

Comparing the Non-academic Needs of
the Traditional and Non-traditional Students
at the College of Saint Teresa
Fall, 1987

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by
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ABSTRACT

The purpose of this thesis research was to determine selected differences between the older undergraduate student population (25 years and above in age) and the younger undergraduate student population (17 to 24 years of age) enrolled at the College of Saint Teresa. These two groups were compared with respect to the usage of, satisfaction with and perceived need for student personnel and academic support services.

The subjects consisted of the entire population, 376 students, enrolled at the College of Saint Teresa during the fall semester, 1987. The Supportive Services Survey (Kasworm, 1976) was used to assess the perceptions of need, usage and level of satisfaction of student personnel and academic support services. The survey was mailed to each student.

The scored answers for the Supportive Services Survey were recorded on a personal computer using Lotus 1-2-3 software. The data from the research study were evaluated using chi square. This non-parametric statistical procedure examined the association between younger and older students and their usage of, level of satisfaction with and level of need for supportive services. All hypotheses were tested at the .05 level of significance.

Because supportive services are a significant element in students' success in higher education, these research findings help pinpoint services which are presently inadequate or which should be created for the older student population. These findings also helped establish the knowledge base for potential planning in relation to the older student.

DEDICATION

*With sincere gratitude
to Sister M. Virgeen
for her constant
love, enthusiasm
and support*

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Chapter I

INTRODUCTION

Higher education is always at risk to some degree. The risk arises mainly because colleges and universities are never completely immune to changes and pressures in the social, political and economic climates in which it functions. The shifting demographic characteristics of college students and questions over funding for future needs appear to be the major sources of risk for higher education today (King, 1985). These and other factors do not appear and disappear over time; they just impact our institutions differently in different decades.

By tradition, philosophy, and program design, colleges and universities have almost exclusively served the 18 to 24 year old undergraduate student population. However, this trend is changing. The National Center for Educational Statistics (1983) has indicated that there are many adults in this nation who have begun formal learning in colleges and universities, and in settings outside of institutionalized education.

A college that seeks to attract adult learners must accept the condition that its mission, philosophy, and purposes are or can be compatible with the institutional services required for an adult learner market. This observation serves as a basic foundation for any consideration of instituting a viable program of opportunity for adult learners (Huddleston, 1983). Essentially, the formal pursuit of the adult learner and the implications of such activities should be viewed

as an integral component of a college's teaching, research, and services. Therefore, the development of a viable adult learner program should be in harmony with an institution's purposes. Those institutions that have been successful in enrolling adult learners have as a basic foundation carefully formulated programs that are in the best interests of their students and respective colleges (Huddleston, 1983).

Statement of the Problem

In the face of declining enrollments in higher education, especially at four year institutions and universities, it has become fashionable to claim that enrollment decreases can be offset or even reversed by greater institutional promotion of non-traditional students in postsecondary education. The purpose of this study was to determine the non-academic needs of adults at the College of Saint Teresa, Fall semester 1987.

The results will affect the development of a stronger adult learner program at the College of Saint Teresa.

Importance of the Study

Predictions for the future of Higher Education range from blind optimism to complete despair. These predictions have been complicated by uncertainty about the numbers and types of students to be served, the types of services that will be needed and the availability of the human and fiscal resources to meet those needs (Leech, 1980).

Recent projections for a significant decline in the number of "traditional", 18-24 year old students are now becoming a reality. Optimism at many colleges and universities in the years ahead will be directly related to their ability to attract, serve, and satisfy the

educational (academic and non-academic) needs of increasing numbers of adult learners.

Institutions committed to serving the adult student will quickly find themselves entering the realm of marketing and the employment of the marketing mix that includes pricing, communication, product and distribution place. This blend of controllable marketing variables will be used by the college to achieve its objectives in the adult market. The concept of marketing rests on the obvious fact that few adults will take advantage of appropriate learning opportunities if they do not perceive an appropriate value. The value of the learning opportunities afforded by various colleges and universities must be viewed by adult learners as equal to the expected output of their personal energy, time and money (Huddleston, 1983).

Those institutions that desire to pursue the adult learner market effectively must initially recognize and eventually deal with major tasks that affect the development of a strong adult learner program. These tasks should include (1) determining the scope of the college's current adult learner program; (2) researching the adult learning needs of the market to which the institution should address itself in the future; (3) studying the attitudes, financial requirements, characteristics, time and place requirements of new student groups; (4) discovering which adult learning needs are unmet by existing programs; and (5) recognizing the appropriateness and feasibility of responding to unmet needs (Huddleston, 1983). Those institutions that entertain the idea of the adult learner as a "market of the future" must recognize the

differences between traditional and non-traditional programs and be prepared to attract and serve the adult student.

Close examination of those institutions that have successfully incorporated the adult learner into their environment reveal they have carefully studied relevant demographic and psychographic data, program offerings, policies and procedures. After careful study, these institutions made changes that were necessary to fit with their institutional mission, purposes and goals (Huddleston, 1983). Commitment, research, and careful planning can result in a positive educational environment for the total learning community.

Due to the growing numbers of older adult students, there is a significant need for specialized knowledge regarding the characteristics of the older adult students. Research on these characteristics will provide the input needed to effectively aid adults in their undergraduate pursuits.

This research study provides insights into these concerns and suggests perspectives and implications for future higher education programs aimed at servicing these two student age groupings. Secondly, this study provides a research base to identify present perceptions of supportive services by the older adult student. By investigating these perceived needs, levels of satisfaction, and usage of supportive services by older and younger undergraduates, institutions can evaluate their present services and can evolve non-age biased orientation and study skills programs, financial aid services, health and counseling programs and other supportive services. This study provides clarification of who the older adult student is and what supportive

services and programs may best facilitate the undergraduate educational pursuits.

How to effectively serve diverse student populations is a major factor in higher education today and is predicted to be a continued concern for years to come (King, 1985). It cannot be assumed that present institutional arrangements and programs, however effective in the past, will continue to be satisfactory. It is known that non-traditional students require a broad range of educational services to assist them in life change situations and in finding new outlets for skills and interests. Institutions currently funded and organized to serve traditional students may find the old arrangement strained or simply inadequate to provide support to best serve the needs of the adult student population. Thus institutions must evaluate the most effective areas which serve non-traditional students. In the face of changing student profiles, colleges and universities must review and assess where change is needed in order to accomplish their missions.

Higher education is at risk, with the exception that it will never disappear. It is only the intensity and type of risk that will change, and hopefully lessen, through the years. This risk should be viewed controllable and not with alarm. It should be seen as an opportunity to show that higher education is the best enabling service for all people in a democratic society and that there is not a substitute service for helping people become full participants of that society (King, 1985). Through the proper performance of colleges and universities, personnel at these institutions must continually demonstrate that higher education is accessible and vital to all.

