

A PROPOSAL FOR RECRUITMENT AND/OR ORIENTATION
OF THE NON-TRADITIONAL STUDENT
AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

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the Graduate Faculty
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Master of Science

by
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ABSTRACT

This study examined the recruiting and orientation policies of selected post-secondary institutions as these policies relate to the non-traditional student. The information gained from the 96% questionnaire return was utilized in preparation of a proposal for recruitment and/or orientation of the adult part-time student at the University of Wisconsin-La Crosse.

The hypotheses were: 1) that the direct contact method of recruitment is more successful than is the mass media approach, and, 2) that the adult learner requires an orientation to post-secondary education which is different from that designed for the traditional age student.

Employing a mailed questionnaire 50, four-year, public institutions, all members of the North Central Association of Colleges and Secondary Schools, were polled to discover their recruitment, admission, registration, class scheduling, academic policies, financial aid, fees, and orientation policies.

The results suggest that the polled institutions use a combination of mass media, direct contact, and special projects in recruiting the adult student. The direct contact approach was deemed to be the most successful method (47% of

the votes), 29% cited mass media most successful, while 20% considered special projects most successful.

The questionnaire responses, as well as related literature, support the hypothesis that there is a need for a specially designed orientation program.

These findings were all utilized in a proposal for the University of Wisconsin-La Crosse. This proposal consists of:

- 1) A video tape-recorded panel discussion of six presently enrolled adult students who present their "eye view" of the University policies;
- 2) A description of a suggested slide/narrative presentation designed for the older student;
- 3) Expansion of the non-traditional student organization; and,
- 4) The staffing of a coordinator for non-traditional students who would also recruit and orient adults to the University.

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Chapter I

Introduction

The undergraduate student enrollment at the University of Wisconsin-La Crosse in September, 1978, was 8,414, 654 of whom were aged 25 and over. Little data is presently available concerning the reason for the adult decision to pursue formal education at this institution. What is known, however, is that their presence is indicative of what is developing into a national trend: that the American college student is not just the 18-22 year old post-adolescent. Hameister and Hickey (1977) cite United States Department of Commerce-Bureau of the Census reports which claim that 48% of the students are over 21--with an included 10.4% of the students over 35 years of age. . . . 1975 annual analysis of student characteristics indicate that 48.3% of the student population was 22 years of age and above in 1974. (p. 6)

Traditionally, the recruitment and orientation policies of colleges and universities have been structured to serve the student who has recently graduated from high school. The greater number of adult learners expressing an interest in post-secondary education is recognized in the mission statement of the University of Wisconsin-La Crosse:

" . . . [to support] a commitment to serve the special needs of minority, disadvantaged, and non-traditional students."

(University Catalog, 1977-79)

Statement of the Problem

The purpose of this study is to explore the major hypothesis that the direct contact approach to recruitment is more successful in attracting the adult learner than is the mass media approach. A second hypothesis is that the adult learner requires an orientation to post-secondary education which is different from that designed for the traditional age student.

The University of Wisconsin-La Crosse is attempting to fulfill its mission to the region in providing opportunities for adults as well as for the traditional age college student. The Division of University Outreach extends the instructional research and public service resources of the University to citizens not traditionally involved in Campus-based learning.

Outreach presently utilizes a mass media recruitment of adult students. They have television and radio spot announcements that are dignified, timely, and informative. They have a mailing system that dispenses information regarding programs and offerings at the University. They have miscellaneous special projects such as the recent placemat advertising campaign which is bringing the message of the University to the attention of the public. Research indicates that the great problem with this form of marketing is that mass media are one-way communicators and need to be followed-up by counseling and discussion groups. Outreach presently

doesn't have a staff member to "follow-up" this method of recruitment.

The University has a recruitment program for its traditional students which consists of the Admissions Office personnel visiting high schools with a slide/narrative presentation and then answering questions concerning the University. Those students who express an interest in enrolling are encouraged to visit the campus and/or to write for an application. This low-key, soft-sell, but direct contact approach has proven effective over the years as evidenced by the far greater number of applications in comparison to the number of students who can be accepted.

This direct contact is vitally important in this geographic area where: 1) a rural economy suggests a population, which perhaps needs more encouragement to learn about university offerings, and 2) there is much competition from other area post-secondary institutions. Division of University Outreach has attempted to make person-to-person contacts and is frequently called upon to speak about the University to organizations, businesses, and industries; however, at the present time Outreach has no staff member to fulfill the person-to-person requests.

Plan of the Study

Employing a mailed questionnaire 50, four-year, public institutions, all members of the North Central Association of Colleges and Secondary Schools, were polled to discover

their recruitment and orientation policies and procedures for adult learners. The survey sought information concerning recruitment, admissions, registration, class scheduling, academic advising, student services, academic policies, financial aid, fees, and orientation.

This information was then tabulated to determine which methods of recruitment proved to be the most effective in these schools and to support or nullify the major hypothesis that a direct contact approach to recruitment is more effective than a mass media approach. A minor hypothesis that an orientation program specifically designed for the adult student, in conjunction with the recruitment program, is highly desirable, was also explored in the summary of the returns.

A proposal for the recruitment and/or orientation of adult learners at the University of Wisconsin-La Crosse was then designed, based on the experience of the surveyed schools which were applicable to the La Crosse situation.

Delimitation of the Study

The survey polled only four-year, public institutions in the North Central Association of Colleges and Secondary Schools' region. The resulting proposal is designed only for the non-traditional student attending the University of Wisconsin-La Crosse and is not applicable to others.

Definition of Terms

Recruitment: program of personal solicitation and enrollment of new students in a college.

Orientation: the process of making a person aware of such factors in his college environment as rules, traditions, and educational offerings for the purpose of facilitating effective adaption.

Continuing Education: education for adults provided by special schools, centers, colleges, or institutes that emphasize flexible rather than traditional academic programs.

Adult Learner: any student, 25 years of age and over, who has not proceeded directly to post-secondary education or has interrupted his or her education to enter the non-academic domain, and who has returned to student status. Adult learner is synonymously used with "returning student," "adult student," "non-traditional student," "lifelong learner," and "continuing education student" in current literature.

Marketing: the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place.

Chapter II

Review of Related Literature

To provide continuity, the review of the literature was divided into the following sections: Concept of Lifelong Learning, Mid-Life Career Change, and Recruitment and Orientation of Adult Learners.

A review of selected literature in the area of adult post-secondary education indicates that the 1960's, world wide, was a time of heavy media coverage aimed at the younger and older people who were ingesting, smoking, or injecting into their bloodstreams drugs and chemicals with the purpose of obtaining pleasure, escaping from reality, or expanding their consciousness. The effect on public attention was overpowering--millions of pages of books and journals, thousands of hours on film and television, legislative action in many commissions, and the incarceration of thousands of people. The drug scene was the most talked about event of the decade. However, as serious though it was, those most involved numbered only a few tens of thousands.

J. R. Kidd (1976, p. 3) contrasts this drug picture with another activity that was occurring simultaneously:

Meanwhile, during the same 1960's hundreds of millions of youth and men and women in at least 150 countries embarked on an activity with the purpose of growth and development, or improvement in health and productivity, or resisting or eliminating boredom, or for the spiritual adventure and the expansion of

consciousness. This phenomenon--adult learning--this extraordinary activity in which the vast majority of the human race took part, exceeded in dimension the first by a hundred or a thousand times--but it rarely drew comment except in a handful of specialized journals.

Concept of Lifelong Learning

An educational system, which appears to have satisfied rather well the needs of the American society for 200 years, appears to be questioned and challenged by writers in recent years. Most recently, many articles have discussed needed changes in our educational philosophy.

In the past, the typical American has followed a path through life in which education was synonymous with youth, work with adulthood, and retirement with old age. Studies today show that this whole concept of education is undergoing a drastic change. Today's society exhibits obviously shifting values about institutions such as marriage, religion, and education. Education, previously connected with youth, is now increasingly becoming a life style for all ages. Lenz and Shaevitz (1977) indicate that no longer does one enter school as a "student" at a certain age and exit 12 years later with formal education completed.

Several problems resulted from this division of life into age-graded functions. James O'Toole (1974, p. 12) lists two of them:

a) Work, the badge of adulthood, has been regarded as the only fully legitimate activity of maturity. There is 'something wrong' with someone who is not working and the adult non-worker is considered to have and to be a social problem. Women who care for their children, the unemployed and the underemployed,

the drop out, the elderly, and even the adult full-time student--all lack full working identities.

b) Research indicates that by segmenting life functions we make the activities of education, work, and leisure less meaningful than if they ran as three strands throughout our lives. . . .

O'Toole goes on to say that there have been other problems with our segregated form of life functions which forced people into "tracks" established early in life. Those who were unskilled laborers remain laborers all their working days; women who married before gaining any employable skills become bewildered, as their children mature and leave home, while they try to maintain a purpose for living; the assembly line worker becomes obsolete as the modernizing of his plant removes the need for his skills; and even the professional may realize that the life style he worked years to achieve is not what he thought it would be.

We must become a learning society, according to William Pierce (1976), a society in which formal education is spread over a lifetime. One would be able to re-enter the realm of education at any time during life--at any time that one felt a need or a desire for education in order to attain skills, or just to enrich the present lifestyle. Pierce discusses the three kinds of education which occur throughout life: a) Formal, which is a highly institutionalized, chronological, graded and heirarchially structured educational system. b) Informal, which is a lifelong process by which every person acquires and accumulates knowledge,

skills, attitudes, and insights from daily experiences and exposure to the environment--at home, at work, at play; from family, friends, travel, and media. c) Non-Formal, which is any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning. Adult literary programs, youth clubs, and family planning organizations are all examples of this form of education.

Pierce, in his presentation to the Second Career Education National Forum in Washington, D. C., in 1976, claims that formal education should provide each individual with those skills required to take maximum advantage of every occasion and educational opportunity and that it should develop in each person a predirection toward continuing to learn throughout his/her life. He lists four basic facts in reference to the adult and his reactions to education:

- a) Large numbers of adults already express dissatisfaction with the three arbitrary stages of life (youth, adulthood, and old age), which assign educational activity to youth.
- b) Access to continuing education has been eased by advances in technology and increased leisure time.
- c) A large number of adults suggest they have been conditioned to think that education is for youth.
- d) There is no clearly formulated policy framework for adult activities. (Abstract)

Assuring equal opportunity for everyone has been a key issue and prime objective of education for many years. When free public education did not produce equality of opportunity,

we raised the age of school leaving, adopted the comprehensive high schools, introduced compensatory education, pre-school programs, and busing for racial integration, got court orders, open admissions, basic opportunity grants, equal rights amendments, and quotas or targets. Norman Kurland (1978), suggests that an educational system of lifelong learning would seem to be the more viable method of achieving equality of opportunity. He claims that under a system of lifelong learning, success or failure in school would be less dramatic and decisive. Many young people, for whom schooling has been unsatisfactory, could get work experience before undertaking further education. Systems would be designed to encourage, stimulate, and facilitate movement from work to education and back to work. The dull teenager, with no interests and little aptitude for study, may "catch fire" as a young adult. It should be as easy at age 25 for him to continue his education as it would have been at age 15. Kurland (p. 386) continues:

If every child is given a good start early in life, if options for continued learning are kept open through life, then the probability that we will come closer to the goal of equality will be increased. In short, the contribution of lifelong learning to equality is one of the strongest arguments for its achievement.

