The item's surprisingly low position in the ranking can perhaps be explained as a function of the adults' belief that such ends are better served in individual counseling sessions. Certainly the matter of aiding persons
who are having academic problems is pragmatic enough in nature to be looked upon favorably by the students.

Achievement, aptitude, and vocational testing were regarded favorably by the older student. The testing program, although a separate function in its own right, has been grouped under counseling and advisement as a tool of counseling. Ranked seventeenth, the proposal on testing fell within the top 50% of items in Part One of the questionnaire.

There are few available standardized tests that are accurately descriptive of adult characteristics in the educational setting. The task of providing adult educational testing is the responsibility of professionals; the student cannot be expected to judge and differentiate among tests in terms of their appropriateness. What the findings seemed to show was that adults saw a need for the assistance testing procedures can provide, presumably within the context of a counseling situation. Local norming of existing instruments, appropriate test selection, and other similar matters must be the product of an educator's judgement based on a thorough understanding of mental measurement factors.

One other counseling item should be briefly considered. Ranked twenty-third was an item related to the question of paraprofessionals. Adults were not overly enthusiastic about the idea of the college providing trained adult students to act as academic and program counselors. However, the relatively high ranked position of the item suggests that it was an idea acceptable to a majority of the adults. Noting the total
percent of students who were either very favorable or favorable toward the concept (72.7%), the use of adult paraprofessionals to extend advising and program counseling services should be seriously considered by student personnel administrators.

Recommendations on counseling and advising programs

In light of the importance of counseling within the student personnel framework, and based upon survey findings and the literature, it is recommended that:

1) maximum emphasis be placed upon providing academic and program counseling opportunities to adult students, even if found to be at the expense of personal and social counseling.

2) efforts be made to develop in-service training programs for counselors and others working with adult students, for the purpose of sensitizing the staff to adult student expectations, needs, and characteristics.

3) group counseling programs be considered which would assist the adult in making adjustments to formal higher education. Furthermore, group counseling was seen by adults as an appropriate media for the exploration of topics which were important to them, such as self-development and leadership.

4) educational testing programs be developed especially for the adult student group. It is further recommended
that local norms be established for available standardized instruments.

5) the employment of paraprofessional adult students be considered to widen the impact of academic and program counseling on the adult student group.

Communication and orientation

Items related to communications and orientation made up 16.2% of the questionnaire. Facilitating the process or communication within the college community is, to a high degree, the responsibility of student services. This is particularly the case when considering means by which students communicate with the college and the college with its students. Beyond this function, student personnel has an obligation to facilitate communication among the students themselves.

Orientation, although more structured and formalized is primarily a communication technique. Traditionally, colleges have provided orientation programs to achieve institutional communications. O'Banion (1968) and others have endorsed adult student orientation programs, and have stated that little effort has been made in this direction among colleges and universities. Inherent in considering orientation programs for adults rather than youth, are the greater problems and expense of achieving a satisfactory outcome. There is difficulty in communicating adequately with college youth in a community college setting where students do not normally reside on campus. Adult part-time students pose even greater problems due to the smaller amount of time they spend on campus. Often, the only feasible solution is the
postal service, or perhaps, the mass media. Both involve additional expense in money and staff effort.

Ranked thirteenth among items in Part One of the questionnaire was a proposal for adult orientation to the college library. The twentieth ranked item concerned formation of a "newcomer organization" which had as its purpose, assisting adults during their first semester on campus. The publication of an adult student handbook was ranked twenty-fourth, and ranked thirty-first was a proposal for adult student orientation through local radio, television and newspapers. The thirteenth and twentieth ranked items were considered useful and feasible by adults. A separate handbook and mass media orientation were seen less favorably. However, the handbook proposal elicited a response that was either very favorable or favorable from 71.0% of the students while the use of the mass media for orientation resulted in a very favorable/favorable response from 53.5% of the students. Ranked within the last several items in Part One was the proposal for an adult student newsletter. This proposal received a neutral response from 57.4% of the students.

Of the two highest ranked orientation and communication items in Part One, the first (library orientation) was designed to help students in reaching their academic goals, while the second proposed an organization to assist new students in a very practical way. Table 4 shows the second ranked item to be an orientation center, one which would be centrally located and staffed to give ready information to questioning students. In Table 4, the fourth ranked item (out of eight)
called for the availability of college officials at times when the adult could consult with them about important concerns. The importance of these items suggested that many adults may enter the college situation with anxieties related to the unknown and would find helpful concerned people to guide them in the right direction, answer basic questions, and lend a helping hand.

In Table 5, it was shown that 72.7% of the adults would use places to gather socially before classes and during class breaks. There may be an element of the "generation gap" inherent in responses to this item. Although adults may have no objection to, and in many cases welcome, associating with college age youth in the classroom setting, it is likely that they would prefer socializing with persons more nearly their own age. The opportunity for discussing classwork, or an issue of mutual concern, may be best carried on in an area set aside for adults only.

The cluster item related to communication and orientation (Table 12) showed that an information center was highly ranked. Ranked fifth was the question of mass media use as a communication tool. The second, third, and fourth ranked items within the cluster seemed to be somewhat inconsistent with the ranking of similar items in Parts One and Two of the questionnaire, but the differences can be explained as the result of the context in which the items were presented.
Recommendations concerning communications and orientation

Pressey and Kuhlen (1957) said that adults experience anxieties that are typical of various stages in life. Certainly, entering new and strange situations, of which higher education may be an example, is potentially anxiety producing for older people. This may be particularly the case for community college adult students, as a high percentage have never experienced college and see themselves as out of "synchronization" in attending what is to them an institution designed for youth. Because the need exists for adult orientation and better communication, it is recommended that:

1) an orientation program be developed for older students that provides information and familiarization with the operation of the college and its facilities and services. Most critical among possible programs is an orientation to the library, college business operation, records office, counseling offices, and the location of classrooms.

2) an organization for the purpose of aiding new adult students in adjustment to college be created which would utilize the experience and understanding of adult students who have been in attendance for a period of time.

3) an information center be created. The center would operate during periods when adults were normally on campus and be staffed by persons knowledgeable about the facilities and personnel of the college.
4) the student handbook and campus student news publication be adapted to include information directed toward the adult student.