Purpose of the Study

The purpose of this study was to determine selected differences between the older adult population (25 and above in age) and the traditional younger population (18 to 24 years of age) who were enrolled in undergraduate credit programs at the College of Saint Teresa during the fall semester, 1987. The two groups were compared with respect to: a) demographic and personal background characteristics: age, sex, marital status, number of children, occupation, reason for completing an undergraduate degree, career choice and credit load and b) perceived need for, usage of and satisfaction with student personnel and academic support services. The research attempted to identify differences between these two groups and suggest general perspectives regarding present supportive services in relation to the older student subculture. A secondary purpose of this study was to assist college officials in identifying and developing programs and services needed by non-traditional students. Further, the results of this study created an awareness and insight into the present inadequacies of service and the need for specialized assistance to the older undergraduate.

Objectives

1. To generate baseline data on the demographic characteristics and non-academic needs of College of Saint Teresa traditional and non-traditional undergraduate students.
2. To determine if the nonacademic needs of non-traditional students differ from those of the traditional students attending the College of Saint Teresa.

3. To determine if the support services at the College of Saint Teresa are meeting the needs of traditional and non-traditional undergraduate students.

Research Questions

Based on these objectives, the following research questions were developed.

1. Are there significant differences in demographic characteristics of non-traditional and traditional students?
2. Is there a significant difference between the expressed needs of non-traditional undergraduate students and the expressed needs of traditional undergraduate students?
3. Is there a significant relationship between certain demographic characteristics and specific expressed needs of non-traditional and traditional undergraduate students?
4. Are the expressed needs of non-traditional and traditional undergraduate students presently being met by the support services at the College of Saint Teresa?
5. Is there a significant relationship between the age of the undergraduate students attending the College of Saint Teresa and the usage of support services available at that institution?
6. Which support services at the College of Saint Teresa are most frequently used by non-traditional and traditional undergraduate students?

Limitations of the Study

1. This study was conducted on a single campus of a private women's college in the upper midwest and therefore is not necessarily representative of student populations at other institutions.
2. The data gathered was volunteer and self report in nature.
3. The conclusions about the subjects are accurate only to the extent that the Support Services Survey (Kasworm, 1977) is a valid instrument for measuring subjects usage of, satisfaction with and perceived need for support services.

Definition of Terms

The terms used frequently in this study are defined as follows:

A traditional student is a student currently enrolled in undergraduate study who is between the ages of 18 and 24.

A nontraditional student is a student currently enrolled in undergraduate study who is 25 years of age or older.

Nontraditional student is synonymously interchanged with "adult learner", "adult student", and "lifelong learner", in the literature and in this paper.

A support service is a service pertaining to personal and professional assistance, available to students, such as: housing, financial aid, and career planning, etc.

A demographic characteristic is any distinguishing quality or trait of a person or group of people which is (are) related to one's age, such as: marriage status, number of children, employment history and personal needs, etc.

Needs Assessment will be defined as the process of identifying and evaluating the educational-related and preferences of subjects through assuring devices or instruments.

Chapter II

REVIEW OF LITERATURE

This section provides an overview of related research concerning the characteristics of the older student. Three areas of literature were reviewed. These areas included: academic performance of older students in undergraduate programs, the unique characteristics and impact of selected adults in undergraduate programs and support services for the older students needs and responses.

Academic Performance of Older Students in Undergraduate Programs

The academic performance of older students in undergraduate programs was considered in a survey conducted by the Educational Testing Service comparing college students 18 to 21 years old and 22 to 29 years old with students over 30 revealed that older students are less likely to experience academic problems. Only 1 in 6 students over 30 years old reported academic difficulty, compared with 1 in 3 in the 2 other groups. Further, older students have more defined goals than younger students, find their courses more satisfying and spend more time studying and preparing (Educational Testing Service, 1975).

According to Gross (1983, p.6), adult students as a group do well. "These students are risk-takers who are going to stop their lives for two years in order to prepare themselves at a difficult liberal arts institution for lives and careers of greater responsibility - and possibly greater satisfaction." Indeed, because adult learners are

self-selected and highly motivated, academically they tend to do as well as or better than their younger colleagues. Studies of grade performance show no significant difference between the performance of continuing education and regular students in the same graduate level courses. Further, the range of post graduation activity and accomplishment is reported by most institutions to be similar to that of undergraduates of traditional age (Gross, 1983).

Almost universally, the view is that adult participation has enhanced the quality of intellectual life. Older students bring with them a maturity and seriousness of purpose that not only work for their own benefit, but also provides a good model for younger students. Flaherty (1978,) states that educators will find a great sense of satisfaction from working with adults. "The adults interest is infectious; their motivation stimulating," (p. 377). "Assignments are completed on time; no need to prod these students." (Flaherty, 1978, p. 377).

According to Greenberg (1980) adult students often demand more of themselves than others would demand of them. The desire for high grades and the stimulation provided by intellectual rigor are important functions of the learning experience.

The traditional students' absence from an academic setting often creates deficiencies in those skills essential to successful competition in an educational institution (Hameister, Hickley, 1977). Only through the use of study and communication skills do the adult learners maintain equal ratings with traditional students. When contrasting the non-traditional and traditional students, Hameister and Hickley (1977)

also found that non-traditional students are influenced by informal education, often do not understand formal education, have relevant work experience, base their frame of reference on life experiences, and often cannot be judged accurately on their academic potential.

In contrast to the stereotype of adults as slow paced academic dabblers, a transcript study (Wisconsin Assessment Center, 1983) showed that adults who eventually graduated had carried surprisingly heavy credit loads, averaging close to a full time pace. Fewer pursued their degree by just taking one or two courses per semester and once enrolled, the adults usually did not "stop out" but proceeded directly to graduation.

Other findings in the study affected views about adult students. Test data showed that adult freshman performed much like their younger counterparts on many of the tests used in the Freshman Testing Program at the University of Wisconsin - Green Bay (Wisconsin Assessment Center, 1983). Performance in English, social sciences, and natural science was nearly identical to that of younger students. Academically, adult students performed as well as their younger counterparts, judging by grade point averages at graduation.

The Characteristics and Impact of

Selected Adults in Undergraduate Programs

Many attitudes, values and characteristics of older students have been researched in an attempt to understand their unique subcultural differences from the traditional 18-22 year old student grouping. One research area of great interest has been the factors which "trigger" the decision to enroll in college. A study done by the Wisconsin Assessment

Center (1983) revealed that many diverse events bring about an adults' return to education. Circumstances related to the individual's job and/or family accounted for a significant majority of the reasons given for returning to school. Becoming dissatisfied with one's job, seeing the children off to school, or having the funds available were some of the triggers most frequently noted.