In addition to supporting equality of opportunity, investigators have found that today's complexity of living requires all persons to become lifelong learners in order to be responsible citizens. Hesburgh, Miller, and Wharton (1973), in a Kellogg Foundation-funded study of adult education in

the United States, discovered that continuing education is not only desirable but necessary. They point out: (p. 6)

- a) There is an obsolescence of knowledge,
- b) an unprecedented rapid growth of new knowledge,
- c) shifts in national priorities,
- d) multiplication and complexity of social problems, and
- e) the close relationship between the application of knowledge and social progress. . .

The authors contend that all of these factors lead to the conclusion that lifelong learning is not only desirable but necessary. They indicate we've become a "learning society" in which formal education should be spread over one's lifetime. This reflects a recognition that people learn more readily when they see a clear need to do so and also that some learning is more appropriate to one age than to another. Hesburgh, et. al., concluded that "It makes little difference where or how learning takes place, whether it occurs in the classroom, or on a job, at age 20, 50, or 70, as long as it does take place, and under circumstances appropriate to the learner." (p. 6)

Various proponents of lifelong learning have offered ideas concerning implementing this philosophy of spreading learning throughout one's life. The most common method is by post-secondary institutions extending their regular programs, or initiating new programs, into evenings in order to accommodate the adult who cannot attend classes during the traditional school day. The "Weekend College" as demonstrated

at Alverno College (Wisconsin) and at C.W. Post College (New York), is another example of a program which allows adults to pursue formal education on Saturday and Sunday while maintaining their present position and responsibilities during the week. This type of non-traditional education is vital if the concept of lifelong learning is to be realized. Norman Kurland (1978) graphically displays possible models for lifelong learning which show methods of application of this integration of work with learning. (See Chart 1)

Mid-Life Career Change

Another reason for the need for lifelong learning today is the emergence of the phenomenon of mid-life career change. There have been many studies in the past decade concerning the adult's vocational and emotional development. The State University of New York, for example, sponsored a conference, "Americans in Middle Years: Career Options and Educational Opportunities," in April of 1974, which is indicative of the type of study which is being conducted. At this Conference, Eli Ginzberg, economist at Columbia University, stated that more people are having options about getting out of their jobs and/or careers at age 40-45 with substantial money in their pocket. He adds that they usually go out with a substantial portion of their latter years wages as retirement benefits and this increase in disposable income reopens the choice factor in career change.

Chart 1

Some Possible Models for Lifelong Learning

Models		Features									
I	CE	SE	PSE	W	PSE	W	E	W	RE		
II	CE	SE	W	PSE	E	W	E	W	ER		
III	CE	SE	W	PSE	W	E	W	E	WE	R	
IV	CE	SE	W	PSE	W	E	W	E	RWR		
V	CE	SE	W	PSE	E	W	E	REWR			

E = Education

CE = Compulsory
EducationSE = Secondary
Education

W = Work

R = Retirement

PSE = Postsecondary
Education

Model I - Postsecondary education continues directly from secondary school. A first period of postsecondary education is followed by work, after which the postsecondary education is completed. After some working years, a brief educational period follows, consisting perhaps of a refresher or upgrading course with some specialization. Retirement is interspersed with education.

Model II - One goes from secondary school directly to work, after a period in which postsecondary education is completed in one sequence. Further education is interspersed with work. A period of education precedes retirement.

Chart 1 Cont.

Model III - There are periods of work both after secondary school and between periods of postsecondary education. Further education is interspersed with work. Education during the final years of work prepares for retirement.

Model IV - Part-time postsecondary educational studies are concurrent with work, beginning after a period of work that follows secondary school. Further education is interspersed with work. A period of retirement is interrupted by a return to work, or part-time work is continued during retirement.

Model V - Part-time postsecondary education starts concurrently with work immediately after secondary school. The final period of postsecondary education is full time. Further education is interspersed with work. Education and work continue to be intermingled during retirement.

All the lines separating periods after compulsory schooling are slanted to emphasize that these transitions take place at different times in the lives of different individuals. The chart does not indicate changes in the secondary school, but it is clear that all would have an impact. Models II, III, and IV would require some vocational preparation for all students, and, of course, the various patterns for relating postsecondary education and work could be extended back to the final secondary years. Thus, for example, some students might go to work immediately after compulsory schooling and finish their secondary education at a later time. "Work" includes home and family care.

The patterns of education and work during retirement can be interchanged among the models. There is no particular relation between the pattern during working years and the pattern in retirement.

(p. 388)

Betty Roberts has also intensively researched the mid-age career changer and her studies show changing careers, once considered a symptom of instability, is now increasingly the norm for workers. The changes in job requirements, alienation from fellow workers, lack of emotional reward in occupations, the ability to work and study at the same time, boredom, completion of families, and perhaps most important of all, the desires of men and women to lead more satisfying lives--to become self-actualized, have encouraged the "recycling" of life styles and careers. (Roberts 1975)

This job dissatisfaction, according to Hoenninger (1974) is not limited to those working on the assembly line, to factory "piece" workers, or to women in the non-paid service of homework with their repetitious tasks; it is becoming apparent at all occupational levels. Work is, and always has been crucial to adults, according to Nancy K. Schlossberg (1975), but, simply being employed does not ensure fulfillment. "People frequently find themselves discontented with their jobs and the right of middle-aged men and women to change their minds about what they want from life has emerged as a new and legitimate demand." (Hoenninger, p. 4). Various descriptive labels are being used to describe this phenomenon: Mid-career blues, occupational menopause, mid-career crisis, and career obsolescence.

Psychologists no longer think that people in mid-life with vocational aspirations are returning to an earlier stage

of development (regression), or striving for goals they never reached (immaturity). Career change often is experienced at an age when a man comes face-to-face with reality and finds that reality doesn't measure up to his dreams. Ginzberg (1972, p. 169-76) recently revised his theoretical assumption:

. . . in contrast to my earlier view that was the process of occupational choice as coming to a permanent closure when an individual begins to work in his early or mid 20's, I now believe that the choice process is co-extensive with a person's working life; he may re-open the issue at any time.

This announcement of Ginzberg states that while the successive decision that a young person makes during the preparation will have a shaping influence on his later career, so will the continuing changes that he undergoes in work and in life. People make decisions about jobs and careers with an aim of optimizing their satisfaction by finding the best possible match between their priority needs and desires and the opportunity and constraints that they confront in the world of work.

Researchers investigating the various developmental stages of adults have discovered that there is considerable activity in the lives of those over age 20. (See Chart 2)

Both of these charts suggest that the thirties are a time of settling down, achievement, and of becoming one's own person. In the forties, time becomes more finite; a person is responsible often times, for parents as well as for children; one's limits and achievements are apparent--mid life transition is at hand.

Chart 2

Adult Developmental Stages

Adult Developmental Stages									
15	20	25	30	35	40	45	50	55	60
Leaving the family			Settling down			Restabilization			
Settling into the adult world				B O O M					
Transition period									
					Mid-life Transition				
Levinson (1974) as cited in Fram									

Adult Developmental Ages									
15	20	25	30	35	40	45	50	55	60
Pulling up roots		Provisional adulthood		Rooting					
			Age 30 transition		Mid-life transition		Restabilization Flowering		
B O O M									
Sheehy (1974) as cited in Fram									

Bernice Neugarten (1970), more than any other theorist, elaborates the role of ages and timing in adult development. The shift from "time since birth" to "time left to live" sets boundaries for other major changes. She says, "[adults pass]". . . from a sense of self-determination to a sense of inevitability of the life cycle; from mastery of the outer world to re-examination, withdrawal, and preoccupation with inner self and sponsoring others; from achievement to self satisfaction." Neugarten also found that when normal events were "on time," such as children leaving home, menopause, death of a spouse, and even one's own death, no crises were experienced. Rather, they were an expected part of the life cycle.

Tiedeman (1975), as a member of the Commission on Mid-Life Careers of the National Vocational Guidance Association, writes:

. . . careers never stop; only people stop careers. Careers are open phenomena; only life is an open phenomena subject to close at some time. People can close the careers in their lives earlier or later. Our commission is determined that this time be moved from its present early date to a later date in life. (p. 3)

People must adapt to the changes required for an occupation, or, Levinson (1973, as cited in Fram 1976) says, they must change careers. According to Abraham Maslow, the individual who has satisfied his basic needs is ready to move on to satisfying higher needs. Man begins to seek purpose, dignity, and a sense to his own existence. There is a

shift in middle age from personal gain to concern with ideals and causes.

Betty Roberts (1975) identifies some of the problems for the career changer. There are the obvious financial, emotional, and social risks. There may be a lengthy training period with an impact on the present standard of living. The very important status synchronization and age synchronization, wherein by this age a certain success must be obtained, may be upset. Schlossberg (1975) indicated that the pain of such disturbance is two-fold. "It is painful to discover that one is not going to have the role which one has rehearsed; and even if one's job does not change, one's self concept does." (p. 7)

Sheppherd (1971) developed an Adult Vocational Maturity Inventory based on Crites' concept of vocational maturity. He administered it to 200 male adults and concluded, ". . . in any large heterogeneous sample of adults there are individuals who represent all levels of the maturity continuum. The vocationally mature person is in control of his vocational destinies and is open to self and situation." (p. 399-406) Roe and Baruch studies show that this control is rare and that most adults do not feel that they have this control of their careers, but rather their work changes are attributed to chance, rather than to planning, such as organizing and interpreting relevant career information.

John Holland claims those persons who are vocationally mature are those who have more internal locus of control.

Congruence is very important in vocational guidance.

Hoenninger (1974) indicates that some changes--either slight or drastic--are necessary to keep a job congruent with new people, new situations, or new self assessments that occur in one's life. He also found that vocational decision making at mid-life has been found to be more complex, "soul rending," and fearsome than at any other stage of life development.

Assuming, then, that a mid-life transition does take place in adult development, we can draw many hypotheses regarding individuals at this age. Brown (1972 p. 20) suggests the following:

- a) The mid-life experience for many adults today is an experience of reestablishment rather than one of maintenance. The typical adult is looking for certainty, and confirmation, for ways to realign himself or herself comfortably and meaningfully within the same occupation if not within the same job.
- b) Economic and social success are not as likely to be fulfilling in mid-life.
- c) There seems to be a sense of radical importance to dealing with this new way of life at this time. If one fails to develop an adequate and effective life planning process before mid-life arrives he may be seriously hampered in dealing with this period.
- d) Major value orientations of life are up for re-shuffling in mid-age.
- e) Work orientation adhered to in earlier years may begin to fail--it is no longer adequate as an organizing principle of life but nothing is very easily discovered to take its place. When structure is built around one compartment of life and that begins to fall apart the whole fabric of life is threatened. Chaos, anxiety, and defeat may follow.

Recruitment and Orientation

The previous studies have shown that the vital link to restabilization is lifelong learning. University and college catalogs show that post-secondary institutions are increasing their course offerings for adult learners, creating divisions of continuing education or offices of lifelong learning. Institutions such as C. W. Post College (New York) and Alverno College (Wisconsin) are instituting "Weekend College" for the benefit of adult students. As stated in the previous chapter, the non-traditional student is appearing on the post-secondary campus.

Hameister and Hickey (1977) have developed a chart showing the dichotomy between the traditional student and the older student who they and Cyril Houle call the "new majority." (see Chart 3)

Ann Truax (1975, p. 580), Director of the Minnesota Women's Center, has drawn up eight special needs of the adult woman student which are applicable to both sexes:

- a) Both on and off-campus orientation programs to re-acquaint her with the academic world and to inform her of the basic procedures in admission, registration, scheduling, etc.
- b) Relevant admissions standards. If she does not fit the normal criteria established for a student right out of high school, give her a trial period of one semester.
- c) Special funds or programs aimed at part-time students. Many times a part-time student is excluded from many types of financial aid.