5) the use of mass media for orientation and communication with adult student enrollees be minimized due to negative adult response and the high potential cost of such ventures. This is not to suggest that the media are not an effective means of informing the public about the college and for recruitment purposes.

6) campus areas be designated for social use by part-time adult students. The facilities would serve to allow adult socialization free of irritations often associated with the general student union or commons.

**Convenience services**

Convenience services are provided by the college to facilitate the students' educational experience on campus. As a rule, such services do not logically fall within the responsibility of any one student personnel sub-division. In some cases, a service of this nature may be the responsibility of the academic division or even implemented through the business office. The critical concern is assigning the function to the division which can best provide the service.

Thirteen items in the questionnaire were concerned with convenience services (14.9%). Ranked sixth or last among the six clusters
in Table 7, the category did not fare well overall in terms of a positive response from adult students. No convenience items were included in Part One of the questionnaire. However, Part Two contained eight such items and one cluster in Part Three was devoted exclusively to this area.

In Table 5, the proposal for a room providing typewriters, duplicating, and photocopy equipment was ranked first out of nine items. Ranked third in the same table was an item proposing that coffee and snacks be served during class breaks in locations convenient to classes. A proposal for the operation of one or more quiet study areas during and after the period of evening classes gained the fifth ranked position. Ranked last in importance were child care facilities, an inexpensive typing service, and serving evening meals in the cafeteria.

In Table 4, the availability of a consulting attorney supported through student fees was ranked seventh out of eight items.

An equipment center was looked upon as highly important by the adult students, as was the study area to a somewhat lesser degree. Only 14.8% indicated that they would not use the equipment center at all, and 39.3% felt that they would use it six or more times during the semester. The equipment center was seen as a very useful service by the adults and one that would assist them in meeting course requirements. The study area received a less enthusiastic response, with 43.7% of the students showing a lack of interest. However, the majority of the students indicated that they would find it useful to one degree or another.
The position of the seventh ranked item in Table 5, child care facilities, may be reflective of the distribution of sexes and ages among the responding sample. A total of 64.5% indicated that they would not use such a service. Considering that one half of the respondents were men, and 57.9% over thirty years of age, it could be expected that the item might elicit a small positive response from the total group. However, 35.5% were interested in utilizing such services, with 19.7% expecting to use the services six or more times each semester. Several comments written by adult students would indicate that those who feel they need a child care facility, in all likelihood, need it very badly. In addition, this study has shown that home and family responsibilities such as children, jobs, and social obligations (Table 11) were ranked first as the factor which most limits the ability of adults to attend college. A child care facility would not only prove to be of benefit to enrolled adults with small children, but also would act as an incentive for others who might be considering a college program.

Presented in Table 13 were adult student rankings of courtesy and convenience proposals. Two items ranking first and second were instructionally related and practical. The first was a proposal for mail or telephone registration, while the second item called for course outlines to be mailed to students prior to registration. The first and second ranked proposals were strongly endorsed by the students. For the registration proposal, 54.1% indicated it as their first choice, while 42.1% placed the mailing of course outlines in the first choice position. Evidently, if resources are to be allocated by the

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college in providing these and similar services, the adult would prefer that the emphasis be on outright and practical aids to the instructional process rather than on other, less vital functions.

The findings have shown that courtesy and convenience services, when compared to other kinds of student personnel functions, were relegated to the lowest ranked position. When internally ranked within the category, there is evidence that the students would generally support proposals which would assist the greatest number in reaching their educational goals. Other proposals met with considerable less enthusiasm, perhaps because adults do not see themselves as needing what is offered at the expense of more vital programs and services.

Finally, attention should be drawn to the times found most convenient for providing student personnel services for adults. Table 6 presents data related to this question and shows that adults preferred the 7 to 9 p.m. time period for program and service availability. Of those responding to the item, 85.5% preferred time periods Monday through Friday. The proposed Saturday times were clearly rejected by adult students.

Recommendations concerning courtesy and convenience services

The findings have shown that services proposed within the category of courtesy and convenience services have a low priority among adults. There were, however, within the category, several specific proposals
which showed promise as a means of aiding adult students. Therefore, it is recommended that:

1) through cooperation with the business department or business office of the college, a room be set aside in which would be located adequate equipment to assist the adult in meeting his course requirements. Included should be typewriters, duplicating, and photocopy equipment.

2) an area be set aside for the use of adults as a study area.

3) mail and telephone registration procedures be seriously considered.

4) every effort be made to enlist the assistance of the instructional division in providing accurate and up-to-date course outlines which exceed in detail those descriptions found in the college bulletin.

5) child care facilities be developed as an aid to adult students with small children and as a means of reducing the limitations imposed upon adults who wish to commence their education. The financial support for such facilities may be sufficient through usage fees, but if not, the institution should consider providing supplementary financial support from the general fund of the college.

6) based upon adult student responses, optimum time periods for providing student personnel programs and services should be scheduled between the hours of 7 to 9 p.m.
week nights with a substantial number of special adult services provided between 8 a.m. and 5 p.m. week days. Little support was in evidence for the extension of programs and services into the weekend hours.

Registration, records, instruction and recruitment

Included in the survey questionnaire were four types of items related to registration, records, instruction and recruitment. Registration and records are often placed under the instructional division while the recruitment function may be carried on by all divisions of the college. Of the eighty-seven items in the questionnaire, twelve or 13.8% were related to the above functions. As a group, the items were looked upon very favorably by adult students.

Included among the first ranked items in Table 3 were five instructionally related items. The proposal that detailed outlines of courses be available prior to registration was ranked first out of 39 items in Part One. Ranked fourth was a proposal for a wide range of credit by examination opportunities, and fifth, a policy related to class auditing by students. The remaining two items within the first ten had to do with detailed reports showing academic progress sent at the end of the semester, and providing opportunities for course evaluations by students.

The strong adult student concern over instructional items was an important finding in this study. First, such a response pattern must
indicate that the adults have no question about the function of the college, that of providing formal schooling opportunities for people in the community. Second, the responses suggest that adults may see some academic policies as being unnecessary limiting factors in their pursuance of educational goals. The responses are curious, however, because both institutions taking part in the study have rather liberal academic policies. It may be that the adults are simply unaware of the policies, or the regulations related to the policies are too restrictive and limit the adults' opportunity to take advantage of them.