Greenfeig and Goldberg (1984) found that adults often return to college because of some transitional stage in their personal or career life. Returning adults include those who (1) are newly separated or divorced and need to become more financially independent, (2) want or need a mid-life career change, (3) wish to reenter the job market - often women, and (4) have been laid off or have chosen to leave their jobs and return to college in order to upgrade skills and get a higher job level.

In a study done by Geisler and Thrush (1973) academic or intellectual reasons ("to complete a degree," "intellectual stimulation") were cited as the reason for return by 41%, while 23% gave their reasons in vocational terms ("job required degree," and "having a limited job"). Penn (1978) found that 55% of the adult students attending Oregon State University identified "self-improvement" (obtaining intellectual stimulation and growth) as the primary reason for attending college. In contrast, 25% indicated that they were attending college to improve or update specific skills in order to qualify occupational advancement.

According to Flaherty (1978), at one time, preparation for employment was the principle reason older students gave for pursuing

further study. Today, the reasons for the influx of older students are more varied. To many of the older, non-traditional students vocational objectives are not of primary importance. While there is certainly nothing wrong with education being practical and offering preparation for a job, officials at one university were surprised at the number of adult part-time students who were simply seeking a new interest in their lives. The attitude of these men and women was that money spent to widen their interests was money well spent. Many who attended classes on a part-time basis were well paid and quite satisfied with their positions. They had experienced success in the business world, and now wished to enjoy the sense of accomplishment which came from success in the academic world (Flaherty, 1978).

In addition to older students looking for education related to their work and students seeking personal satisfaction and fulfillment, there is another category of students consisting of adults who are interested in education connected with their civic responsibilities (Flaherty, 1978). Because many new developments are taking place in society today and so many new issues are arising adults who wish to contribute to a community must be informed.

In applying the assumptions of androgyny (Kasworm, 1978), adult learners in a collegiate environment are motivated to attend because they are seeking out learning experiences which they believe will fulfill their unique learning and living needs. As adults they define themselves largely by their experiences and therefore place a great investment and personal value in this learning goal (and also believe that their learning activity will support and extend their life values

and life priorities). As adults reach a developmental task level where they have a readiness to learn unhampered by academic or biological pressures, they utilize selected learning experiences as an increasing facet of personal growth or social growth goals (Kasworm, 1978).

Kasworm (1978) also noted that adults enter a collegiate environment because of an immediacy and urgency to respond to pressures they feel within their life for these specialized educational experiences.

Most students have unique concerns and worries regarding their re-entry into the academic environment. The absence from formal education can lead to several kinds of anxiety. Anxiety about whether they will be able to cope with university study is often a major concern. This was illustrated in a study of the experience of 400 mature students at Murdoch University (Mc Donald and Knights, 1982) where even near the end of their first year many of the students interviewed clearly remember their initial anxiety. Pitman (1979) states that the area of greatest anxiety among mature students is whether they have the necessary study skills.

Low self-confidence about the ability to succeed in academe reappears in a number of studies. Lance, Laurie and Mayo (1979) found in an examination of 583 returning students (over the age of 24 who had been out of school two years or more), that the fear of not being smart enough, the fear of failing, concern over the ability to study and learn and also the fear of a dulled memory were mentioned as some of the greatest hurdles.

Rawlins (1979) found that when returning to schooling, the over 30 learners were most concerned about their ages and their abilities to

relate to their younger colleagues including worries about rejection and communication. Other concerns of returning students, according to Rawlins (1979), were study habits, financial problems and changes in family life. A recurrent theme was the urgency older students felt to earn superior grades, thus fulfilling high self-expectations. These learners feared that, to earn high grades, they would have to work harder than when they were in school previously.

Research oriented to the older student and problems in the undergraduate environment tend to substantiate previously stated findings. One obvious problem with many adults is that they have other important commitments that are likely to detract from their ability to become involved in academic work (Astin, 1983). Such commitments would include spouse, children and work responsibilities. Geisler and Thrush (1975), found that almost half (48%) of the women participating in their study at the University of Wisconsin - Madison, reported financial situation was a problem. A high percentage of respondents reported problems with husbands' attitude and childcare. Time pressures (checked by 82% of the respondents) were most prevalent. Problems related to self-confidence (53%), role definition (46%) and sense of direction (42%) were also common.

Other studies of middle class, middle aged housewives have revealed that they experience role conflict, feelings of loneliness, goallessness, guilt, dependency and depression (Farmer and Bohn, 1970; Korman, 1967; Lopata, 1971). A real sense of isolation is common among married women, because many of them have had to terminate schooling, employment, friendships, contacts with men, political participation, and

other nonkin involvements. Penn (1978) found that non-traditional students, over one-third of those attending Oregon State University, experience difficulties associated with role adjustment, and academic, interpersonal and financial problems.

Two other important facts about adults are where they attend college and how they attend. Adults tend to be heavily centered in community colleges and in certain metropolitan four year public colleges (Astin, 1983). Adults account for the bulk of the very large part-time student population (Astin, 1983; Heinlein and Byers, 1981). Moreover, the fact that adults are usually commuters and less than full-time students further reduces their opportunities for involvement in the academic life of the campus. It should be noted that most adults are probably not in need of the same kind of socialization experience as are typical 18 or 19 year olds. Nevertheless, because of their part-time commuter status, many adults find difficulty in the experience of being a student, especially those who attend institutions with large residential populations (Astin, 1983).

Mature students however bring a multitude of life experience to the classroom. This experience is clearly one of their greatest advantages and, may also benefit other students. In some situations, however this experience may have a negative influence (Knights & Mc Donald, 1982). The specialized knowledge which students may have gained through work experience may be intimidating to other students, and even to some faculty members and may lead to those students being labeled an "expert" status actually inhibits their ability to explore alternative approaches of learning (Knights & Mc Donald, 1982; Bauer, 1981).

The attitude of faculty regarding older undergraduates remains an area of concern. Faculty often perceive adult students as inferior to the traditional students (Kimmel and Murphy, 1976). Another irritant to faculty is their perception that adult students do not declare a major, and are, therefore, not serious students. Both Austin (1976) and Rawlins (1979) refute this stereotype and report that both male and female adult students are committed to achieving both academic and career goals.

The motivations, psychological development, academic readiness and life/time commitments of older undergraduates are significantly different to their younger counterparts of 18 to 22 years of age, (Kasworm, 1977, 1978). In summary, this group has had a variety of experiences impacting on their perspectives of maturity; their sense of identity and responsibility for work, family, community; and their ability to function as financially independent adults, (Kasworm, 1980).