Chart 3

Dichotomy Between the Traditional Student and the New Majority

Traditional Student	New Majority
1. Continuing in school	1. Returning to school
2. Learning history strongly influenced by formal education	2. Learning history strongly influenced by informal education
3. Familiar with educational routine	3. Unfamiliar with educational routine
4. Primary time commitment to school--full-time student	4. Major time commitment to family and job--part-time student
5. Adequate communication and study skills	5. Frequent deficiencies in study and communication skills
6. Minimal work experience	6. Considerable relevant work experience
7. Micro frame of reference for a more orderly input of new ideas	7. Macro frame of reference based on life experiences which has positive and negative implications
8. Frequently no clear vocational goal	8. Frequently clear vocational goals but not necessarily related to educational program
9. Educational goal is to receive a baccalaureate degree at a minimum	9. Educational goal may be to receive a degree but may also include some form of certificate

Chart 3 Cont.

Traditional Student	New Majority
10. Speed of performance and peer competitiveness affects learning activities	10. Concept mastery and accuracy of performance more important than competition which is frequently seen as threatening.
11. High academic grades play significant role in obtaining meaningful employment	11. Academic grades are not a significant in terms of present situation
12. Clear idea of how he compares with academic performance of fellow students	12. No accurate basis on which to judge his academic potential

Hameister and Hickey 1977, p. 8

d) Opportunities for credit for earlier educational experience at other institutions. More lenient transfer policies.

e) Good career counseling. She may be sure that she wishes to return to school, but may not know what area to explore or what opportunities are available.

f) To be able to take courses at a variety of times to accommodate her inflexible schedule.

g) Low-cost day care center on, or near by campus.

h) Faculty and staff that is sensitive to her needs. The shock of returning to school after years requires a word of encouragement or some positive advice from time to time.

Phil Perrone and Sandy David (1976) surveyed adults in Wisconsin Vocational, Technical and Adult Education districts to determine adult counseling needs and summarized their findings thus: "Both the literature review and the results of the survey obtained thus far suggest that adults returning to school have academic and guidance needs which are only gradually being recognized and met. In particular, effective career guidance and study skill programs need to be developed and implemented for older students." (p. 241)

The adult student who has been away from school for a period of time requires an orientation program to help re-adjust to the life of a student. Paul L. Kegel (1977, p. 10) writes:

Although colleges avidly seek to enroll adult students, relatively little special effort is expended in developing and using recruiting materials that are designed particularly with adult students in mind. Newly recruited adult students usually face registration procedures designed primarily for the convenience of the younger, full time, and day students. Once in the door and registered, adult students find that

there is little likelihood of receiving any formal orientation to college life, any special counseling help, any financial assistance, or any care facilities for children while the parent attends classes; further, adult students very likely will not play any appreciable role in the college's governance. Finally, the students will probably be ill-informed, at best, about the things they need or want to know in order to enjoy a reasonably satisfying experience in college.

Kegel goes on to say that the adult student may have to be accorded special treatment at times because of his particular, unusual needs, problems, and concerns. He suggests the following steps for better servicing the adult student:

- a) Develop special printed materials--brochures, sections of the college catalog, posters, advertisements, flyers, etc.--that address themselves especially to adult students' needs, concerns and aspirations.
- b) Design methods, times, and locations for registration according to the convenience of adult students. In particular, colleges should consider registration by phone or mail; at trafficked locations such as shopping centers, churches, downtown storefronts, courthouses or other municipal and public buildings, libraries, etc. The key here is to take registration to the students, not force them to come to the college in order to register.
- c) Orientation programs should be designed specifically for adult students, and should address their special needs and concerns. Orientation sessions should be conveniently scheduled as to time and place, and should be provided every college term. It might be wise to develop a pre-packaged orientation course that adult students could study independently, if more formal "live" programs should be unavailable.
- d) Faculty members should be familiarized, perhaps through their own orientation sessions, with data concerning the extent of adult student enrollment at the college, and be made aware of the special needs, attributes, problems, and concerns of such students.
- e) Counselors, too, must become fully aware of the presence of adult students, among the student body. . . and provide for them. . .

f) Financial aid offices will have to become more cognizant of the monetary needs of adult students. Such offices will not only have to find ways to acquaint adult students with available financial assistance, but will have to search actively for and develop new funding sources to help such students.

g) Child care services for adult students are vitally important. . . They should be provided as other services are provided; that is, for the student when the student needs such services--days, evenings, weekends.

h) A concerted effort should be made to keep adult students informed about the college and about matters of concern to them. A college newsletter directed to adult students and their interests might be the best way. . . (p. 11, 21)

John R. Loch (1977) feels that it may be appropriate to apply the shopping mall psychology to promotional activities for adults. The enclosed shopping mall has become a self-contained, self-sufficient community with its having taken on many functions of the 19th century town hall and the town-center with its park and gazebo. He says: (p. 295)

The promotion departments of the shopping malls /in Pittsburgh/ have aided the institutions of higher education /in the area/ in spreading the message of life-long learning. Through advertising the adult education fairs in the local media including their own in-house mall newspapers prepared for shoppers, use of the marquee located on major traffic arteries, and signs inside the mall, shoppers and passersby have been exposed to adult education and have been given the opportunity to explore it in a convenient location.

The returning student does not have the readily accessible counseling and guidance services offered by secondary schools to their graduating classes, and as a result, an information gap on educational opportunities is created for the adult. Loch sees adult education fairs as an aid in reducing the

information gap regarding adult education alternatives and how they can strive to bring programs closer to the consumer. He also indicated that the fairs can serve a need of regular or continuing students through the provisions of registration and academic advising, thereby making it more convenient to accomplish these tasks.

The non-traditional student requires support services which are unique. Jean O'Barr, Director of Continuing Education at Duke University and two of her assistants indicate that these needs include: (p. 21)

. . . individual counseling, guidance seminars to define educational and career goals, information workshops on job and schooling opportunities, technique courses in study, communication and management skills, specially designed academic courses which help in the transition to the regular classroom, class schedules which meet adult needs, among others.

Duke's program of support for the adult returning student is the tutorial group. "This program matches typical undergraduate students' interest in being involved in a non-course endeavor and the needs of returning students for study skills and acceptance in the class room." (p. 21)

R. C. Conklin (1970) indicates that some method of orienting mature students to the university environment seems to be an important variable; that is, when a mature student seems to have support from friends, and have a constant association with someone at the University, a greater chance for success seems to be indicated. He says that these orientations proceedings should, in all likelihood,

be a series of sessions and should be conducted by some agency such as the Office of Student Affairs.

Adults who have grown up with the American tradition wherein education was synonymous with youth, work with adulthood, and retirement with old age need much encouragement and assistance to change those old age-graded functions of society. The current literature seems to indicate that those campus individuals involved with recruitment and orientation have a major role in the post-secondary effort to make a smooth transition into a learning society with education spread over a lifetime.

This quotation, a prediction for the future by Allen Tough sums up the hope of those interested in lifelong learning: (1971, p. 170)

The adult learner of the future will be highly competent in deciding what to learn and planning and arranging his own learning. He will successfully diagnose and solve almost any problem or difficulty that arises. He will obtain appropriate help competently and quickly, but only when it is necessary.

Chapter III

Presentation of the Data

The purpose of this study, as stated in Chapter I, is to explore the major hypothesis that the direct contact approach to recruitment is more successful in attracting the adult learner than is the mass media approach. A second hypothesis is also reviewed: that the adult learner requires an orientation to post-secondary education which is different from that designed for the traditional age student.

A questionnaire was designed to solicit information concerning what procedures representative colleges and universities use to recruit and orient their adult learners to post-secondary education. The survey was devised to obtain the desired information while permitting brevity and ease of completion. The survey was divided into ten sections: Recruitment, Admissions, Registration, Class Scheduling, Academic Advising, Student Services, Academic Policies, Financial Aid, Fees, and Orientation. Each section was subdivided further to gain pertinent information concerning how that particular area serves the adult part-time student.

Surveys were mailed to 50, four-year, public post-secondary institutions, all members of the North Central Association of Colleges and Secondary Schools, which indicated in the 1978 edition of Yearbook of Higher Education,

that they have some type of program of continuing education. Responses were received from 48 institutions for a 96 percent return. One official returned the questionnaire unanswered. In some instances the respondents failed to answer all questions so the N (number) and % (percentage) are not always 48 and 100, respectively.

This chapter details the responses of those polled to the items on the survey. A narrative description of the answers in each section concludes with a chart which graphically displays these results.

Section I Recruitment

In this section (see Chart 4) an attempt was made to determine which of the three major forms of recruitment (mass media, person-to-person contact, and special and miscellaneous projects), were actually utilized by the polled institutions. The second item of information attempted to identify the method of recruitment which proved to be the most successful in attracting adults to their program.

To ascertain which methods of recruitment were used, the respondents were asked to: Check the types of media used to inform lay persons of the adult education activities available. In this category 45 (93%) of those responding indicated that they used "Newspapers and/or journals," 36 (75%) used "Radio spot announcements," 20 (40%) used "House organs of businesses or industries," and 16 (33%) indicated "Television spot announcements." Fewer institutions utilize "Downtown window

displays," 11 (22%), and only one responded to the "Outdoor advertising display" method of mass media recruitment. In the category of "Other," some respondents claim they utilize the services of the Chamber of Commerce, posters, bulletin boards, and radio and television interviews.

To determine the methods of direct contact approaches to recruitment the second sub-section question asked the respondents to: Check the methods of person-to-person contacts used to inform lay persons of the adult educational activities available. In this group the replies indicated the majority of the institutions utilize "Personal calls on business and industrial leaders" 36 (75%), and "Speakers at regular meetings of established organizations" 32 (66%). Twenty-four (50%) considered "Telephone calls" to be an important aspect in their form of person-to-person recruitment. "Mass meetings to which the general public is invited" is used by 10 (20%) and "Classes" and "Advisory committee" were listed as methods of recruitment under the "Other" category.

The third major form of recruitment was labeled special and miscellaneous and the question was stated: Check the forms of special and miscellaneous projects carried on to inform lay persons of the adult education activities. Forty-four (91%) indicated utilizing "Printed class schedules or brochures," while the other categories--"Letters to parents, alumni, and friends," and "Downtown booths"--received affirmative responses from 20 (40%) and 16 (33%) respectively.

The "Exhibits nights at your institution" and "Adult Education Week" each received six favorable responses for 12%. Two respondents listed "Bulletin boards" under this "Other" classification while three suggested "Direct mail" as their method of recruitment in this category.

Most of the responding institutions utilize some combination methods of all three forms (mass media, person-to-person, and special and miscellaneous), of recruiting adults. Their responses indicate that many schools utilize all of the forms as evidenced by the high percentages on Chart number 4.

The responses to the second major point of information solicited were very mixed. In this category they were asked to select the one form which had been the most successful for them in their recruitment of older students. The question was: Which of the above forms has proven to be the most successful in attracting adults to your education activities? The respondents indicated that "Direct contact" received the greatest number of affirmative responses, 23 (47%), "Mass media" received 14 (29%), and the "Special and miscellaneous" category was checked by 10 (20%) of the institutions. One of the respondents did not answer the question.