Whatever the causes, it is clear that adult students strongly support college efforts to facilitate instruction. This strong positive support should be considered seriously by educators. Adults probably do not judge college policy on the same basis as do youth. Most likely, older students have judged college policy on the basis of its validity, weighed the validity against their particular needs, and concluded that some policy is more of a hindrance than a help.

The eleventh ranked item in Table 3 concerned the function of recruitment. Students were asked if they would react favorably to strong college efforts to inform and recruit more adults from the community. Only 23.0% of the respondents were neutral to this proposal. The majority reacted in such a way as to suggest that this was seen as a responsibility of the college and one that should be met with considerable vigor. A cluster item (Table 11) was similarly concerned with recruitment of adults. In this case, the adults were asked to rank factors which tended to limit adult enrollment. The limiting
factor of family and home responsibilities was ranked first, while the second ranked factor was the amount of time required to complete a program of studies. Ranked fifth was a lack of information about the college, its programs, admission, and its services. This set of adult responses to the question of limiting factors raises several troublesome questions for educators. Clearly, the adult student feels that other older people should take part in college attendance, either for a personal benefit or as a benefit to society as a whole. At the same time, ranked last in Table 11 was the limiting factor of awareness; the adult student seemed to feel that most people in the community were aware of the existence of the college and the opportunities it offers.

Assuming that a community college accepts recruiting adults as its responsibility, what then are its effective alternatives? The colleges seem to be publicizing their existence adequately, with the logical outcome that those who would like to pursue an educational program have sufficient information to do so. The responsibilities of home and family cannot be significantly reduced by college action, although a child care facility and other services might be of some help. Programs of study are the product of long tradition, transfer requirements from other institutions, and a basic philosophy about the benefits derived from a liberal education. That programs of study could be significantly changed is questionable. Even the direct costs of an education has little possibility of being reduced in light of contemporary economic conditions. Financial assistance would help as would some of the proposals set forward by the study, but not a great
deal. If adults know that the college exists, that it is an open door institution, that educational costs are as low as possible, that child care and other facilities exist and certain services are rendered to aid the student, and still do not voluntarily enroll, what course is then open to the college staff seeking to increase substantially its adult enrollment?

An open ended question followed the limiting factors cluster. It asked, "What would you see as good methods for the college to use in encouraging interested adults to seek more education?" The comments were varied, but no individual could offer a unique or startling suggestion. What seemed to emerge were suggestions that the specific methods already in use might be improved. According to the students, the college should go to employers and gain their cooperation, post college information on the bulletin boards of business and industry, speak before church groups and garden clubs, and above all, make their contacts within small organizations in the community rather than to the mass population. Given adequate commitment to the project and sufficient finances, a college might consider continuing what is already being done, changing only the emphasis and some of the techniques. Once the staff has done all that is feasible, it can be accepted that some adults will not enroll for reasons beyond the control of the college. Perhaps a critical factor is the motivation of adults to enter or re-enter higher education. After personal needs become apparent to adults, they will make the necessary sacrifices to enroll. Without the existence of this basic motivation, the college can do little to recruit adults.
Chapman concluded, after his 1959 study of adult higher education, that the education of adults is rooted in our social situations, not in academic subjects. For the recruitment function of the college, this is a significant statement. After the college has worked to remove many artificial barriers which stand in the way of adult attendance and instituted services and facilities which give practical assistance, the college must still face the reality that before an adult will attend college he must have the motivation to do so. This motivation is often inherent within the social structure, and if the adult can perceive no meaningful outcome to an educational effort, he will not attend no matter to what extent the college attempts to persuade him.

Recommendations related to registration records, instruction and recruitment

The Carnegie Commission on Higher Education (1971) predicted a substantial increase in adult enrollments within the next decade. Forces in our society which will motivate older people to re-enter higher education in greater numbers are a matter of speculation, but should our societal needs for better trained and educated people continue to grow, the community college can expect many additional adult students in the future.

Although there are limitations on what an institution can do to encourage adult enrollments, an obligation exists to use every feasible technique to inform adults and facilitate enrollments. The failure to
do so has many economic as well as moral implications. Based on the findings of this study and related literature, it is recommended that:

1) academic policy be reviewed to assure that its purpose is commensurate with contemporary educational realities. Such realities include the applicability of the policy to the adult group, its relationship to sound instructional goals, and if restrictive, the benefits gained as compared to the limitations it places upon adult enrollments.

2) the faculty be enlisted to provide adequately detailed descriptions of all courses to be offered each semester and that these outlines be distributed through student personnel services prior to the time the adult student must register.

3) student personnel services engineer a system capable of providing adult students with a statement following each semester of attendance which informs them as to their progress to date, and remaining requirements before achievement of their educational goals. Such a system is within the capability of most college computers. The system can serve as a means of expanding the advising service and would provide the adult student with ongoing and up-to-date assessment of his progress.

4) that all students have the opportunity to evaluate courses and that these evaluations be part of the basis for course improvement and faculty evaluation.
5) that the college records office be kept open and staffed several nights each week for the convenience of the evening adult student.

6) every feasible means be implemented to reduce those limiting factors which reduce adult participation in higher education, particularly in relation to home and family responsibilities. Included in such services and programs might be child care facilities, transportation, and the careful scheduling of courses to allow better adult participation.

7) every means be employed to increase community awareness of expected trends and societal needs for education.

Financial assistance and educational costs

A total of eight items (9.3%) related to financial assistance and educational costs were included in the survey questionnaire. Two items, concerning a textbook rental service and the development of special need processes, were ranked second and sixteenth respectively in Part One of the instrument. Ranked fifth in Part Two was an item regarding the use of financial aid counseling. The remaining items were part of a cluster presented in Table 8.

The inclusion of financial aid items, which referred to grants, scholarships, and loans, was avoided in the questionnaire. Such forms of aid would be as readily available to adults as to college age youth.
if need analysis policies and regulations were adapted to adult circumstances. Items in Parts One and Two concerned other approaches to helping the adult reduce educational costs, while the cluster described in Table 8 called upon the respondents to rank in importance several of these cost reducing proposals.