Support Services For the Older Student -

Needs and Responses

Higher education offers a number of organizational programs to both serve and guide students within the collegiate learning environment. In addition to the instruction unit of the university supportive services, known as student personnel and academic support services, provide students with orientation, adjustment and developmental resources and assistance. In recent years, these supportive services have been expanded to focus on the full range of social, psychological and cognitive aspects of a person in relation to their success in the student role (Kasworm, 1978). Although this broadened perspective has

considered the full spectrum of development for the young adult, universities and colleges have not readily adapted their supportive services to also encompass the unique needs and characteristics of the older student. The diversity of non-traditional students combined with their multiple commitments and off-campus focus has made this a different group to service. In fact, Glass and Harshberger (1974), had found that only one half of all institutions of higher education had designed any kind of specific response to older students. This may be in part an outcome of the lower rate at which non-traditional students utilize campus services (Alford, 1981). The literature recommends a four-pronged effort to address the needs of non-traditional students: services, programs, advocacy, and the academic delivery service (Hughes, 1984).

Hughes (1984) stated that "ideally, institutional response to non-traditional students both practically and logically should follow from non-traditional student needs. Unfortunately, in reality the response is characterized quite differently. Responses have generally been attempts to deal with immediate problems instead of a comprehensive total response. Nonetheless colleges and universities are committing energy and resources to modifying and creating programs to meet the needs of the rising numbers of non-traditional students" (p. 55). This is occurring in terms of services, programs, advocacy, and the academic delivery system.

Services range from those which are insignificant in cost and readily available to services and facilities which are high in cost and require lengthy start-up times. Institutions may, as suggested by

Jurand-Salter (1980) and Alford (1981) need to make existing services more available by changes or increasing hours or locations.

Conveniences and accessibility of services should be a high priority (Hall, 1980; Scott, 1980). This is exemplified by services such as

registration (Kegal, 1977), cafeteria, library and bookstore hours

(Mangano and Corrado, 1979). These and other key points extracted from

the literature regarding the service and support needs of

non-traditional students are summarized in the list that follows

(Hughes, 1984):

1. Need convenient and accessible services. (Hall, 1980; Scott, 1980).
2. Need to be thoroughly oriented (Brandenburg, 1974; Roach, 1976; Kegal, 1977; Rawlins, 1979; Lance, Laurie and Mayo, 1979; Rawlins, 1979; Rawlins and Davies, 1981; Greenfeig and Goldberg, 1984).
3. Need to receive accurate information through regular communication (Kegal, 1977; Cross, 1978; Rawlins, 1979; Jurand-Salter, 1980; Nayman and Patton, 1980; Heinlein and Byers, 1981; Greenfeig and Goldberg, 1984).
4. Need financial support (Brandenburg, 1974; Kegal, 1977; Rawlins, 1979; Jurand-Salter, 1980; Hooper and March, 1980; Holtzclaw, 1980; Heinlein and Byers 1981; Gross, 1983).
5. Need child care (Brandenburg, 1974; Ryan, 1979; Tittle and Kenkler, 1980; Hooper and March, 1980; Creange, 1980; Hall and Gleaves, 1981).

6. Need career counseling services (Brandenberg, 1974; Hultunen, 1978; Ryan, 1979; Lance, Laurie and Mayo, 1979; Scott, 1980; Heinlein and Byers, 1981; Baurer, 1981).
7. Need appropriate personal counseling (Rawlins, 1978; Simpkins, 1980; Greenfeig and Goldberg, 1984).

Orientation programs designed specifically for the non-traditional student are frequently mentioned in the literature (Kegal, 1977). The 583 responses to a questionnaire distributed by Lance, Laurie, and Mayo (1979) indicated highest demand for an appropriate campus orientation and specifically designed re-entry admissions counselor. Cohen (1980) stated that, "Ideally orientation for the adult learner should be a twice weekly program, throughout most, if not all, of the initial semester" (p. 26). Rawlins (1979) found that orientation sessions helped adults to feel secure and familiar with the university settings. Because these students consulted most with their spouses when considering a return to college, it would be sensible to include the spouses in orientation.

Jurand-Salter, (1980), Kegal (1977), and Hooper and March (1980), among others, have urged institutions to alter packaging policies of financial aid. A need base system that does not penalize student families with one wage earner and students attending on a part-time basis were recommended. Brandenburg (1974), suggests that student personnel workers in the area of financial assistance research special areas and arrangements for these students. Heinlein and Byers (1981) suggest a need for financial assistance aimed at this group, perhaps through specific scholarship funds, loans and workstudy programs. Gross

(1983) notes that the non-traditional student attending full-time especially may require assistance, since most of them give up jobs to become students and many are the sole support of their families.

The importance of child care services have also been widely affirmed (Brandenburg, 1974; Mangano and Corrado, 1979; Hooper and March, 1980). This is particularly so for single parents, who are generally women. Brandenburg (1974) noted that college sponsored or college supported day care facilities are very limited and suggests that student personnel workers should join in enlisting the college's commitment and action in developing appropriate child care for all in need.

Career and personal counseling and peer group support and counseling have also received considerable attention (Brandenburg, 1974; Ryan, 1979; Simpkins, 1980; Heinlein and Byers, 1981; Bauer, 1981). These services have played an important part in the education of non-traditional women. Scott (1980), in a review of research on returning women, concluded that group counseling, career decision making workshops and support groups can be helpful. Greenfeig and Goldberg (1984), found that interaction with other returning students is helpful to the non-traditional student. The importance of individual counseling, and a returning students organization were pointed out. Rawlins (1979), found that the provision of opportunities for adult students to meet with other non-traditional learners was a top priority among adult students. Richmond (1981), in a survey of 767 non-traditional women students found that only one-third had ever received counseling. Similarly, Alford (1981), concluded after

surveying 343 older students that at the University of Houston, "more can be done with curriculum and advisement and counseling to accommodate the job-related goals that were related as so important by adult students, to help them clarify career goals and acquire job skills" (p. 129). Special efforts to help adult students be aware of the traditional counseling services, including personal, academic and vocational counseling would be very helpful.

Other relevant services range from overnight on-campus accommodations (Rawlins and Davies, 1981) to special meal plans and from small study lounges to Adult Student Resource Centers (Shuster and Berner, 1981). The promotion of these services and the effective communication of information regarding academic requirements and programmatic opportunities is, perhaps, the most essential service. Hughes (1984) suggests that access to existing services is a key element of the response to non-traditional students. This necessitates bridging the information gap and ensuring the relevance of these services to the older student. For example, in a study of 700 full and part-time undergraduate students over the age of 25 at the University of New Brunswick (Heinlein and Byers, 1981) forty percent were not aware that they had an academic advisor and more than half were not aware of available student services. Kegal (1977) recommends a newsletter directed toward older students; Nayman and Patton (1980), in examining successful media campaigns, suggest that pull out supplements to the school newspaper describing services, programs, and curriculums, special sections in the college catalog, and computer-prepared mailings to the non-traditional student population have been quite effective.