Section II Admissions

The attempt in this section (see Chart 5), is to ascertain the admission procedures in the schools polled as

Chart 4
Recruitment

<u>Types of Media Used</u>	<u>N</u>	<u>%</u>
<u>Mass Media</u>		
Newspapers and/or journals	45	93
Radio spot announcements	36	75
House organs of business and industry	20	40
Television spot announcements	16	33
Downtown window displays	11	22
Outdoor advertising displays	2	4
<u>Person-to-Person Contacts</u>		
Personal calls on business and industrial leaders	36	75
Speakers at regular meetings of established organizations	32	66
Telephone calls	24	50
Mass meetings to which the general public is invited	10	20
<u>Special and Miscellaneous Forms</u>		
Printed class schedules or brochures	44	91
Letters to parents, alumni, and friends	20	40
Downtown booths	16	33
Exhibit nights at your institution	6	12
Adult Education Week	6	12
<u>MOST SUCCESSFUL MEDIA FORM</u>		
Person-to-Person Forms	23	47
Mass Media Forms	14	29
Special and Miscellaneous Projects	10	20

Chart 5
Admissions

Item Classification	Yes		No	
	N	%	N	%
Special students submit transcripts	21	40	26	54
Different grade point level	14	59	29	60

they pertain to the adult part-time student. (The Yes and No format was implemented for the convenience of the respondents in this and subsequent sections of the survey.)

The first question in the section simply established the semantics of the word "Special" in relation to categorizing students of the polled schools. The vast majority 41 (85%) indicated that it is the terminology utilized at their institutions. This term--"Special"--is subsequently used throughout the study to signify adult part-time students.

The second question: When special students register, do they have to submit transcripts showing prior academic performance at other institutions? garnered responses indicating that 21 (43%) require transcripts while 26 (54%) do not. The third question: Is a grade point level different from that specified for full-time required for admission of part-time students? drew a positive response from 14 (29%) and a negative from 29 (50%), with five respondents leaving the question unanswered.

The final question of this section solicited information concerning other factors in Admission which may be considerations in the part-time adult's reaction to education. The question was stated: Are there other policies at your institution which affect the admission of part-time students? There were a variety of answers to this query:

No admission requirements for continuing education students.

Unfortunately, yes. Trying to change.

Tests not required. (ACT, etc.)

A student--if not degree--completes a one-page application, no transcripts required.

We have a liberal (relatively) admission policy for adults.

Normally pre-requisites are waived.

We admit high school seniors with permission of their high schools.

Student is allowed as a non-matriculated student for one semester only under present University policy.

Special rate. Open admissions for part-time students.

Part-time "specials" are not "formally" admitted and submit no transcripts, etc.

We do not have a part-time status. All students are admitted into degree programs and register for as few or as many credits as they choose.

If alumni, admitted without hesitation.

Students on P.T.C. status are not permitted to take work in all departments.

Some departments limit registration to students on a degree status.

On-Campus special students must submit a high school transcript if they have earned less than 12 semester hours of college credit. Colleges transcripts are needed if the student has 12 or more semester hours of college course work but does not have a degree.

Admission procedures for the part-time degree seeking student taking day classes are the same as for the full-time student. Entrance exams are required for "regular" admission to the Bachelor of Liberal Studies Program. (BLS is an external degree with no residency requirements.)

Section III Registration

This section (see Chart 6), sought information from institutions on their policies toward special students in registration. The first question: Is there an opportunity for pre-registration advising for adult part-time students? found 42 (87%) indicating Yes, while 5 (10%) said No, they had not provided for the adults in this manner.

Do adult part-time students register with regular students? If not, do they register before or after the regular session? was the second question. Thirty-nine (81%) answered Yes, and 8 (13%) indicated that their older part-time students registered both before and after the regular students. In clarifying, one respondent said, "It is the evening of the first day so that all classes won't be filled." Another indicated, "They may register at the first class meeting."

Thirty-nine (18.%) said Yes, to the question: May registration be accomplished in the evening, late afternoon, or weekend, as well as during a working day? The responses were split 50% affirmative and 50% negative on the question: If a student is going to register for only one course, is it possible to accomplish registration by phone, mail, or by proxy, rather than in person? This question evoked varied comments from the respondents:

Plans are in process for phone or mail registration.

Non-credit and off-campus may register by mail.

Chart 6
Registration

Item Classification	Yes		No	
	N	%	N	%
Pre-registration advising	42	87	5	10
Register with regular students	39	81	8	13
Register evenings and weekends	39	81	6	12
Register by proxy, mail, phone	24	50	24	50

If they have an ID from the University they may do it by proxy.

We do it (by phone) contrary to University regulations, but don't P.R. it. E.g., We handle special cases by phone.

By mail during pre-registration periods.

Section IV Class Scheduling

The questions in this area (see Chart 7), attempted to collect information concerning the hours in which classes are offered for adult part-time students and also information about the faculty who teach those classes.

The first question: Are there spaces saved for adult part-time students in class? merited 9 (18%) Yes, and 34 (70%) No, indicating that this certainly is not a common practice among these post-secondary institutions. In reference to this question, the following comments were made:

Not specifically, but specials register the evening of the first day so that all classes won't be filled.

Only in evening classes and not in all of those.

There are no spaces saved for adult part-time students in day classes. However, part-time students always are given priority in Saturday and evening classes.

Nine (18%) indicated affirmatively and 34 (70%) negatively to the question: Does your institution offer classes at special times for the benefit of part-time students? Two respondents added comments to this point:

But on a limited basis. We are not in a Metropolitan setting. Demand is limited.

Not a complete section.

Chart 7
Class Scheduling

Item Classification	Yes		No	
	N	%	N	%
Spaces saved in classes	9	18	34	70
Classes at special times	41	85	6	12
Full-time students enroll in special classes	46	100	0	0
Regular faculty teach special classes	45	93	2	4
Hire supplementary faculty	30	66	10	20

An overwhelming 100% of those answering the survey said Yes, to the question: If you offer classes after 4:30 P.M. and in the evening, are full-time students eligible to enroll in them? This would suggest that a diversity of age groups could be enrolled in these extra classes.

To the question: Have you been able to staff late afternoon, evening, or weekend classes, if any, with members of your regular faculty? 45 (93%) said Yes, and 2 (4%) said No. The next question relates closely to this one: Is it necessary to hire part-time faculty to supplement your regular faculty for evening or weekend classes? brought a 32 (66%) Yes response and a 10 (20%) No answer. In further explanation of these last two questions one official indicated that: "Our school day is 7:30 A.M.--10:00 P.M. Monday through Friday. 8:00--4:00 on Saturday." Another stated, "We do hire some part-time faculty based on their special qualifications."

Section 5 Academic Advising

This section (see Chart 8), sought information concerning academic advising. The first question: Do you have on your staff persons specially trained to work with returning adult students? brought a response of 31 (64%) Yes and 16 (33%) No. Other comments referring to this question were:

It is done by Campus-based Center Staff as part of their normal responsibility.

Chart 8
Academic Advising

Item Classification	Yes		No	
	N	%	N	%
Staff trained to work with adults	31	64	16	33
Special advising and counseling hours	28	58	19	39
Counseling and advising at off-campus locations	27	56	20	40

Limited number, at best.

Counselor in student center does both regular and non-traditional student.

The second question: Do you have special advising and counseling hours for the part-time student? garnered 28 (58%) Yes and 19 (39%) No. Various comments on this question were also listed:

No, however, there are evening hours one night a week to accommodate anyone needing advising.

Tuesday and Wednesday evenings 6:30-9:30 P.M.

By appointment--usually between 8-5 on M-F

The third question brought 27 (56%) Yes and 20 (40%) No.

It was stated: Is counseling and advising provided at off-campus locations for part-time students? This question evoked many special remarks from the respondents:

Academic advisors visit our Regional Centers as often as necessary.

By appointment and preferably in group session.

Limited advisory touched during the registration period.

It is conducted at special enrollment session.

Special "public" sessions are held and a full-time advisor visits off-campus sites.

By our Regional Centers for Lifelong Education and their staffs. May not be specially trained but could be called paraprofessionals.

Section VI Student Services

This category (see Chart 9), sought to discover whether the polled institutions made provisions for the adult

Chart 9
Student Services

Item Classification	Yes		No	
	N	%	N	%
Placement/career counseling	29	60	17	35
Veterans' services	38	78	9	18
Student activities	21	43	25	52
Health services	21	43	25	52
Day care	15	31	29	60
Student ID cards	29	60	14	29
Student center access	30	62	14	29
Academic skills	27	56	18	37
Parking considerations	26	54	16	33

part-time student in the various support services. Twenty-nine (60%) of those polled do offer Placement and Counseling services for adults. In further explanation:

Since we have a very large part-time student body, all of these services are provided by the appropriate campus office/center.

Use of regular services.

"Some" (A comment listed many times for each of the services.)

Thirty-eight (78%) indicated that their Veterans' Services were very available to part-time students. The extra comments here included:

Special evening hours.

Representative willing to meet at non-traditional hours.

Student Activities are available to part-time students by 21 (43%) of those institutions polled. Many more of the respondents claimed to offer the service "if requested."

Other comments included:

No special for "adults." Must carry seven credits or more.

Special groups.

Evening activities.

Twenty-one (43%) of the institutions included adult part-time students in their Health Services while one offers these services at a "reduced rate."

Day Care for children is offered by 15 (31%) of the schools. One institution replied that the day care offered was "based

on income--usually too expensive for part-time." Another comment was that it was "available at the University Day Care Center."

Student ID Cards are available at 29 (60%) of the places.

Comments made regarding this subject:

Distributed by the instructor, if requested.

"If requested." (This comment was made by several officials.)

A majority of those polled indicated the older student had access to the Student Centers with 30 (62%) responding affirmatively.

Slightly over half--27 (56%) said they have an Academic Skills program while one said they offer "A tutoring program" and another indicated "There is a full-time study skills consultant employed by the Division of Continuing Education to assist adults re-entering the Univ."

VII Academic Policies

In this section (see Chart 10), the institutions were asked to report their academic policies for the adult part-time student. Does your institution calculate grades for off-campus courses in the cumulative grade point average? showed that an overwhelming 43 (90%) indicated Yes and 5 (10%) said No.

Thirty-eight (78%) responded Yes and 8 (13%) No to the question: Do you limit the number of correspondence study courses that can be transferred? One official added the comment that "each department establishes its own policy."

Chart 10
Academic Policies

Item Classification	Yes		No	
	N	%	N	%
Off-campus grades computed in GPA	43	90	5	10
Limit transferred correspondence study	38	78	8	13
Part-time eligible for Deans' List, etc.	21	43	20	40
Credit-by-examination	46	95	1	2

Are part-time students eligible for Dean's List, Phi Beta Kappa, or the Campus equivalent? was almost balanced with 21 (43%) answering Yes and 20 (40%) answering No.

The question: Is there opportunity for credit-by-examination for the part-time student at your institution? carried an almost unanimous 46 (95%) affirmative responses and only 1 (2%) No. In further explanation some respondents added:

Yes, provided student is enrolled in the University at the time of the exam.

CLEP and Challenge Exams in a few areas.

Section VIII Financial Aid

This section of the survey (see Chart 11), polled the institutions on financial assistance available to adult part-time students. Does your institution have a program of financial aid to assist students who are enrolled for fewer than six semester credits? brought 17 (35%) Yes responses and 30 (62%) negatives. In addition to the majority of negative responses on this question, the following comments were stated:

Only some sporadic assistance.

Limited. [This comment appeared many times.]

They can qualify for work study and some programs with grant money available.

Tuition grant based on previous amount of education, financial need, and educational goals.

Continuing Education Scholarship for individuals enrolled in six or fewer credits.

Chart 11
Financial Aid

Item Classification	Yes		No	
	N	%	N	%
Aid for six credits or less	17	35	30	62
Part-time students eligible for all in-house funds	19	39	29	60

Tuition waivers. [This comment appeared many times.]