The idea of a student being able to rent a textbook rather than buy it proved to be appealing to the adults, just as it could be expected to be appealing to younger students. For any student, a system of this sort could result in considerable saving over the course of an academic program. There are, of course, practical consideration from the viewpoint of those responsible for the finances of the institution. Most difficult to overcome might be carrying the initial investment long enough to recover it through rental income. A second problem relates to the practice of textbook changes by teaching faculty. Regulations and policy relating to textbook change would need to be modified if such a system were to be successful.

Adult student reaction to the sixteenth ranked item would seem to show a concern for current methods of assessing financial need. Inherent in many current need analysis systems is a bias in favor of young, single students. What is not always considered is that for many older students, family resources are deeply committed, leaving little money for education. This may be especially true in the case of women who are often dependent upon their husbands for educational financing. If the circumstances exist, and they may in many situations, where the husband does not approve of his wife's venture into higher education, she may be required to seek financial assistance from the college no
matter what the level of her husband's income. When this proves to be the case, adults should have available to them a means of justifying their need and receiving help through the college financial aid office.

Financial aid counseling was ranked fifth among items in Table 4. A total of 76 respondents (41.5%) indicated that they would not use the service at all. The majority, however, indicated that they would expect to use the service from one to three times each semester. Financial aid counseling fell within a group of items which were not well differentiated by student responses, and it cannot be stated that adults felt such a service to be particularly essential.

Among the six clusters, the one concerning educational costs was ranked first by the adults. The cluster items were pointed toward things which the college might do to assist in reducing costs for students. Ranked first within the cluster was an installment plan which would allow the students to pay college costs over a period of one semester or year. The second ranked item proposed reducing "fringe costs" through book rentals, bus service, and child care facilities. These proposals have already been discussed in this chapter. Ranked third was the acceptance of bank cards in lieu of cash payments. The last two ranked items concerned a prepayment plan and cost reducing student cooperatives involving insurance, and a buyers' union.

Much of what is involved in consideration of educational cost reduction is related to the fiscal operation of the college and the practical options available to fiscal planners. Installment plans may reduce the ability of the college to pay its bills, and the proposals in the second ranked item could be costly. Perhaps, the proposal which

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would be least difficult to place into operation concerns acceptance of bank cards. A prepayment plan might be objectionable to the college business office, but the added bookkeeping costs could be more than offset by increased enrollment. The adult is accustomed to operating in a society where credit is commonplace and businesses have made every possible accommodation to sell their products. There may be a legitimacy attached to questions about the unwillingness of educational institutions to be equally accommodating. An adult is buying a service and may expect that he be accommodated as easily by the college as he is by other institutions in the society.

Recommendations related to financial assistance and educational costs

Although several recommendations stated here may require modification as the result of fiscal realities, the findings indicate that adult students seek assistance in reducing educational costs. It is, therefore, recommended that:

1) the feasibility of a textbook rental service be investigated, and if possible, be implemented for the benefit of adult students.

2) the methods of assessing financial need be re-evaluated in light of adult students' particular economic circumstances.

3) a tuition installment plan be implemented and that bank cards be accepted in lieu of cash or checks.
4) every effort be made to provide services and programs
which will help adults in reducing outside costs
related to their formal college education.

Health services

Only two items in the questionnaire concerned the health related
functions of student personnel. In both cases, adult interest and
support were shown to be limited. Segal (1967) indicated that adults
expressed considerable interest in an emergency health facility on
campus with 94% responding favorably toward such a service. In fact,
the lowest favorable health service response reported in her study was
82.3% in favor of a resident physician being on duty during evening
hours. The discrepancy which exists between the responses of the
University of Toledo adult students and those attending the two com­
munity colleges in this study, can be only partially explained by
student characteristics or institutional differences. Adult students
at the University of Toledo also commute from home and level of educa­
tion would have little effect upon medical needs. Survey instruments
used in the two studies were different, and this may account for the
divergent responses by the two samples.

Because of the adult students' lack of concern for emergency
medical facilities on campus, and health service consultation, no
recommendations for further programming can be made. In terms of
priorities among student services, health related programs for adult
students would seem of minimal importance. Whatever the needs of adult students in this area, they evidently feel that they can be met outside the college campus.

Placement services

One item in the questionnaire related directly to placement functions. The importance of this area was not sufficiently recognized in preparation of the survey instrument. Had it been anticipated that this item and several others which indirectly related to the question of placement would receive such a strong positive response, a greater percentage of the instrument would have been devoted to the subject.

Ranked second among high usage items (Table 5) was the proposal for a job placement and information center. Over 75% of the respondents indicated that they would use the service at least once during the semester. Segal (1967) found that over 96% were favorable toward such a service at the University of Toledo. Lasner, writing in Farmer (1971), reported that 81% of the institutions reporting in his survey had no placement services available during the evening hours. Such information from several sources, including the findings of this study, give support to the contention that assistance may be greatly needed by adult students. Additional support was provided by adult responses to a related item in Table 10. Adults ranked first, programs which would provide information about jobs and vocations, including future trends in the occupational fields.
Several studies, among them the 1959 Chapman Report, have shown that adults enter higher education as a means to an end, and the goal is most often a better job or new profession. In attaining this goal, adults need assistance from the institution they attend; to advise them on future occupations and employment needs of the community, and to inform them as to what the future holds. Few things are as vital to a person as his means of livelihood, and it may have been the mistaken assumption of many colleges that older people find satisfactory employment and career assistance from other agencies in the community.

Recommendations related to placement services

Because of the evident need for career planning and placement services for the adult student, it is strongly recommended that:

1) the college placement office extend its services to the adult student through evening hours and adequate staffing.

2) student personnel services, through its activity office, provide vocationally related programs for older students.

3) the career planning and placement office re-evaluate its programs in terms of their effectiveness in aiding vocationally experienced older students who are seeking entry into different kinds of occupations.
Suggestions for Further Research

A descriptive study of this nature can generate other research possibilities. Among those projects which seem to be most feasible are:

1) a comparative statistical research study concerning possible differences in student personnel services' needs and expectations of older and younger community college students.

2) a more comprehensive descriptive study of the problem that would encompass adult students and institutions from a much wider geographical area.