The programmatic response specifically aimed at non-traditional students often begins in the campus womens center (Mawson, 1979; Lordi, 1980). Programs range from brown bag lunches to family-oriented movies and from weekend intramurals to a seminar on note-taking or assertiveness. Yet, developing programs for non-traditional students remains a special challenge because of the diversity of the needs this group represents (Pitman, 1977).

There are many examples of needs assessments in the literature that have sought to clarify the programmatic needs of non-traditional students. The literature, according to Hughes (1984) has four consistent themes in this area:

- 1) Programs directed toward improvement of academic "survival" skills such as study skills and test taking (Lance, Laurie, and Mayo, 1979; Rawlins, 1979; Mangano, Corrado, and Frank, 1979; Smallwood, 1980; Hooper and March, 1980; Reihling, 1980; Simpkins, 1980)
- 2) Programs designed to improve skills of a more personal nature such as time management or assertion training (Lance, Laurie, and Mayo, 1979; Holtzcrow, 1979; Roehl, 1980; Jurand-Salter, 1980; Lam, 1981; Mangano, Corrado and Frank, 1979; Scott, 1980; Roach, 1976; Ryan, 1979; Hooper and March, 1980; Rawlins, 1979)
- 3) Programs related to career exploration or development such as resume writing (Rawlins, 1979; Brandenburg, 1974; Greenfeig and Goldberg, 1984; Lance, Laurie and Mayo, 1979); and
- 4) Programs of social nature (Rawlins, 1979; Brandenburg, 1974; Greenfeig and Goldberg, 1984; Heinlein and Byers, 1981).

A necessary complement to services and programming according to Hughes (1984), has been advocacy. In order to develop consistent and comprehensive response to non-traditional students, the non-traditional student perspective must be represented at all levels of institutional planning (Kegal, 1977). The needs of the returning adult must be considered in new construction, in scheduling classes, in evaluating academics, lounge and recreational space, and in decisions regarding parking, among others. Kegal (1977) refers to the fact that counselors and faculty need to be aware of the special needs of the non-traditional student. One primary function of the non-traditional student organizations is to aware the campus of their presence, problems and issues on campus. Hooper and March (1980) talk of the importance of intra-campus publicity to increase understanding of the personal conditions of the older student on campus. A total campus effort is a necessity in responding to the needs of adults enrolled in undergraduate study.

A last area of response is through the academic delivery system. "If colleges take adult students seriously," Weathersly and Tarule (1980) state, "they will design more flexibility into course structures and teaching methods as well as into meeting times and places and support services" (p. 45). The literature recommends a myriad of possible responses including the expansion of the external degree programs (Hooper and March, 1980), a continued emphasis on part-time programs (Flaherty, 1978), and the addition of short courses one-unit modules focusing on different areas of problem-solving and life skills (Holt, 1979). Giving credit for life-experience was recommended

strongly by Mangano, Corrado and Frank ((1979), Knights (1982), and Jurand-Salter (1980). Since mature students are often disadvantaged by outside demands, Knights (1982), suggests that options which allow them some flexibility in the organization of their academic work would be advantageous. Different forms of assessment may be helpful to different students and also alternate course designs such as independent study.

Kegal (1977), Mangano, Corrado, and Frank (1979), Ryan (1979), and Holtzclaw (1980), among others, urge maximum range and flexibility in the scheduling of courses. Evening classes are imperative for any institution that aspires to retain adult students. Access must be from to academic support services to faculty advising.

According to Hughes (1984) the most subtle response to non-traditional students from within the academic delivery system is the adaptation of teaching methods by individual faculty members. The importance of practical learning experiences, with a problem solving focus.

Chapter III

RESEARCH DESIGN AND METHODOLOGY

In the face of nearly certain declining enrollments in higher education, especially among four year institutions and universities, it has become easy to claim that enrollment decreases can be alleviated or even reversed by greater institutional postsecondary education. By paying greater attention to education which meets the leisure and professional needs of adults, institutions of higher education will be able to achieve fiscal stability and retain their full complement of faculty (Munger and Priest, 1979).

The attainment of such goals, however, will not occur accidentally, nor will institutions attempting to increase their involvement in non-traditional education be able to do so without significant preparation.

This study obtained basic data needed to conduct meaningful planning in this area. This study surveyed both younger and older students at the College of Saint Teresa, Fall 1989, regarding their perceived need for, satisfaction with and usage of supportive services. Because supportive services are a significant element in students' success in higher education, these research findings would pinpoint services which are presently inadequate or which should be created for the older student population. This research provided insights into the present utilization and satisfaction in support services and the need for potential development of new programs and services to effectively

assist the older student. These findings also helped establish the knowledge base for potential directions and future scope of higher educational planning in relation to the older student.

Hypothesis

The hypotheses of this study include:

1. There will be no significant differences between younger and older students with regard to:
 - a. perceptions of need for the student personnel and academic support services,
 - b. present usage of student personnel and academic support services,
 - c. level of satisfaction with student personnel and academic support services.
2. There will be no significant differences among the three age groupings of older students (25 to 29 years, 30 to 39 years and 40 and above in years) with regard to the following:
 - a. perceptions of need for the student personnel and academic support services,
 - b. present usage of student personnel and academic support services,
 - c. level of satisfaction with student personnel and academic support services.

Subjects

The subjects consisted of the entire population of students enrolled at the College of Saint Teresa during the fall semester of the

1987-88 academic year. Three hundred seventy six surveys were mailed to students.

Administration

The administration of the survey followed the process proposed for mail surveys outlined by Dilman (1978). The initial mailing consisted of a cover letter explaining the research and a copy of the instrument. One week after the original mailing, a postcard reminder was sent to those participants who had not yet responded. The third follow-up letter and survey was sent to those students who had not yet responded. A final response of 80% was achieved.

Research Instrument

The Supportive Services Survey for perceptions of need, present usage and level of satisfaction of student personnel and academic support services was developed by Dr. Carol Kasworm (1976), (See appendix B for a sample survey). The specific items on the survey were generated to represent: 1) the present major areas of services offered by student personnel and academic support division in undergraduate institutions; 2) needs, interests and concerns noted by older adult students in previously cited literature; and 3) potential supportive services suggested by older adult students.

Data Analysis

The scored answers for the Supportive Services Survey were recorded on computer using the Lotus 123 program for computerized data processing. The data from the research study were evaluated utilizing Chi Square test statistical procedures to examine the association between younger and older students and their usage, level of

satisfaction and level of need for supportive services. All hypotheses were tested at the .05 level of significance.

Chapter IV

RESULTS

The purpose of this study was to determine selected differences between the older undergraduate student population (25 and above in age) and the younger undergraduate student population (17 to 24 years of age) enrolled at the College of Saint Teresa. These two groups were compared with respect to the usage of, satisfaction with and perceived need for student personnel and academic support services. Findings of this research are presented in this chapter.