Lower for first six credits.

The University has an Incentive Grant Program available for up to 10 hours of credit.

Special Saturday and Evening Class Scholarship Program.

The second question: Are part-time students eligible for all student financial aid programs provided by funds donated to or controlled by your institution? was answered Yes by 19 (39%) and No by 27 (60%). The majority of institutions do not provide financial assistance for their part-time students.

Section IX Fees

This category (see Chart 12), was designed to solicit information on costs to the adult part-time student. The first question: Do part-time students pay a proportionately higher fee than do full-time students? was answered Yes by 10 (20%) and No by 36 (75%). Various comments accompanied the responses:

Off-campus rates somewhat higher.

Charges by credit hour.

Lower for first six hours.

Secondly, Do part-time students pay for services that they normally do not use? merited 14 Yes responses (29%) and 30 (62%) No responses. In addition, the following comments were made by the respondents:

After six hours they do.

Off-campus students pay tuition only--no fees.

Chart 12

Fees

Item Classification	Yes		No	
	N	%	N	%
Part-time students pay higher fee	10	20	36	75
Part-time students pay for unused services	14	29	30	62

Section X Orientation

From this section (see Chart 13), information was sought regarding the orientation policies of the cooperating institutions. The first question: Does your institution offer an orientation program for adults who return to school? was answered in the affirmative by 21 (43%) and by 25 (52%) negatively. The second question which asked: Is this a formal orientation program conducted by a staff member with special training or expertise? garnered 20 (40%) Yes answers and 14 (29%) No's.

Finally, the question regarding the adult student organization was worded: Do you presently have an adult student organization on your campus? Responses were 18 (37%) Yes and 29 (60%) No. The significant information in this section was gleaned from the many comments which appeared in the answers to the other two main questions of the section:

1) Are there any significant features of your orientation program with which you are especially satisfied? This question prompted the following answers:

Only that it is about to become firmly established.

Part-time students are not required to attend orientation programs (many work). They may not be required to take tests before they enter.

Just beginning.

Booklet and "Return to Campus" Orientation session.

Availability of wide range of personnel.

It is the same orientation as that provided for the younger full-time day student, but it is offered at night.

Chart 13
Orientation

Item Classification	Yes		No	
	N	%	N	%
Orientation Program	21	43	25	52
Program conducted by specialists	20	40	14	29
Adult student organization	18	37	29	60

Assuming you mean part-time or mature students, the program new this Fall and will be expanded in the future.

We use adult students as group leaders.

Nothing unusual. We believe it is working well.

Difficult to say at this time. Program was held several years ago, but dropped because of low attendance. Program was started up again last summer, but is still in the growth stage.

Division of Continuing Education sponsors a one day Re-Entry workshop for adults coming back to school. A special Career Planning Workshop directed to adults is offered as well as a Life/Work Planning Workshop. The educational advisors also act as a liaison between the student and the University offices, many of which are closed during the evenings.

The second "open-ended" question which suggested comments was stated: On the basis of trends and predictions, do you plan to implement any changes in how the non-traditional student is oriented to programs and services on your campus?

The following responses were given:

Yes, improvement in Orientation Program.

Fellowship students meet quarterly. We are attempting to get a room or space designed especially for the group. We have brown bag lunches (with or without programs) once-weekly.

A study taking 1½ years was made and published--The Lifelong University. Gradual implementation of some of the recommendations is under way.

Improve what we are now doing.

We are studying this question--recently compiled questionnaire results--sent to all adult (older) students--their needs.

"Return to Campus" program.

This campus is composed almost 2-1 of community as opposed to residential students. Unless there is outside funding for programs of this nature, they will not be regularly held.

More non-credit training activities for industries and institutions in area.

No--very effective program now.

The focus of all campus wide orientation programs has been initiated from the Student Affairs area. The traditional avenues in which the on-campus student are reached is not viable for evening or part-time students. Recently a committee has been formed through the office of the Vice President of Student Affairs to look at these concerns of the non-traditional student.

Not in the immediate future. Needed, but what?

An administrator has recently been employed to determine and implement ways to better care for the needs of the part-time student. Changes are expected soon.

No. At the last registration we asked students to indicate if they were interested in campus tours, counseling, orientation, etc., only 5 of over 2000 students expressed an interest. In our welcome letter to newcomers we habitually invite them to come in for group session with few takers. We will continue to do so. An office of Non-Traditional student affairs has been created by the University to serve part-time and evening and weekend students. That office is in the process of starting an evening student newsletter.

Yes, we will probably offer orientation for part-time students off-campus at a classroom or registration center. Included would be information on student services, activities, a visual presentation, regarding the physical campus, etc.

Continuous changes and new planning are necessary.

An organizational meeting will be held in November, 1978. I hope to establish a standing committee which will help develop programs and policies. Presently our admissions requirements are not tailored to adults, nor are our class schedules or our student services.

In discussion stage now. Need more.

Would like to offer "O" credit How-to-study courses but surveys of students indicate they're not needed.

We are presently studying the barriers to the adult, part-time student. We hope to eliminate as many of these barriers as soon as possible. We also hope to formalize our academic and career counseling services to meet their needs.

Yes, we place more credit courses for life-experience, more evening courses, more recruitment.

No, we believe it is working well.

We expect the Orientation program to grow and develop in upcoming months. Also the Center for Women's Services have published a brochure containing hints and information for all returning adult students and are currently exploring ways to better serve this group.

The Division of Continuing Education sponsors a one day Re-entry Workshop. This works very well.

Chapter IV

Summary, Discussion, and Recommendations

The purpose of this study was to explore the hypothesis that the direct contact approach to recruitment is more successful in attracting the adult learner than is the mass media approach. The second hypothesis was that the adult learner requires an orientation to post-secondary education which is different from that designed for the traditional age student. The review of the literature and the results of the survey of selected post-secondary institutions support both of these hypotheses.

Most experts in adult education today stress the need for continuing education in the United States. They point to the rapidly changing world with its advances in technology and increased leisure time, the mid-life career changer who has come into his own, and the general consensus that education should be a lifelong experience--good reasons for those in post-secondary education to re-evaluate their present methodology.

Characteristics of the adult learner are different from the youth in their self concept, range of experience, readiness to learn, and time perspective. The adult has the ability to learn, but this learning is dependent upon motives and learning needs related to the developmental tasks of

adulthood. The adult's learning educational interests tend to reflect vocational concerns, socio-economic standing, personal and practical needs of every day living, and a general orientation to learning for action. The adult learner experiences school as a portion of his total life span--shared with home, job, shifting relationships with growing children, and aging parents.

Summary and Discussion--Recruitment

The recruitment of adult learners, according to current literature and the results of the survey of selected schools, is usually accomplished in a combination of the three major forms of recruitment--mass media, person-to-person, and special and miscellaneous projects. The mass media approach with its advertisements in newspapers and journals, spot announcements on radio and television, and announcements in house organs of business and industries all proved excellent forms of informing the public about available adult education activities. The mass media approach is ultimately the most economical method, since it reaches masses of people at a relatively reasonable financial cost. Literature stresses that the major problem with this type of recruitment is that mass media are one-way communicators and the adult learner of today, raised in the American tradition of education as a youth function, has questions and perhaps needs more information than is possible in this form of recruitment.

The person-to-person method of recruitment, selected by the polled schools as the most successful method of recruiting adult students to their educational activities, is also, perhaps, the most difficult to arrange. The "personal calls on business and industries," which received the most votes, would consume considerable time and expense for a recruiter. The second most popular method of personal contact, the "speaker at regular meetings of established organizations" is probably the best recognized method and one which is closely akin to the method currently used in high school recruitment: where the counselor visits the high school with a slide/narrative presentation followed by a question and answer session.

Special and miscellaneous recruiting procedures are used by most of the responding institutions with "printed class schedules or brochures" used widely. In this category of recruitment, the literature stresses the use of shopping malls and fairs for the recruitment of adult part-time students.

Finally, the results of the survey did not indicate the proportion of each method used or the emphasis placed on a specific form in their institutions.

The "learning society," which Hesburgh, et al., claim must become our goal in formal education, means that many adults who have been out of the realm of education for many years should be included in the programs at post-secondary

institutions. The adult's recruitment should include a modification of the usual program currently being utilized for graduating high school seniors. It must include an opportunity for the potential student to ask questions and it must also provide more information than is presented for the younger student. According to the research, adults want information about registration. Most of the schools polled did a good job of providing pre-registration advising, and they also schedule registration at times which are convenient for the adult part-time student. There still seems to be the practice of requiring a student to register in person rather than by mail or by phone--either of which would better serve the adult.

Class scheduling doesn't seem to be a problem in the post-secondary institutions for adult part-time students. Most polled schools do offer classes at hours for the benefit of an adult's working hours and the institutions apparently staff these extra classes with their regular faculty.

Part-time students, particularly adults who have interrupted their academic progress for a period of time, may need a program of advising and/or counseling. Most of the selected institutions have trained staff members who provide special counseling and advising hours for adult students. Some schools provide this service at off-campus as well as on-campus locations.

The researchers have indicated that the part-time and adult students require different patterns of service than do the traditional student. In answering the question on the surveys regarding student services, the majority of them offer special programs for the adult in placement/career counseling, veterans' services, student I.D. cards, student center access, academic skills, and in parking considerations. The area of health services is a problem area, because the student often pays fees but does not utilize the service.

Day care is another service which many of the respondents do not provide for the older students' benefit. The post-secondary institutions that do provide some type of child care service often considered it too expensive for the part-time student.

The academic policies of institutions are not always conducive to the adult part-time student. The polled institutions indicated favorable responses to providing credit-by-examination opportunities. Institutions were limited in the number of correspondence study courses that can be transferred, and in one-half of the schools part-time students are not eligible for the Dean's List, Phi Beta Kappa, or its campus equivalent.

Financial aid is a great problem for part-time students according to the literature and survey results. The recent legislation has not been very encouraging. However, Dr. Mary Frances Berry, Assistant Secretary of Health, Education and

Welfare, speaking at a national speech convention in Minneapolis on November 3, 1978, indicated that programs are beginning to be funded for the non-traditional learner. She claims that HEW is thinking of changing the rules in order to provide financial assistance to adults enrolled for less than one-half time. At the present time students enrolled for fewer than six semester credits are not eligible for much financial aid.

It would appear, then, that the post-secondary institutions are attempting to offer the older student a recruitment program which is designed specifically for them. These polled institutions, however, were schools which indicated they had programs in continuing education, and it is not known how representative their programs would be in the total population of post-secondary institutions.

Summary and Discussion--Orientation

Although post-secondary institutions are actively seeking to enroll adult students, very little special effort is expended in orienting them to formal education after registration has been completed. The literature clearly states, for example, the real need for adults to be "brought up to date" with library facilities that have become commonplace to the younger students. Some of the innovations such as "ERIC," microfiche, and microfilm are just a few which require an orientation program for adults who have been removed from formal education for a period of time.

The Hameister and Hickey (1977) chart (No. 3) showed the dichotomy between the traditional student and this "new majority." These differences must be dealt with and the universities must take into consideration the needs and concerns of this category of student.

This orientation procedure may be accomplished in various ways. Some colleges have formal programs where the student registers for "0" credits but is expected to attend a specific number of sessions which are taught by staff personnel. Other institutions have tutorial programs conducted by traditional age upper-classmen who volunteer their services. Some schools consider their non-traditional organization to be sufficient as a peer group advising vehicle. A few of the responding schools indicated that they expect their older students to attend the regular orientation sessions which are structured for the 18-year old high school senior. Over half of these responding institutions presently do not have any orientation program designed for the adult learner. The surveys indicated a realization of a need to do something for the adult learner, just as the related literature points up a need and a concern for the re-entry of the adult into a world that is designed for the younger student.