3) a comparative statistical research study concerning possible differences between the student personnel services needs of adult men and women. A similar study could investigate possible differences in the student personnel needs of adults of different ages.

Closing Statement

This study has been pragmatic in its orientation. Hopefully, information that has been presented will prove helpful to community college planners and student personnel workers.

The adult student, as represented by the sample studied in this project, has demonstrated an interest in the kinds of services and programs that can be provided by a community college student personnel services division. In the future, these students may very well
increase so greatly in numbers that they will become the major concern of community college educators. When that day comes, student personnel service programs for adults will no longer be an optional activity. Preparation and planning for that day is one of the most important projects presently facing community college educators.
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APPENDIX A

Instrumentation
This is a survey of adult student opinion. It is designed to obtain information from adult students about the kinds of services, programs, and policies which would be the most helpful to them while attending the community college.

Kalamazoo Valley Community College and Muskegon Community College are participating in this survey. It is being conducted by John H. Cansfield, doctoral student at Western Michigan University. Your name has been selected as part of a random sample of adult students attending one of the two colleges, and because you are one of a small number representing hundreds of other adult students, your co-operation and opinions are greatly needed. By assisting in the gathering of this information, you will be helping colleges plan future student personnel services for adult students like yourself.

The questionnaire has been designed to take a minimum of your time. Any pencil or pen is all that is needed to mark the items. Upon completion, just place the questionnaire in the stamped, self-addressed envelope provided and mail. Our thanks for your interest and help.

FIRST, please answer these questions about yourself:

a) Male ___ Female ___

b) Your age: ___ 18-20 ___ 21-25 ___ 26-30 ___ 31-40 ___ 41-50 ___ 50 or older

c) Are you currently employed 30 hours or more each week and/or do you consider yourself a full-time housewife? ___ Yes ___ No

d) How many full semesters have you been enrolled at your community college? One semester ___ Two semesters ___ Three semesters ___ More than three semesters ___

SECOND, please read these general comments about the questionnaire.

No attempt has been made to relate the questions to what is currently happening or what has happened in the past at the college you attend. Instead, we would like your opinion as to the usefulness and importance of the items in a general sense. These services, programs and policies could apply to any community college with an interest in serving adult students.

PLEASE GO ON TO THE NEXT PAGE.
Part I asks you to anticipate what your reaction would be if certain adult oriented student personnel services, programs and policies were put into operation by your college. Assume that they would be available at times convenient for adult students. Each item is followed by a scale with the letters (vf), (f), and (n).

Circle (vf) for a very favorable reaction.
Circle (f) for a favorable reaction.
Circle (n) for a neutral reaction; neither favorable nor unfavorable.

Please give your reaction to each item, even if you may not be entirely sure how you would feel about it.

<table>
<thead>
<tr>
<th>Possible Program, Service, or Policy</th>
<th>Your Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>a) Representatives from the State Employment Agency on campus evenings</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>1) Special need measurement for adults when awarding financial assistance</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>2) Detailed report showing academic progress mailed to each student at the end of the semester</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>3) Trained adult students to assist with academic or program advisement</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>4) Achievement, aptitude, vocational, and other special testing</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>5) Special training for college counselors working with adult students</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>6) Group counseling sessions dealing with:</td>
<td></td>
</tr>
<tr>
<td>Self development</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>The changing role of women in our society</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>The process of aging</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>The development of leadership</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>Adults having academic problems</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>7) Counselors available for individual interviews</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>8) Community service organizations formed by adult students on campus</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>9) Adult student steering committee to plan extra-curricular programs and events</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>10) Adult student newsletter published weekly</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>11) Hobby, crafts, and special interest organizations formed by adults on campus</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>12) The opportunity to gather informally with evening college faculty at least once each semester</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>13) Special programs and lectures dealing with:</td>
<td></td>
</tr>
<tr>
<td>International problems</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>Local issues</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>Social issues such as abortion, poverty and crime</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>Health</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>Women's rights and opportunities</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>The development of talents and abilities</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>14) Musical programs designed for adult tastes</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>15) Intramural sports programs</td>
<td>(vf) (f) (n)</td>
</tr>
</tbody>
</table>
### Part I (continued)

<table>
<thead>
<tr>
<th>Possible Program, Service or Policy</th>
<th>Your Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>16) Physical activity programs</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>17) Newcomer organization to assist adult students during their first semester on campus</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>18) Textbook rental service at minimal cost</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>19) Adult student handbook published with assistance from adult students</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>20) Academic interest organizations, such as nursing, business management, and drafting</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>21) Orientation to the library for adult students</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>22) College orientation for new adult students through local radio, television and newspapers</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>23) Student evaluations of courses at the end of each semester</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>24) A wide range of credit-by-examination opportunities</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>25) Outlines of all courses available prior to registration</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>26) Emergency medical facilities and staff available during evening class times</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>27) Opportunities to change audit enrollment to credit at any time with instructor's permission</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>28) Strong college efforts to inform and recruit adults from the community to further their education</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>29) Adult student representation on college student government</td>
<td>(vf) (f) (n)</td>
</tr>
<tr>
<td>30) A separate adult student government organization</td>
<td>(vf) (f) (n)</td>
</tr>
</tbody>
</table>

### Part II

Your response to the items in this part will reflect the number of times you might expect to make use of the services and programs listed below. Note that the first group consists of items which an adult student, if interested, might use frequently. The second group of items, by their nature, might be used only occasionally, even if interest were strong. Assume that they would be available at times convenient for adult students.

Note that circling "O" would indicate a lack of interest in the program or service as well as no expected usage.