Characteristics of the Respondents

Class Standing

All students at the College of Saint Teresa were asked to participate in the study. Of those that responded, the younger student (17-24 years of age) represented 70 percent of the participants in the survey. The older, non-traditional student population represented 30 percent of the respondents and were grouped by ages. These age groups consisted of 25-29 years, 30-39 years, and 40 years above in age. There was a significant percentage of older student representation in the Junior class and "other" class standings. Approximately twenty-eight percent of the older, non-traditional students reported their academic standing as junior status, with an additional thirty-four percent noting an "other" student status category (working on a baccalaureate degree). A breakdown of these figures are presented in Table 1.

TABLE 1

Selected Demographic Characteristics of Younger and Older
Undergraduates at the College of Saint Teresa, Fall 1987

| | <u>YOUNGER STUDENTS</u> | | <u>OLDER STUDENTS</u> | |
|---|-------------------------|---------|-----------------------|---------|
| | Numbers | Percent | Numbers | Percent |
| <u>Marital Status</u> | | | | |
| Single | 199 | 95.2 | 18 | 20 |
| Married | 8 | 3.8 | 59 | 65.2 |
| Divorced | 1 | 0.5 | 12 | 13.3 |
| Separated | 0 | 0 | 0 | 0 |
| Widowed | 0 | 0 | 0 | 0 |
| No Response | 1 | 0.5 | 1 | 1.1 |
| <u>Sex</u> | | | | |
| Female | 205 | 98.1 | 14 | 15.6 |
| Male | 4 | 1.9 | 72 | 80 |
| No Response | 0 | 0 | 4 | 4.4 |
| <u>Present Class Standing</u> | | | | |
| Freshman | 35 | 16.7 | 4 | 4.4 |
| Sophomore | 53 | 25.4 | 12 | 13.3 |
| Junior | 51 | 24.4 | 25 | 27.8 |
| Senior | 58 | 27.8 | 10 | 11.1 |
| Other | 11 | 5.3 | 31 | 34.4 |
| No Response | 1 | .5 | 8 | 8.9 |
| <u>Course Hours Registered for Fall Semester, 1987</u> | | | | |
| 0- 5 Credit Hours | 16 | 7.7 | 31 | 34.4 |
| 6-10 Credit Hours | 10 | 4.8 | 30 | 33.3 |
| 11-15 Credit Hours | 36 | 17.2 | 11 | 12.2 |
| 16+ Credit Hours | 147 | 70.3 | 13 | 14.4 |
| No Response | 0 | 0 | 5 | 5.6 |
| <u>Intervals of Years Break Between Entry into College and Entry into the College of Saint Teresa</u> | | | | |
| 0- 1 year | 186 | 89 | 31 | 34.4 |
| 1- 5 years | 19 | 9.1 | 6 | 6.7 |
| 6-10 years | 4 | 1.9 | 16 | 17.8 |
| 11-15 years | 0 | 0 | 16 | 17.8 |
| 16-20 years | 0 | 0 | 13 | 14.4 |
| 21-25 years | 0 | 0 | 4 | 4.4 |
| 26-30 years | 0 | 0 | 4 | 4.4 |
| No Response | 0 | 0 | 0 | 0 |

TABLE 1 (continued)

Selected Demographic Characteristics of Younger and Older
Undergraduates at the College of Saint Teresa, Fall 1987

| | <u>YOUNGER STUDENTS</u> | | <u>OLDER STUDENTS</u> | |
|---------------------------------------|-------------------------|---------|-----------------------|---------|
| | Numbers | Percent | Numbers | Percent |
| <u>Number Employed</u> | | | | |
| Part-time | 107 | 51.2 | 40 | 44.4 |
| Full-time | 7 | 3.3 | 26 | 28.9 |
| No Response | 95 | 45.5 | 24 | 26.7 |
| <u>Preference for Class Format</u> | | | | |
| Traditional Lecture | 47 | 22.5 | 27 | 30 |
| Small Group | 95 | 45.5 | 20 | 22.2 |
| Independent Study | 10 | 4.8 | 13 | 14.4 |
| Laboratory or Shop | 17 | 8.1 | 6 | 6.7 |
| Private Tutor | 2 | 1.0 | 2 | 2.2 |
| Correspondence Course | 1 | .5 | 0 | 0 |
| Other | 12 | 5.7 | 4 | 4.4 |
| No Preference | 22 | 10.5 | 14 | 15.6 |
| No Response | 3 | 1.4 | 4 | 4.4 |
| <u>Preference for Class Type</u> | | | | |
| Morning | 144 | 68.9 | 41 | 45.6 |
| Over Noon | 1 | .5 | 2 | 2.2 |
| Afternoon | 28 | 13.4 | 8 | 8.9 |
| Evening | 2 | 1.0 | 19 | 21.0 |
| Weekend | 1 | .5 | 0 | 0 |
| No Preference | 30 | 14.4 | 15 | 16.7 |
| No Response | 3 | 1.4 | 5 | 5.6 |
| <u>Preference for Class Frequency</u> | | | | |
| Once weekly | 3 | 1.4 | 43 | 47.8 |
| Twice weekly | 57 | 27.3 | 14 | 15.6 |
| 3-4 times weekly | 124 | 59.3 | 20 | 22.2 |
| 5 or more times weekly | 0 | 0 | 3 | 3.3 |
| Other | 9 | 4.3 | 1 | 1.1 |
| No Preference | 11 | 5.3 | 7 | 7.8 |
| No Response | 5 | 2.4 | 2 | 2.2 |

Registered Course Hours

Participants of the study reported their registered course hours for the Fall Semester, 1987. Approximately seventy percent of the younger students were registered for 16 or more course credit hours. Older students displayed greater variations in their participation. Thirty four percent of the older students were registered for 5 credit hours or less, 33.3 percent were registered for 6 to 10 credit hours, 12.2 percent noted 11 to 15 course hours and 14.4 percent were registered for 16 or more hours of academic credit (Table 1).

Interval of Years Between Entry Into College and Entry Into the College of Saint Teresa

Students were requested to note the year of entry into college and the year of entry into the College of Saint Teresa. With this date, the year of entry into the College of Saint Teresa was subtracted from the year of original entry into college to compute the interval of years between the two admissions dates. For younger students, any break of years between entry into college and entry into the College of Saint Teresa was infrequent. Eleven percent of the younger students noted different entry dates. Of the 90 older students, 34 percent had 1 year or no difference between their entry dates, while 6.7 percent noted an interval of 1-5 years. Fifty percent of the older students had differential interval dates between 6 and 20 years and 8.8 percent recorded 21-30 years between their entry dates (Table 1).