A few institutions indicated sponsoring one-day re-entry workshops in which a career planning workshop, life/work planning workshop, or other return-to-campus activities are

planned for all older-than-average students. No matter what the name and the nature of the program, the reporting institutions agreed on a need to orient the adult in some meaningful manner.

Recommendation for Recruitment at University of Wisconsin - La Crosse

The area serviced by the University of Wisconsin-La Crosse is heavily rural in population and economy. Many of our adults have never attended any post-secondary institutions and need information concerning the options open to them, as well as information concerning the actual enrolling process. These first-generation college adults have fears about their academic ability for their previous education emphasized adulthood as the period of work with education a function of youth. These old age-graded functions stereotypes need to be challenged.

The potential adult student must be recruited from places where they gather: at regular meetings of established organizations, in factories, at PTO's and any other place in which an interest for formal education is generated. This recruitment will be more successful if it can be done on a personal contact basis. A counselor from the University must be present to answer questions and speak for the programs and courses offered at this institution. If the direct contact is made following a series of mass media advertisements which have awakened the interest of the adults, the chance for a successful recruitment is even more assured.

There are many suggestions for possible recruiting/ orienting tools, gleaned from the surveys and from the selected literature in previous chapters, which can be adapted to the University of Wisconsin-La Crosse.

One that would seem to suit the type of audience in this region would be a visual presentation similar to one demonstrated by the committee at the 1978 annual conference of the Wisconsin College Personnel Association in Madison in October. This presentation, adapted for the University of Wisconsin-La Crosse is as follows: Video tape-record a panel discussion of six, presently enrolled non-traditional students who respond extemporaneously to a prepared outline of topics of concern to them. This 30 minute, WLSU-TV production, sponsored by the Division of University Outreach, allows the panelists to present their "eye view" of the University relative to topics such as registration, academic advising, child care, parking, academic skills, counseling and testing, and library facilities.

The six panelists were selected to represent a cross-section of the non-traditional student population: a male veteran, father, full-time employee, and student who served as the moderator; a female, single parent, employed who is a full-time student; a female who chose to reside in a residence hall, and is frequently called upon for "counseling" by her younger house mates; a female, older student who is re-entering college after many years stop-out in which she

raised her children and became involved in the business world; a female who is attempting to combine a young family and an involvement in community affairs with the academic life of a student.

The following outline was prepared for the panelists to use as a guide. They were asked to speak spontaneously and freely about their reactions to the policies and procedures of the University.

A Non-Traditional Student's "Eye View"
of the Univ. of Wi-La Crosse

I. Registration

- A. Feelings/concerns relative to the registration system
- B. Possibility of entering as a "special" student, thus permitting entry in spite of enrollment "cap" (no intended major required)
- C. Must register in person or by proxy.

II. Academic Advisement

- A. Regular faculty assistance
- B. Academic advisers in each school
- C. Other (Deans, etc.)

III. "Credit-By-Examination"/Advanced Placement

- A. Offered by approximately one dozen departments
- B. Department policies and advanced placement

IV. Opportunity for Independent Study

- A. Department opportunities
- B. UW-Extension availabilities

V. Support Services

A. Academic Skills--Wilder Hall, basement

1. Staff willing and able to sponsor "help" classes
2. Free tutoring available in all Basic Studies courses
3. Sessions on learning to study, to take notes, to write tests

B. Financial Aid

1. Work Study
2. Student Help
3. Job Lists

C. Placement/Career Counseling--Wilder Hall, 2nd Floor

1. Library of films, booklets, materials on occupations
2. Resume writing workshops for seniors
3. Counselors to assist during evening hours, if requested

D. Murphy Library

1. Orientation tours each semester to explain facilities
2. Open between sessions

E. Student Activities

1. Cartwright Center
2. Adults have full access to all facilities and are welcome
3. Cultural, recreational, entertainment activities
4. "Free University" with many programs

F. Counseling and Testing

1. Professional counselors on duty

G. Veterans' Services--209 Main Hall

1. Full time staff member
2. On call evenings

H. Health Services--Whitney Center, basement

1. A service you pay for but do not use (?)
2. Most non-traditional students have own physician

I. Day Care Center--6th and Division Streets

1. Sponsored through joint effort of Viterbo, WWTI, UW-L
2. Not open evenings and weekends
3. Does not accommodate children under 2½
4. Distance from UW-L?

J. Parking Lots

1. Well-lighted and reasonably close to classroom buildings
2. \$18.00 per semester, whether full or part-time student
3. Parking sticker purchased from Security Office (525 East Avenue, North)

The following is a transcript of the videotype recorded panel discussion which took place in Wing Communications Center on November 13, 1978.

A Non-Traditional Student's "Eye View" of the Univ. of Wi. La Crosse

Opening: Moderator Bill Fulton: "Hello, my name is Bill Fulton, a non-traditional student at the University of Wisconsin - La Crosse. Being non-traditional means that I'm older than the average student, and in my case, it means being father, program director for a local radio station, as well as a student.

The other panelists, also are all non-traditional students: On my far right, Mary Meek, who is combining family and community involvement with being a student; Pam Trombley, who is a single parent who is working as well as continuing her education; Richard Bradford, is a senior citizen who is retired from a successful career and is now auditing courses for his personal enrichment; Arlene Mueller's children have

grown and she has entered the University where she lends her experience of the world of work to her educational progress; and Diana Quimby, who has chosen to live in a residence hall on the campus where her younger housemates call her "Mom."

Though we are all non-traditional students, we do not all have the same needs and purposes for attending the University. We will, in the course of the next 25 minutes, relate to you some of our reactions to the policies and procedures at the University of Wisconsin-La Crosse.

In this short period of time we will try to tell you something about registration, academic advising, credit-by-examination, opportunity to do independent study, financial aid, as well as the support services of placement and career counseling, Women's educational resources, veterans' services, day care center, academic skills, and health services.

Let's begin with registration. Arlene, you've been through the registration process a few times--what are some of the most significant features of the current registration system?"

Arlene: Well, before I address that, I would like to make a statement. I feel that my attitude is a positive one, although I would like to express some negative thoughts along the way. Registration was "frustration," when I came in the beginning. I had two complete schedules along, laid out, as requested, and both were "blown to bits" immediately upon entering! I felt like picking up my marbles and going home,

but I'm not that type of individual. With the aid of some of the instructors, I was able to have a schedule put together. It was not what I wanted. Basic Studies, to me, at that point, were just a mess, a frustration. I knew where I wanted to go, knew what I wanted to do, and I didn't want to be bothered with having to take history, and English since I had already been doing my own correspondence in the job that I had, and these sorts of things. It was really kind of a downer! A bad experience. I guess that once I got into it, it wasn't so bad. One thing--there are not entrance tests that were required, and I guess this would encourage a student who is a non-traditional student who is terrified, I'm sure, of not being able to get up on a par with an average child--(I shouldn't call them a child) an average student coming out of high school. They have some qualms about that. I don't think all of the basic studies are relevant, and I just think that I would put them down on that one. Another thing, people that are older, think they need lots of language, and lots of math to enter college and this is not true. You start in and then you get into it! I better let someone else have their say.

Bill: Are there any other feelings about the registration process? In and of itself?

Mary: I found that the individual instructors are real sensitive to the non-traditional student. Occasionally,

I'll set up my class load and if there is a course that I really, really want, one that will make my semester run real smoothly, I'll call them before hand, tell them that it is real important to me, tell them that I have young children, and that I can get a babysitter for that time and generally every one will save a card for me and they have been real understanding and supportive of me and my problems; and so it has been a real nice experience for me. There are times when I can get a number of courses in a time slot, but other times there is just that one that works and being just a sophomore it would be difficult for me to get it.

Bill: How do you feel at the end of registration day?

Diana: I felt like I had run a race! My I.D. picture showed it.

Bill: Did you feel that you had won the race?

Diana: Oh! I didn't set the time! I did the second time. The first time I went through registration was hard. I had transferred here and my biggest fear was going through registration. I had heard so many negative things about it and that is how I came into contact with the non-traditional group. My transfer-student counselor recommended that I come to this group, and so I did and one of the girls went through registration with me, and she was really helpful, and if nothing else, just calming me down, and telling me that it wasn't so important if I didn't get my class, because I could go through drop and add, and she just kind

of helped me with the procedures. That was my first contact with this group. They have kind of made me feel welcome on this campus.

Bill: Registration looks to be a challenge, but it seems to turn out all right. Is that how everyone feels about it?

Pam: This is my fifth semester and I've always had a problem getting the course I want. The first two years, first four semesters weren't bad, because, I was taking basic studies. Those you can pretty well change around--shift. But now, that I'm in my junior year, and I have to take a definite sequence of courses, and when I can't get one that I need at a certain time, I haven't found the instructors to be all that cooperative and they don't give me a slot in those courses that I need. I really expected my junior registration to be a breeze and both schedules were destroyed that I had made out. Everything was closed by the time I came to register. It is hard when you are in a definite major and need them.

Bill: You probably were at a probable breaking point where seniors are trying to get into those classes, too. Later on, you will find that as you try to register for those classes no one else really wants to take the class, you'll be in one of the first groups to register. And that is the only saving grace. But if you can't get cooperation from the faculty, you're in a bind.

Pam: This year I don't have a problem with a babysitter and it isn't so bad.

Bill: Mr. Bradford, do you have any problems with the registration system?

Dick: Well, I've had problems, if you want to call them that. But, I don't have the normal problems that the students who are working for credit. I audit all my courses. This means that I have several advantages, first, I don't have to attend class if I don't want to, I don't take the examinations, I don't write the papers, and so forth. However, we, as senior citizens, register last and lots of the classes are full. However, I found that working with the chairman of the department where they are allowed to add--with a special form--to let people in there. I don't think this is too difficult. We are not adding to the load of the instructor by having to take exams and then correcting them. I mentioned to several of the people my experience where I entered where they had 58 students to enter, and 28 took the final and so my argument has always been, what difference how many enter that class as long as it is a lecture class. It is interesting, and this is my fifth or sixth year that I've come here and I probably could write a book on changes that they've made, in the way that they register people. I've had no difficulty because I've been around long enough to know my way around.

Bill: Speaking of the chairman of the department--has

everyone found good assistance within the department or deans at the university with academic advising capacity? Or with any of your personal problems? You look as if you have something you would like to add, Mary.

Mary: I felt that I've gotten a lot of support, as far as the different schools and especially in the department that I'm going into now. They seem to be very flexible and encouraging some independent study. Which is real appealing to me.

Bill: What department is that?

Mary: Social Work.

Bill: They are guiding you right through?

Mary: So far!

Bill: Has anyone else had a positive or negative experience with the faculty members?

Diana: I have had some very positive experiences. I know the direction I want to go, but I don't want to make any mistakes in my classes and my advisor has been really helpful and everytime I feel a little unsure--I have been unsure about my minor--I've used the counseling center. I have had only positive experiences and they have been really helpful.

Arlene: I have had some extremely positive experiences, I started out with a person who was my advisor, who I didn't know, and I guess he was a very busy person, so I looked up another advisor, and this person has been just fantastic. He has helped me no end, and I really found that most of the

faculty have been really cooperative and helpful, as far as getting into classes when you have to have them, when it is a sequence, I haven't had any problem.

Bill: I always found the faculty to be extremely helpful and beneficial. If in times of stress, if for some reason you can't take an exam for personal or business reasons, if you take it before the class, they are more than happy to set it up. They guide you through the department with any little problems you have. Is there anyone who would like to answer that? Is that not true in all cases?