---

**Service or Program** | **Expected Use: The Number of Times Each Full Semester**
--- | ---
**Example:**

| a) Film series showings in the evening | (0) (1-2) (3-5) (6 or More) |
| 1) A job placement and information center | (0) (1-2) (3-5) (6 or More) |
| 2) A room in which were located typewriters, duplicating and photocopy equipment for student use | (0) (1-2) (3-5) (6 or More) |
| 3) An inexpensive typing service | (0) (1-2) (3-5) (6 or More) |
| 4) Evening meals served in the cafeteria | (0) (1-2) (3-5) (6 or More) |
| 5) Coffee and snacks served during breaks at locations convenient to classes | (0) (1-2) (3-5) (6 or More) |
| 6) Places to gather socially before classes and during breaks | (0) (1-2) (3-5) (6 or More) |

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Part II (continued)

<table>
<thead>
<tr>
<th>Service or Program</th>
<th>Expected Use: the Number of Times Each Full Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) One or more quiet study areas open until midnight</td>
<td>(0) (1-2) (3-5) (6 or More)</td>
</tr>
<tr>
<td>8) A child care facility on campus</td>
<td>(0) (1-2) (3-5) (6 or More)</td>
</tr>
<tr>
<td>9) A gymnasium open for adult student use</td>
<td>(0) (1-2) (3-5) (6 or More)</td>
</tr>
</tbody>
</table>

Now, please go back and place a check after the three most important items.

1) Academic or program counseling
2) An orientation center where one could go for information and directions
3) A consulting attorney scheduled on campus supported through student fees
4) College nurse available for consultation
5) Financial aid counseling
6) At least one college officer available for consultation
7) Records office open and staffed
8) Available free or inexpensive spouse and family tickets or passes to college events

Now, please go back and place a check after the three most important items.

To encourage maximum use of student services programs by you as an adult student, please rank the following possible time periods when such services and programs might be offered. Rank from 1 (best possible time), 2 (second best time), 3 (third best time), to 6 (worst possible time).

Weekdays between 8 a.m. and 5 p.m.
Weekday evenings between 5 and 7 p.m.
Weekday evenings between 7 and 9 p.m.
Weekday evenings between 9 and 11 p.m.
Saturdays between 8 a.m. and 12 noon
Saturdays between 1 and 5 p.m.

PART III

Part III is concerned with six areas where student personnel services might implement programs, provide services and develop policies which could benefit adult students. We are asking you to rank the several options under each area, applying your experience as an adult student.

A. Extra-Curricular Learning Opportunities

Many on-campus learning opportunities occur outside the classroom. Student personnel services can be instrumental in encouraging and organizing discussion groups, events, and presentations which would reflect adult interests.

Please rank the options listed below from "1" to "5" in order of their importance to you. "1" would be your first option, "2" your second, "3" your third, and so on.
Discussions and presentations dealing with:

a) Special interest areas of yours such as certain hobbies, crafts, fine arts, travel or recreation.

b) Public affairs, such as consumerism, environmental issues, local and national politics.

c) The exploration of individual self-development. Topics in this case might be personal psychology, building a positive self-image, relationships with others, and fulfillment during the later years of life.

d) Vocations, jobs, and professions including employment trends, new jobs for the future, and the skills needed to enter certain lines of work.

e) Home and family life, including child development, finances, family projects and relationships.

What other kinds of out-of-class learning opportunities might be provided by the college?

(1) ____________________________________________

(2) ____________________________________________

B. Courtesy and Convenience Services

It is likely that a shortage of time is a problem for many adult students. By providing certain kinds of services, it may be possible to assist adults in saving valuable time and consequently, help them in achieving their educational goals.

Please rank the options listed below from "1" to "5" in order of their importance to you. "1" would be your first option, "2" your second, "3" your third, and so on.

a) The opportunity of registering by telephone or by mail, making it unnecessary to make a special trip to campus.

b) An inexpensive typing service available to students which would assist in the completion of course requirements.

c) Outlines of courses mailed to students prior to registration which described in detail the content of each course to be offered that session.

d) An information center which would answer questions about locations, requirements, rules and regulations, and the person to whom one might go to get things done.

e) Scheduling of representatives from four-year colleges, the state employment service, and other agencies on campus during evening hours and Saturdays.

In what other ways might the college assist adult students in saving time?

(1) ____________________________________________

(2) ____________________________________________

C. Educational Costs

The costs of an education, even at a community college, often place a burden upon many adult students. Although the direct costs of tuition, books, and fees are unlikely to lessen in the foreseeable future, means of collection and other related policies might be adopted by the college which could be financially helpful to the adult student.

Please rank the following possibilities from "1" to "5" in order of their importance to you. "1" would be your first choice, "2" your second, "3" your third, and so on.

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Part III (continued)

a) The college accepting charge cards, such as Master Charge and Bankamericard, in lieu of cash or checks.
b) An installment plan allowing for payment of tuition, fees, and books over the period of a semester or a year.
c) A pre-payment plan which would allow for the payment of tuition, fees, and books over several months prior to registration.
d) Programs to reduce "fringe costs" through book rentals, bus service, and campus child care facilities.
e) Programs to reduce on-going outside expenses through student group insurance, buyer's cooperatives, and similar programs which might result from the adult student's membership in a large group.

In what other ways might the college help adult students in lessening the impact of educational costs?

1) ____________________________________________
2) _______________________________________________________________________________

D. Counseling and Program Advisement

Generally, counseling and program advisement have to do with those contacts between the student and a member of the college counseling staff in which the student learns more about himself, plans programs of study, or talks about his vocational plans and preparation. Such meetings may be on an individual basis or as part of a group of other students.

Please rank the following programs from "1" to "5" in order of their importance and usefulness to adult students in general.

The college, through its counseling staff, would be most helpful by:

a) Providing group sessions which deal with contemporary techniques for better self-understanding, including transactional analysis, human potential seminars, and the development of better inter-personal communication.
b) Providing program or academic counseling to aid adult students in their educational programs. Included here would be course and transfer requirements, relevance of courses to students' goals, and college transfer information.
c) Providing group and individual counseling and therapy which focuses upon personal problems, including marriage and family counseling, personal counseling, and referral to physicians, therapists and other specialists in the community.
d) Providing group and individual counseling concerned with aiding students who have academic problems and are not achieving their educational goals.
e) Providing programs to help adult students set new goals, live life more fully, plan realistically for the future, and reach their greatest potential.

What other kinds of counseling programs might be helpful to adult students?

1) ______________________________________________________________________________
2) ______________________________________________________________________________

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Part III (continued)

E. Communication

A common concern among college staff is the difficulty of communication between adult students and the college because of time schedules and other factors.