Number Employed

Participants were requested to note the amount of time spent at a job outside of college. Approximately 54 percent of the younger

students recorded that they were employed; 51.2 percent working part time and 33 percent working full time. Seventy three percent of the older students noted that they were employed; 44.4 percent were working part time, while 28.0 percent were working full time (Table 1).

Reasons for Attending College

Participants were asked to rank their three main reasons for attending college. For both younger and older students their top three choices included: 1) Prepare for a career; 2) Desire to improve self; and 3) Interest in intellectual growth. The younger students noted that "Preparing for a career" was the top reason for attending college. The older student chose the response of "Desire to improve self" as their main reason for seeking a college degree. There were considerable variations between the older and younger student responses including: 1) Gain a promotion; 2) Family expectations; and 3) Other reasons (Table 2).

Other Services and Assistance

Students were asked to suggest services and assistance that should be provided by the College of Saint Teresa to meet their personal needs. Frequent comments by the younger students included: 1) Better exercise/physical fitness facilities with awareness of their facilities; 2) More social activities/awareness of these activities; 3) Job placement services and counseling; and 4) Off campus housing (Appendix D, Table 1a). The older students most frequent comments/suggestions included: 1) Needs well met; 2) Non-traditional student orientation and group activities; 3) Commuter lounge for commuters only and 4) Child care information (Appendix D, Table 1b).

TABLE 2

Reasons for Attending College Noted by Younger and Older Students
at the College of Saint Teresa, Fall, 1987

| YOUNGER STUDENTS | | | OLDER STUDENTS | | |
|--|----------------------|----------------------------------|--|----------------------|----------------------------------|
| Response Ranking | Total Weighted Score | Number of Responses ^a | Response Ranking | Total Weighted Score | Number of Responses ^b |
| Prepare for a career | 493 | 186 | Desire to improve myself | 92 | 45 |
| Desire to improve myself | 161 | 87 | Interest in intellectual growth | 85 | 43 |
| Interest in intellectual growth | 152 | 83 | Prepare for a career | 82 | 32 |
| Gain personal satisfaction | 117 | 67 | Gain personal satisfaction | 72 | 35 |
| Get a better paying job | 116 | 65 | Get a better paying job | 54 | 28 |
| Gain satisfaction in having a college degree | 68 | 41 | Offer opportunity to change my life | 50 | 24 |
| Offer opportunity to change my life | 58 | 36 | Other reasons | 27 | 13 |
| Family expect me to attend college | 28 | 20 | Gain satisfaction in having a college degree | 26 | 17 |
| No Response | 18 | 9 | Gain a promotion | 21 | 13 |
| No other alternatives to pursue | 15 | 15 | No response | 18 | 13 |
| or social or recreational reasons | 13 | 10 | For social or recreational reasons | 7 | 3 |
| Other reasons | 11 | 5 | Family expect me to attend college | 5 | 3 |
| Gain a promotion | 4 | 3 | No other alternatives to pursue | 1 | 1 |

Note: Total Weighted Score is the additive score of first choice reasons (3 points, second choice reasons (2 points), and third choice reasons (1 point) listed by participants.

Differences Between Younger and Older Students

Hypothesis One of this study stated that there will be no significant difference between younger and older students with regard to their need for, usage of and level of satisfaction with the services listed Supportive Services Survey.

Supportive Services Survey

A chi square value was used to examine the association between the younger and older students in regard to their usage of, satisfaction with and need for student personnel and academic support services. In reviewing the response to these three areas of the Supportive Services Survey, significant associations between age groupings of students and the usage of the campus orientation program, financial aids, campus housing, physical health service, job placement services, personal counseling, union activities, religious activities, religious center/programs, academic advisement and tutoring services (Table 3).

There was no significant association between younger and older students with respect to their usage of career/vocational counseling, study skills programs, remedial courses and child care services. The chi square value reveals the significance of these associations (Table 3).

The Supportive Services Survey also examined the younger and older students level of satisfaction of the 14 services listed on the survey. Chi square values showed a significant association between the younger and older students in only the campus orientation program and financial aids. There was no significant association between the younger and older students in respect to the level of satisfaction of campus

TABLE 3

Chi Square Values for Younger and Older Students
With Regard To Usage of Supportive Services

| PERCENTAGE OF STUDENTS WHO NOTED USAGE | | | | |
|---|---------|-------|----------|------|
| Services | Younger | Older | χ^2 | df |
| Orientation Program | 70.8 | 20 | 10.7306 | .01 |
| Financial Aids | 77.5 | 3.1 | 70.7091 | .001 |
| Housing | 69.4 | 4.4 | 34.9667 | .001 |
| Physical Health Services | 67 | 12.2 | 25.8975 | .001 |
| Job Placement Services | 15.3 | 4.4 | 4.0832 | .05 |
| Personal Counseling | 33 | 6.7 | 6.8821 | .01 |
| Career/Vocational Counseling | 19.6 | 7.8 | 3.4679 | - |
| Union Activities | 76.1 | 20 | 22.7394 | .001 |
| Religious Centers/Programs | 51.2 | 12.2 | 18.9256 | .001 |
| Academic Advisement | 83.3 | 36.7 | 11.5192 | .001 |
| Study Skills Programs | 40.2 | 7.8 | 2.2545 | - |
| Academic Support Center/ Tutoring Services | 36.8 | 15.6 | 5.4949 | .02 |
| Remedial Courses (English/Math) | 22 | 2.2 | .5830 | - |
| Child Care | 1 | 2.2 | .7661 | - |

Note: Population size for younger students = 209
Population size for older students = 90

housing, physical health services, job placement, personal counseling, career/vocational counseling, union activities, religious centers/programs, academic advisement, study skills, tutoring services, remedial courses and child care services.

Due to the limited significant associations between age groupings when examining the total population, this level of satisfaction analysis was more closely examined with regard to only the users of the services. Table 4 shows that no significant associations were found.

Table C.1 displays a breakdown of responses in regard to the level of satisfaction with each supportive service. This table (Appendix C), shows a percentage for each level of satisfaction and notes the differences between younger and older students.

The perceived level of need for each supportive service was also studied as noted in Table 5, the chi square values support a significant association between younger and older students with respect to their perceived need for the campus orientation program, financial aids, campus housing, physical health service, job placement, personal counseling, union activities, religious centers/programs academic advisement, study skills program, and tutoring services. There was no significant association found for career/vocational counseling, remedial courses and child care service. Table 2 in Appendix C shows the percentage of responses to all levels of need for the supportive services by all younger and older students.