Pam: It isn't so much that I've had a negative experience--with an advisor--I just never had an advisor. This September, I had a credit check, and I've been in school two years and never seen an advisor. The high school that I went to was run under a system where they had advisors, so I was never aware of what an advisor could do for me, or that I should go see one. I knew what I planned to major in and just started taking classes following the catalog. I had a credit check and now I wish I had an advisor when I first started so I could have been more selective with my electives, more directed to my major.

Bill: Did you get any help out of the credit check? Are you moving in a more positive direction now? Are we talking about Bob Hirsch, is that who you talked to?

Pam: Liz Staar.

Bill: In what school?

Pam: In the school of business. I'm glad to have gotten an advisor so I don't make any mistakes in the future. After being in for two years, I felt that that was a little long to be aware that there were advisors.

Mary: At other times I think that the advisors don't know that there are other possibilities in other departments.

Like I had a real positive experience this summer in that I took a physical education course for two credits, and at this University that is a requirement. But, if you look through the catalog you see that there are specific courses such as running, or a fitness program, that type of thing, this was not that. It was a workshop, and it was a more flexible program and it was geared toward graduate students or older students. It wasn't until I talked to the chairman of that department, when he said that I could take that course in place of the other courses, and this was something that not even my advisor knew. Sometimes you have to pursue that one step further.

Bill: A kind of "seek and ye shall find." We all have to accumulate credits in school and sometimes in the world of work, you gain some experience which is what you will learn in class. Has any one had any luck with advance credit where you can take an examination and gain credit for your experience?

Arlene: No, and I really think that it should be dealt with more positively around here, I personally was in a position

working where I should have been able to get some credits, and would have been able to use them well, in my area. I think that this is an important area that the University should open up--many universities around La Crosse--are using life experience, for credit, and I think this is one area in which I think we should be given credit.

Bill: I had a frustrating experience with an intern program, in the Mass Communications Department, when I wanted to get some credits in the summer while working, and if you worked at something at which you had experience, it would not qualify for the internship. It had to be something you had never done before. I can see their side of the story. I can see their point, but I can see mine too. Unfortunately the judgment lies with them. I have no power with the decision. It was a rather frustrating thing, but it is something you can deal with or live with. Has anyone had a good experience with advance placement? Really, it is a nebulous thing. What about independent study? That is often a popular thing with non-traditional students. Have any of you pursued independent study?

Mary: I'm taking one for the first time this semester. I'm really impressed with it. It is a lot of work and I understand the drop-out rate for independent study is pretty high, but the quality of the material is really good, and I'm really impressed with what I'm doing. So it has worked out very well for me and the other thing that I think will

be a plus, especially for the non-traditional student, is that you can register as a full-time student and pick up one or two courses through Madison in independent study and not pay for them--they are free to you. Financially, they are beneficial for the non-traditional student. And then you have a year to finish them, you can keep them and work on them in the summer.

Bill: I have taken independent study courses and they've turned out to be about three times more work than going to class, but then you can do them on a Sunday afternoon. Your time is much more free.

Dick: My experience in independent study is at Pidgeon Lake Field Station. It is a station that is put on by the University System and is 30 miles north of Hayward. It is all summer long, starts in the middle of May and runs until the middle of August. I notice that every one of the courses, in all of the weeks, they have independent study. I got to the point that rather than sign up for any particular course, I would just sign up for independent study. You have a lot of advantage when you are a senior citizen--no exams, no tests--you do an independent study on your own. I cannot speak too well about Pidgeon Lake--it is a fantastic place to go and brochures are available and I think that anybody that has the time to go there and spend it in the old north woods will learn an awful lot.

Bill: A beneficial experience?

Dick: Yes, I think the environment can't be matched in the state.

Bill: Environment--the University is an environment and we sometimes have trouble coping with it, especially, coming from a family or a work experience, we're coming into a University and it is difficult. Now they offer services in cultivating academic skills. Have any of you taken advantage of the Wilder Hall services?

Arlene: I have. As soon as I arrived on campus, I thought, "What am I doing in this place?" Instant panic! I immediately looked them up. I went through the routine that they have, for helping you, assisting you. I also have taken the speed reading, which I took a few years ago but I'm not sure if I took it there--anyway, they are very helpful.

Bill: Some of the academic skills they help with are note taking, test taking, essay writing. Are they some of the ones that helped you?

Arlene: Yes, and I found that to be very useful.

Bill: It is probably something everybody could use. Has anybody else gone over there?

Pam: I have. I went through the study skills.

Bill: How do they react over there when you walk in. Are they personally interested or is it just another job?

Pam: I found them to be personally interested. I am not really old enough to be considered an older student, but it had been eight years since my high school experience and

that was a big gap and I needed to learn to study again and gain self confidence. They encourage you on a personal level. You meet your own abilities. They give you confidence that you can do it. You go through the procedure of outlining, and so forth.

Bill: They offer tutoring services in all of the basic studies courses, I am told, I wasn't aware of that until today. I wish I had been, because I had some problems. They also offer it in some core requirement courses. Has anyone asked for career counseling?

All: No, I haven't, no.

Diana: I have talked to my advisor about that, but I haven't used the career counseling.

Dick: I have volunteered to be a career counselor because of my experience in business and industry, and I think some time this will come where they will ask me to advise some students. I think it may be a little late now. I think the best counseling is done in the high schools, so we get them in the right direction at that time. I find that the high schools are very weak in counseling. They, in many cases, don't even know what courses are available, or what occupations, or jobs are available. It is a little late as I told them over there but it is still not too late to set someone on the right track.

Bill: I went over to ask about career counseling and they were able to administer tests, three or four of them, the

Graduate Record Exam, Personality profiles, like Campbell, Strong Interest Inventory and so forth, and it boils down to them having an idea of what you are capable of doing, what you seem to indicate you would like to do, and what is available to you. What career would be open to you. You won't go into a personnel office and have them think you are reaching for the stars. They will actually think you are capable and that you have a good chance of getting it. That is a very positive thing when you are looking, from a part-time employee as a student, to a \$15,000.00 job, and you have the confidence that you can do the job, is half of the interview. So they are really invaluable to the non-traditional student. And to all students. The library, of course, is the hub of academic life, and if you have to write any kind of research paper you will find yourself in there burning the midnight oil. Is the library confusing to you? Arlene?

Arlene: Not to me! Any area that I need assistance, I pursue it until I find what I'm looking for. I'm aggressive in that area. I've gotten nothing but good help in all areas, they've been most helpful. If I can't find something, I go up to the desk and ask to "pick their brain" and really, I have gotten such good help. It's been fantastic.

Bill: Diana, you are nodding your head. Have you had an experience?

Diana: Everyone always is real helpful. Last semester I

lived off campus and I almost lived in the library. I had an hour between classes, it was just great to go in there and hide away. It was so easy for me to keep up on everything and I could even go catnap, if I wanted to. I just think it is a great library.

Bill: Student activities is a large part of the University. At times, as a non-traditional student, you might feel left out of things. Diana, you live in a residence hall, and are probably more caught up with things, but I can walk on the campus and see things like "Squat" and have no idea what that means. It is terribly irrelevant to me. Does anybody here get involved with the activities that the quote traditional student gets involved with? Homecoming, etc.

Pam: I get involved in some of the activities. Plays and concerts. I like to take my daughter to them, and we use the facilities at Mitchell Hall--the gym, the fieldhouse, and swimming, which she enjoys. The ones that I can't include her in I usually don't take part in.

Bill: You like to take advantage of the concerts, lectures, and the physical facilities of Mitchell Hall. I found that if you do want to get involved with the University in some way other than the homecoming dance, or cheerleading, if you can get on committees, for departments, it is pretty interesting and you get to know the instructors pretty well, especially in your major field. And you're speaking for the non-traditional student, and you, of course, believe that

there is more than one of you, it is nice to represent your own community. What about the recreational facilities?

This University has an abundance of recreational facilities for you to pursue--hobbies and sports. Do you pursue any here that you normally would not be able to pursue?

Dick: I got into the adult fitness program. I think it set me straight as far as having a routine, learning how to eat, and how to work. I also have had discussion with some of the leaders over there about jogging because I don't think jogging does you any good. I won't say any more!

Bill: That is very controversial!

Dick: Oh yes, but, I have another experience. You might call it career advising. I give talks to the health education classes, political science classes because of my experiences, and because of the experience I've had prior to coming here. Many of these things happened a long time ago, and some of the things aren't even in books. This is the way I select courses, somethings that I not only take myself, but something in which I can get involved and something in which I can help the other students in something which is not in the text book.

Bill: Some positive way?

Dick: Oh! yeah.

Bill: There is also a veterans' service on campus. That is important to a lot of non-traditional students. We talked about physical facility and this is an economical

facility--a mainstay for a lot of us. We were talking before the program, Arlene's son apparently has had some negative experience, some bad times with the veterans' services, but that was not associated with the Main Hall offices. It may have been something in Washington.

Arlene: Oh! Yes. I don't know about this office. It was the bureaucracy!

Bill: The advisor here is Don Staats. I have done some business with him and he has been immediately helpful. He has jumped right on the case and gotten everything done.

Arlene: My son's was not a part of the University.

Bill: Several of us at the table have children, and there is a day care center at the University. How does that work? Are any of you taking advantage of it?

Mary: At the University?

Bill: At 6th and Division Streets. Sponsored by Viterbo, WWTI, and UW-L. Are you taking advantage of this service?

Mary: I'm not. I understand that it is an O.K. facility. It is called a parent-child center.

Bill: It says here it doesn't accomodate children under 2½.

Pam: And the hours--they are short--I think you have to be there by 3:30 or 4:30. I usually have to take classes until 3:00, and then work my hours until 5:00 or 5:30, to get in an eight hour day. When you think of working and going to class. My little girl is in first grade now and doesn't need it. At the time when I started she was four years old

and could have used it, but there was no way I could have been a full-time student, worked, and have her in that center, so I had to look elsewhere.

Arlene: The day care center is not a part-time situation, as I understand it. It is better for all day. You can't just drop the children off for an hour or two. You have to do it on a full-time basis.

Bill: But it is something available to non-traditional students?

Arlene: Yes.

Bill: It is available to students from UW-L as well as Viterbo and WWTI. We are getting to the end of the time allotted for the program. I would like to go quickly around the table and on a 1-10 scale, I would like you to rate your experience at the University--academically, how it enriches your life, the frustrations you have to put up with, problems it creates for you--put them all in a melting pot, and come up with a number. 1-10, and 10 is high. What do you think, Diana?

Diana: 9½

Arlene: I would have to be up there, too.

Bill: I would go with a nine. It has been a pretty enjoyable experience.

Dick: I would say a nine or even a 10. I lived around here when the University had three buildings and I watched it grow up from a little pup, you know. It is a very good experience.

Pam: For me it would have to be a 10. Because I know what it is going to do for me when I leave. I worked before I came, . . .

Bill: A good experience?

Pam: Definitely!

Mary: I'd have to give it a 9½, too. It has been a real positive experience for me. I see that there could be some additions.

Bill: I think then, that we must move out of this. This has been a brief "eye view" of some of the policies and services of UW-L as a small group of non-traditional students views them. Obviously, no program of this length could address all the facets of a University. If our comments have served to interest you and you wish further information, please contact the Admissions office which is located in 121 Main Hall and you won't be sorry! Thank you.