Please rank the following communication techniques from "1" to "5" in order of their potential effectiveness as you see it. "1" would be your first choice, "2" your second, "3" your third, and so on.

a) A weekly newsletter for adults distributed in campus corridors and in classrooms.
b) A weekly public service program aired on local TV and radio, which covers events of adult interest and important announcements about college deadlines, programs, and other occurrences.
c) Several bulletin boards devoted to adult interests.
d) An information center for adults which would be open evenings and which would provide information, accept suggestions, and give directions as to persons to see for answers.
e) An adult student awareness committee which would accept suggestions, provide information, and co-ordinate the process of communication between adult students and the college.

In what other ways might communication be improved?
(1) ___________________________________________________________________________________
(2) ___________________________________________________________________________________

F. Encouraging Adults to Continue Their Education

A recent national survey* has shown that there are thousands of adults who would like to continue their education at a community college but fail to do so for a variety of reasons.

Following are some factors which seem to limit the ability of adults to fulfill their desire for more education. Please rank them in terms of their importance in your community, using "1" to indicate the most important factor to "5" as the least important factor.

a) Home and family responsibilities such as children, jobs, and social obligations.
b) The cost of education, including tuition, fees, books, and other incidentals.
c) A lack of confidence in their ability to learn, compete with younger students, and succeed in the classroom.
d) The amount of time required to complete a program of studies.
e) A lack of information about the college, its programs, admission and its services.

What other factors may play a role in keeping adult students from more education?
(1) ___________________________________________________________________________________
(2) ___________________________________________________________________________________

What would you see as good methods for the college to use in encouraging interested adults to seek more education?
(1) ___________________________________________________________________________________
(2) ___________________________________________________________________________________


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Part III (continued)

G. Listed below are the topics of Sections A through F in Part III. Please indicate the importance of each as it applies to you.

Compared to other activities that the college might engage in for the benefit of adult students, how important is: (circle)

a)____Providing extra-curricular learning opportunities........................................ Very Import. Import. Not Import.
b)____Developing a variety of courtesy and convenience services............................. Very Import. Import. Not Import.
c)____Reducing educational costs as much as possible........................................ Very Import. Import. Not Import.
d)____Instituting special counseling and advising programs..................................... Very Import. Import. Not Import.
e)____Developing better means of communication between adult students and the college................................. Very Import. Import. Not Import.
f)____Encouraging more adults from the community to further their education.............. Very Import. Import. Not Import.

Now would you rank them from "1" to "6" in order of their importance to you:

Our thanks for your help and interest. Using the envelope provided, please mail the questionnaire to:

John H. Cansfield
Box 334
Oshtemo, Michigan 49077

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APPENDIX B

Cover letters by the student personnel deans at Kalamazoo Valley and Muskegon Community Colleges

Reminder notice sent to adult students
June 4, 1973

Dear KVCC Student,

The enclosed survey of adult student opinion has been designed to obtain information about the kinds of services, programs, and policies which would be most helpful to you while attending Kalamazoo Valley Community College.

We hope that you will co-operate in this survey by completing and returning the questionnaire. Your responses will help the College in providing appropriate services and in planning for the future.

We appreciate your co-operation in the careful completion of this questionnaire and thank you for your participation.

Sincerely,

Bruce Kocher,
Dean of Students

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Dear Student:

Over the past two or three years, we have noticed a change in the characteristics of the student body attending Muskegon Community College. We have found that a greater number and percentage of our students are in the age group above 22 years and more are enrolling as part-time students. Thus, we may no longer consider the typical community college student as being an individual between the age of 17 and 20 who enrolls in a full-time program of 15 to 16 hours of credit per semester.

We are attempting to secure information regarding our "part-time students" so we may more effectively provide the student personnel services and instructional programs to meet their needs. You are requested to assist us in the attached survey. Results from this will be shared with the Office of Instructional Affairs and the Student Affairs Office at Muskegon Community College with hopes that we can improve the institution to better serve your needs.

Your assistance in completing this questionnaire and mailing it back in the self-addressed, stamped envelope will be appreciated.

Sincerely,

Dr. Dennis A. Wilson
Dean of Student Affairs

DAW:slm
Dear Student:

Several weeks ago we sent you a questionnaire which sought your opinions as an adult student. We realize that your time is at a premium, but are very much in need of the information you can provide.

The questionnaire is designed to take only about one half hour to complete, yet will answer many of the questions we have about future planning. We have not received yours as yet, but if it has been sent, please disregard our reminder. Should you have misplaced it, we will gladly send you another; send your name and address to:

John H. Cansfield
Box 334
Oshtemo, Michigan 49077
APPENDIX C

Written comments by adult students in Part Three of the questionnaire
Written comments by adult students in Part Three of the Questionnaire

Part Three - A: Extra-Curricular Learning Opportunities

Question:

Many on-campus learning opportunities occur outside the classroom. Student personnel services can be instrumental in encouraging and organizing discussion groups, events, and presentations which would reflect adult interests.

What other kinds of out-of-class learning opportunities might be provided by the college?

Comments:

"Case work (discussions) for social service groups."

"Guest lecturers in subject areas."

"A way to cover subjects missed because of business or family problems with out all the trouble you now get from instructors."

"What about the possibility of some short mini-courses made available to the adult community? Such as music, art, etc.? I realise we have adult education classes available, but often these classes are not at a sophisticated level, which might attract persons who already have a higher education."

"Attendance at government functions. Tours."

"Foreign religion discussions."

"Field trips to businesses and locations of special interest." (Frequent comment)

"Special films on certain subjects."

"Inner-city projects."

"Discussions with people prominent in their fields."

"Seminars geared to specific occupations."

"I am in college for one reason; to learn a skill. I am not interested in out-of-class learning. I am needed at home, and that's where I want to be. I am only interested in my classes and my family. I need nothing more from the college. I have plenty of learning opportunities in my personal life."
"Physical activities-life-time sports."

"Transfer requirements and how to study."

"Husband-wife lectures."

"None - no time for them!"

(On the topic of) "drugs and their dangers."

"College sponsored racing team-drag, oval, and sports cars."

"Lectures and workshops in specific areas. Specific and detailed presentations - nothing general and vague."

Part Three - B: Courtesy and Convenience Services

Question:

It is likely that a shortage of time is a problem for many adults. By providing certain kinds of services, it may be possible to assist adults in saving valuable time and, consequently, help them in achieving their educational goals.

Comments:

"Have business office open and staffed during evening hours."

"The availability of counselors by telephone to discuss which courses are needed and in what sequence."

"Faculty available before registration."

"Screening coursework-dropping any and all 'busy work'!"

"Giving notice by mail of used book list."

"Extension courses in facilities closer to home."

"Book lists."

"Pre-registration with classes assured."

"Child-care facilities!"

"Having more counselors at registration."

"A telephone information center."

"Lab times corresponding to lectures."
"Campus and building maps."

"Evening instructors should have some evening time available (for consultation)."

"Longer evening registration period."

"Post room numbers and directions in corridors."

"Some method of advising students of class cancellations before arrival at campus."

Part Three - C: Educational Costs

Question

The costs of an education, even at a community college, often place a burden upon adult students. Although the direct costs of tuition, books, and fees are unlikely to lessen in the foreseeable future, means of collection and other related policies might be adopted by the college which could be financially helpful to the adult student.

Comments:

"Having been an adult student for several years, I have found that adult students work diligently and earnestly at their courses and usually do well. How about some merit scholarships to reinforce their hard efforts and ease financial burdens?"

"No late registration penalties."

"By having a used bookstore and allowing students to exchange books or sell them at the bookstore."

"Work-study opportunities."

"A better used book program."

"A service to arrange car pools."

"Cut down on unnecessary extras (many listed in this questionnaire) in order to use the taxes, which adults pay, more advantageously."

"Tax credit laws passed."
Part Three - D: Counseling and Program Advisement

Question:

Generally, counseling and program advisement have to do with those contacts between the student and a member of the college counseling staff in which the student learns more about himself, plans programs of study, or talks about his vocational plans and preparation. Such meetings may be on an individual basis or as part of a group of other students.

What other kinds of counseling programs might be helpful to adult students?

Comments:

"(Concerning) the best use of one's time."

"Pre-testing to aid students and college in future plans."

"Counseling services on job availability, including job outlook for the future. Considering phase-out of certain jobs."

"C.L.E.P. exams - credit by examination."

"Someone to counsel the counselors about courses!"

"Counseling on how best to use education and talents in civic affairs and in volunteer work."

"Counselors should have had work experience in both business and industry - in order to separate theory from fact!"

Part Three - E: Communication

Question:

A common concern among college staff is the difficulty of communication between adult students and the college because of time schedules and other factors.

In what other ways might communication be improved?

Comments:

"Meetings with individual instructors."

"Newsletter mailed prior to the semester giving notice of coming occurrences (used books sales, registration, counseling times, etc.)."
"Monthly newsletter mailed to students."

"Open periods during classes when the student may approach the instructor on a one-to-one basis. Generally speaking, instructors time is at a premium."

"I do not prefer a separation between classes of 'adults' vs. 'regular students.' I feel that the community college concept erases the division. I am very happy with this 'oneness'."

"Classroom communication between instructors and student on a one-to-one basis."

"A comprehensive orientation program is needed."

"Adult evaluation of instructors."

"Go out and have a beer with the instructor!"

"Develop a council of faculty and administration to listen to adult students."

"Top level administrators meeting with adult students."

"Simplified language, less academic 'jargon' used by professional educators. Less secrecy in dealing with students and public."

"Newspaper announcements or news weeklys in 'school section' (of the newspaper)."

"Ask advice of adult students before making changes that effect them."

"Instructors should communicate with adult students in a more mature way. Most comments are geared to the 17-20 year old."

Part Three - F: Encouraging Adults to Continue Their Education

Question:

A recent national survey has shown that there are thousands of adults who would like to continue their education at a community college but fail to do so for a variety of reasons.

Following are some factors which seem to limit the ability of adults to fulfill their desire for more education.

What other factors may play a role in keeping adults from more education?
Comments:

"Lack of weekend classes."

"The lack of confidence and time."

"Restricted availability of high level courses."

"Classes that do not fulfill expected needs and interests."

"Time."

"Outside assignments."

"Unsure about possible gains resulting from schooling!"

"Class scheduling - why the same class two nights a week?"

"Inability to see importance of education."

"Lack of confidence in recalling knowledge from past (long past) school years."

"Motivation." (Frequent comment)

"Requirements of unrelated subjects."

"Motivation - I find friends admiring me with 'buts' - but you're younger; but you seem to do things with ease; but you're brighter, etc."

"Lack of transportation."

"Lack of interest and apathy."

"Spouse opposed to more education."

"The idea of competing with younger people."

"Not enough offerings."

"One thing that might stop me and a lot of other is not being able to spell. Some people need a little extra time to read something. Some professors make fun of you in class."

"Previous to retirement there are too many other activities."

"Too many adults feel that they are too old to go to school."

"Many women would attend if they had someone to go with them."
"Lack of job openings after completion."

"Make registration less of a hassle!"

Question:

What would you see as good methods for the college to use in encouraging interested adults in seeking more education?

Comments:

"Posting on bulletin boards in industry."

"Provide high level courses - perhaps through four year colleges."

"Use radio, T.V., newspapers and neighborhood resource people."

"Conduct meetings with employers and employees at work or make personal contact with individuals."

"Start course for adults with the title: 'We will help you remember what you once knew'."

"Special testing programs."

"Promotion, credit by examination opportunities, and advertising."

"Promote the idea of feeling good about ourselves and the opportunity to meet other people while we secure further education."

"Have speaker available to go into small groups armed with lots of answers; encourage questions."

"Some in-depth newspaper articles on curricula, and courses."

"Talk with small rather than large groups."

"More 'light' educational opportunities in the summer - to get people started."

"More advertising."

"Point courses toward vocations and quit emphasizing professions."

"Financial aid for adults."

"Evening counselors for adults only."
"Revise enrollment procedures - delete duplicate and unnecessary forms. Have enrollment handled by understanding adults."

"Courses offered by four year colleges at ______ making it possible to obtain a B.A. without going out of town."

"Inform them of results (benefits) of adult education."

"Go to the high schools at night and tell the adults about what the college can offer."

"Relate local job openings to college courses."

"Build a record for having good job placement results for industry."