Another recommendation for recruiting adult students would be a slide/narrative presentation very similar to the one utilized by the local Admissions Office in recruiting traditional students to the University. The slides would be changed to interest an adult audience. The scenes depicting students would include the older student amidst the total group. An attempt would be made to show the warm reception which traditional students give to the older adult. Other adaptations would be: the inclusion of slides showing the registration procedure with its class schedules, Form 11,

closed classes, advising lines, and final check station; the addition of slides of the Child Care Center at 6th and Division Streets; more coverage of the classroom buildings, inside and out; and emphasis would be placed on showing the adult student in the academic environment interacting with students and faculty. There would be more coverage of the support services such as academic skills, career counseling, and counseling and testing.

This slide/narrative presentation will be described but it will not be implemented at this time. The reasons are three-fold:

- 1) The actual taking and processing of the slides must be planned well in advance of the activities which occur during an academic year.

- 2) It should be the decision of a coordinator of non-traditional students--should the University fund such a position in the future--to make a determination of specific types of activities to be depicted for prospective students.

- 3) The cost of this venture is prohibitive for the graduate student who is proposing the plan.

The slide presentation would be a collection of 75 colored slides divided into coverage of the community, University buildings, teaching facilities, student activities, and support services. The presentation would be designed so that any knowledgeable counselor could take it to a meeting of adults, either singly or in conjunction with the

aforementioned video tape-recorded presentation, and the unit would provide much information and perhaps create discussions in which the counselor could participate.

Accompanying the slides would be a description of the slides and an appropriate scripted narrative. The presenter would introduce him or herself to the audience, and state the purpose of the program. (Give information about the University, its programs, policies, and procedures, and to answer any specific questions which they may have.) The counselor would attempt to learn about the audience by asking questions such as: How many of you have attended some post-secondary education? How many of you are thinking of returning to formal education? How many are familiar with the University of Wisconsin-La Crosse campus? Have any of you already applied for admission to La Crosse?

The presenter would then ask if anyone has any specific areas of concern. The group would also be encouraged to stop the presentation at any time to ask a question, or to state a concern.

The actual presentation would take no more than 20 minutes so, hopefully, there would be ample time for questions and discussion afterwards. If this presentation would be used in conjunction with the video tape-recorded panel discussion, this slide/narrative presentation would be shown first. It is a more general portrayal of the University, while the panel discussion is more specific.

Recommendations for Orientation at the University of Wisconsin-La Crosse

A number of tools of orientation, gleaned from the surveys and from the selected literature in previous chapters, can be adapted to the University of Wisconsin-La Crosse.

A newsletter, mailed bi-monthly to the home address of the students, could serve as a liaison between the University and the students. The newsletter could disseminate information and would serve as a visible symbol of the University's concern for the welfare of the adult learner.

A non-traditional student organization, which is presently being organized, could be provided space on campus in which adults could relax, meet peers, or obtain information. If space is not available, then some office on campus must recognize their presence by assisting with the financial costs of publicity. The very nature of non-traditional students implies that they have non-flexible schedules and are difficult to reach via the "normal" methods. Mailings to the home address seem to be the only way to contact the total population of older students.

The creation of an office, or at least a part-time position staffed by a person sympathetic to the needs of the adult student, is necessary in orienting them to the University. This ombudsman, the liaison between the older students and the University, is the method of orientation

which seems to be the most popular among the polled institutions. This staff member could serve both as a facilitator for the non-traditional student organization, and as an information center for the adult student. He/she would also orient adults to UW-L.

The video tape-recorded panel discussion and the slide/narrative would serve as an excellent basis for an orientation session which could be held at least two weeks prior to registration. This session would be held two times--once on Saturday morning and again on a weekday evening--so that more adult students would have an opportunity to attend. The following agenda is designed for such an orientation session:

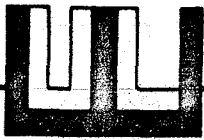
- 9:00 A.M. Slide/Narrative Presentation
- 9:40 A.M. Video tape-recorded Panel Discussion
- 10:30 A.M. Coffee and donuts hosted by the non-traditional student organization whose members would mingle with and discuss the preceding presentations.
- 11:00 A.M. Questions from the students directed to a panel of officials from the various support services on campus.
- 11:30 A.M. Academic advisors assist those needing help with scheduling. Career counselors visit with those needing this service.

The orientation process would continue into the semester as the staff member assigned this duty would continue to "counsel" as the need arose. After the older student becomes acclimated to the realm of education, they no longer

require such intensive support. They can become "mainstreamed" and a regular part of the University student body.

These, then, would be the recommendations for the recruitment and orientation of the adult learner to the University of Wisconsin-La Crosse.

APPENDIX IX



The UNIVERSITY of WISCONSIN - LA CROSSE

Office of the Dean of Student Affairs

(608) 785-8062

September 22, 1978

Dear

In this era of greater emphasis on non-traditional education, it is necessary to share ideas concerning services and academic policies for adult students. We are attempting to evaluate our program for the adult learner at this institution.

The enclosed questionnaire is designed to solicit information concerning your policies and procedures, especially in the area of recruitment and orientation, in serving the adult student who is over the age of twenty-five years. You are one of fifty North Central Association, four-year, public institutions that have been selected for this study.

We would appreciate your taking what should be no more than twenty minutes to complete the survey. A self-addressed, stamped envelope is enclosed for your use. If you wish to receive a summary of the survey results, please check the square at the end of the questionnaire. We are grateful for your cooperation.

Sincerely yours,

David W. Hogue, Ed. D.
Dean of Student Affairs

Lois A. Wirkus
graduate student, College
Student Personnel

A SURVEY TO DETERMINE CAMPUS PATTERNS FOR ACCOMMODATING
ADULT PART-TIME STUDENTS

94

I. RECRUITMENT

A. Check the types of media used to inform lay persons of the adult education activities available:

- ☐ 1. Newspapers and/or journals
- ☐ 2. Radio spot announcements
- ☐ 3. Television spot announcements
- ☐ 4. Outdoor advertising displays
- ☐ 5. Downtown window displays
- ☐ 6. House organs of businesses or industries
- ☐ 7. Other (Please explain)

B. Check the methods of person-to-person contacts used to inform lay persons of the adult educational activities available:

- ☐ 1. Personal calls on business and industrial leaders
- ☐ 2. Speakers at regular meetings of established organizations
- ☐ 3. Mass meetings to which the general public is invited
- ☐ 4. Telephone calls
- ☐ 5. Other (Please explain)

C. Check the forms of special and miscellaneous projects carried on to inform lay persons of the adult education activities:

- ☐ 1. Printed class schedules or brochures
- ☐ 2. Letters to parents, alumni, and friends
- ☐ 3. Exhibit nights at your institution
- ☐ 4. Adult Education Week
- ☐ 5. Downtown booths
- ☐ 6. Other (Please identify)

D. Which of the above forms has proven to be most successful in attracting adults to your education activities:

- ☐ 1. Mass media forms
- ☐ 2. Person-to-person forms
- ☐ 3. Special and miscellaneous projects

II. ADMISSIONS

A. Recognizing that institutions use different terminology, do the three basic categories of undergraduate, graduate, and special students exist at your institution? ☐ YES ☐ NO. Please explain what the "special" student category includes.

- B. When special students register, do they have to submit transcripts showing prior academic performance at other institutions? ☐ YES ☐ NO
- C. Is a grade point level different from that specified for full-time required for admission of special students? ☐ YES ☐ NO
- D. Are there other policies at your institution which affect the admission of part-time students? ☐ YES ☐ NO (If so, please explain)

III. REGISTRATION

- A. Is there an opportunity for pre-registration advising for adult part-time student? ☐ YES ☐ NO
- B. Do adult part-time students register with regular students? ☐ YES ☐ NO
(If not, do they register ☐ BEFORE or ☐ AFTER the regular registration?)
- C. May registration be accomplished in the evening, late afternoon, or weekend, as well as during a working day? ☐ YES ☐ NO
- D. If a student is going to register for only one course, is it possible to accomplish registration by phone, mail, or by proxy, rather than in person?
☐ YES ☐ NO

IV. CLASS SCHEDULING

- A. Are there any spaces saved for adult part-time students in classes?
☐ YES ☐ NO
- B. Does your institution offer classes at special times (e.g., prior to 8:00 A.M., at noon, evenings, and on weekends) for the benefit of part-time students?
☐ YES ☐ NO
- C. If you offer classes after 4:30 P.M. and in the evening, are full-time students eligible to enroll in them? ☐ YES ☐ NO
- D. Have you been able to staff late afternoon, evening, or weekend classes, if any, with members of your regular faculty? ☐ YES ☐ NO
- E. Is it necessary to hire part-time faculty members to supplement your regular faculty for evening or weekend classes? ☐ YES ☐ NO

V. ACADEMIC ADVISING

Part-time students, particularly adults who have interrupted their academic progress for any length of time, or those who are changing careers, may need a program of advising and/or counseling.

- A. Do you have on your staff persons specially trained to work with returning adult students? ☐ YES ☐ NO
- B. Do you have special advising and counseling hours for the part-time student?
☐ YES ☐ NO

C. Is counseling and advising provided at off-campus locations for part-time students? ☐ YES ☐ NO (If so, please explain)

VI. STUDENT SERVICES

Part-time and adult students frequently require different patterns of service than do traditional students. Have you made provisions for the following categories of student services? (If YES, please explain)

- | | | |
|--------------------------------|------------------------------|-----------------------------|
| A. Placement/Career Counseling | ☐ YES | ☐ NO |
| B. Veterans' Services | ☐ YES | ☐ NO |
| C. Student Activities | ☐ YES | ☐ NO |
| D. Health Services | ☐ YES | ☐ NO |
| E. Day Care | ☐ YES | ☐ NO |
| F. Student ID Cards | ☐ YES | ☐ NO |
| G. Student Center Access | ☐ YES | ☐ NO |
| H. Academic Skills | ☐ YES | ☐ NO |
| I. Parking Considerations | ☐ YES | ☐ NO |
| J. Other | | |

VII. ACADEMIC POLICIES

- A. Does your institution calculate grades for off-campus courses in the cumulative grade point average? ☐ YES ☐ NO
- B. Do you limit the number of correspondence study courses that can be transferred? ☐ YES ☐ NO
- C. Are part-time students eligible for Dean's List, Phi Beta Kappa, or the campus equivalent? ☐ YES ☐ NO
- D. Is there opportunity for credit-by-examination for the part-time student at your institution? ☐ YES ☐ NO

VIII. FINANCIAL AID

- A. Does your institution have a program of financial aid to assist students who are enrolled for fewer than six(6) semester credits? ☐ YES ☐ NO
(If YES, please explain)
- B. Are part-time students eligible for all student financial aid programs provided by funds donated to or controlled by your institution? ☐ YES ☐ NO
(If NO, please explain)

IX. FEES

A. Do part-time students pay a proportionately higher fee than do full-time students? ☐ YES ☐ NO

B. Do part-time students pay for services that they normally do not use? (E.g., Health Center) ☐ YES ☐ NO

X. ORIENTATION

A. Does your institution offer an orientation program for the adult who returns to school? ☐ YES ☐ NO

B. Is this a formal orientation program conducted by a staff member with special training or expertise? ☐ YES ☐ NO

C. Are there any significant features of your orientation program with which you are especially satisfied? (Please comment)

D. Do you presently have an adult student organization on your campus? ☐ YES ☐ NO

E. On the basis of trends and predictions, do you plan to implement any changes in how the non-traditional adult student is oriented to programs and services on your campus? (Please comment)

(Respondent's name) (Institution)
OPTIONAL

☐ CHECK IF YOU WOULD LIKE TO RECEIVE A SUMMARY OF SURVEY RESULTS

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