Differences Within the Older Student Group

As part of the research study, potential differences between the three age groupings of the older student (26-29 years, 30-39 years and

TABLE 4

Chi Square Values for Levels of Satisfaction of Supportive Services
by Younger and Older Students (Users Only)

| Services | χ^2 | df |
|---|----------|----|
| Orientation Program | .0005 | - |
| Financial Aid | .0222 | - |
| Campus Housing | .1390 | - |
| Physical Health Service | .0720 | - |
| Job Placement | .0205 | - |
| Personal Counseling | .0753 | - |
| Career/Vocational Counseling | .0064 | - |
| Union Activities | .0000 | - |
| Religious Centers/Programs | .0169 | - |
| Academic Advisement | .0267 | - |
| Study Skills Program | .1642 | - |
| Academic Support Center/ Tutoring Services | .0026 | - |
| Remedial Courses (English/Math) | .0183 | - |
| Child Care | .0521 | - |

TABLE 5

Chi Square Values for Younger and Older Students
with Regard to Level of Need of Supportive Services

| Services | χ^2 | df |
|---|----------|------|
| Orientation Program | 30.2415 | .001 |
| Financial Aid | 12.3007 | .001 |
| Campus Housing | 38.4189 | .001 |
| Physical Health Service | 29.2109 | .001 |
| Job Placement | 4.7174 | .05 |
| Personal Counseling | 7.4794 | .01 |
| Career/Vocational Counseling | 3.2545 | - |
| Union Activities | 4.8751 | .05 |
| Religious Centers/Programs | 12.0107 | .001 |
| Academic Advisement | 15.0119 | .001 |
| Study Skills Program | 3.9078 | .05 |
| Academic Support Center/ Tutoring Services | 9.0917 | .01 |
| Remedial Courses (English/Math) | .8454 | - |
| Child Care | 1.1715 | - |

40 years and above) were examined. Hypothesis 2, stated that there were no significant differences among these three age groupings with regard to their perception of need for, usage of and level of satisfaction with student personnel and academic support services.

Chi Square was used to examine the association between the three age groupings with regard to their perceived need for, usage of, and satisfaction with the supportive services. Due to the small number of students aged 40 and above, this age group was combined with the older students aged 30 to 39, therefore the association between 2 groups rather than three was examined.

No significant associations were found in the three areas of the supportive services for these two age groups.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

From prior research, as indicated in the review of literature, there has been a limited amount of research done regarding adult learner characteristics, and related non-academic needs. Further, there have been few studies researching the role of post secondary institutions in offering supportive services for the non-traditional student.

The intention of this research study was to obtain information regarding the adult learner's perceived need for, usage of, and satisfaction with college supportive services.

The demographic characteristics of younger and older students included many differences. Younger students were equally represented in the four class standings. There was a significant percentage of older student representation in the "Junior" and "Other" class standings. ("Other" student status was defined as: working on a baccalaureate degree).

Seventy percent of the younger students were registered for 16 or more credits while the older students displayed greater variation in their participation.

Differences between younger and older undergraduates existed with regard to the numbers of years between entry into college and entry into the College of Saint Teresa (revealing the interval of years between admission dates and any interruptions in college attendance). Fifty

percent of the older student groups recorded differential interval dates between 6 and 20 years.

Similarities appeared between younger and older students with regard to their reasons for attending college. For both younger and older undergraduates their top choices included: 1) Prepare for a career; 2) Desire to improve myself; and 3) Interest in intellectual growth.

Younger and older students displayed distinct differences with regard to their usage of, level of satisfaction and perceived need for student personnel and academic support services. When evaluating the usage of their services, differences between older and younger students appeared in the campus orientation program, financial aids, campus housing, physical health service, job placement services, personal counseling, union activities, religious center/programs, academic advisement and tutoring services. When evaluating levels of satisfaction of the users only, no significant associations appeared.

Older students did not report significantly higher usage, satisfaction with or need for any of the supportive services. No significant associations were found when comparing younger and older students satisfaction with campus housing, physical health services, job placement, personal counseling, career/vocational counseling, union activities, religious centers/programs, academic advisement, study skills programs, tutoring services, remedial courses and child care services.

When examining the percentage of responses with regard to the usage of supportive services by older students, 20 percent utilized the

orientation program and union activities, 36 percent utilized the academic advising and 15.6 percent used the academic support center. The usage of all other services by older students was less than 13 percent, averaging 6.3 percent. With exception of child care, the younger students usage of service ranged from 19.6 percent to 83.3 percent.

There were no significant associations between the 26 to 29 year old age group and 30 and above age group with regard to their usage of, satisfaction with, and perceived need for the supportive services.

CONCLUSIONS

Considering the current enrollment problems at the College of Saint Teresa, this study offers various perspectives regarding the older undergraduate and that individual's relationship to the college environment. These findings clarify various demographic characteristics of the older student and their usage of, satisfaction with and perceived need for student personnel and academic support services offered by the college.

Based on the results of this study, Hypothesis One was rejected because significant differences were found in two of the three components of the statement. Based on the results of this study, Hypothesis Two was retained because no significant differences were found in the three components of the statement.

1. There were no significant differences between younger and older student with regard to:
 - a. perceptions of need for the student personnel and academic support services. REJECTED

- b. present usage of student personnel and academic support services, REJECTED
 - c. level of satisfaction with student personnel and academic support. RETAINED
2. There were no significant differences among the three age groupings of older students (25 to 29 years, 30 to 39 years and 40 and above in years) with regard to the following:
 - a. perceptions of need for the student personnel and academic support services, RETAINED
 - b. present usage of student personnel and academic support services, RETAINED
 - c. level of satisfaction with student personnel and academic support services. RETAINED

RECOMMENDATIONS

Recommendation for Further Research

This research study examined the total undergraduate population at the College of Saint Teresa. To strengthen this data bases future research should:

- 1) Examine students from more than one college campus, or possibly different types of college campuses.
- 2) Include equal numbers of participants represented in both the older and younger student groups.
- 3) Include the older graduate student in comparison with the older undergraduate student with regard to their need and special characteristics.

- 4) Future research should focus on a theoretical model of supportive services and structures of academic programs in relation to the human developmental stages.

Recommendations for The College of Saint Teresa

The increase of adult students on the college campus is no longer of discussion, but a reality. Many institutions are experiencing enrollment declines among traditional age students and are seeking older adult students in an attempt to keep a level enrollment.

To better attract and serve the increasing number of older students on campus, college officials may need to instill changes. This group of non-traditional students have needs that differ from the traditional aged student. They want supportive services such as academic advisement, financial aid, extended hours, flexible scheduling, activities, orientation, which all address the needs and life patterns of the older students.

As colleges reach further into the nontraditional sphere to recruit students in an effort to keep enrollment from declining, these types of services, tailored to meet the needs of the adult learner, need to become more commonplace on the campus.

As college administrators and faculty gain a new perspective of undergraduate education interrelated with the total student population, the accommodation of older students into the collegiate environment will become less difficult. This new perspective should incorporate four elements (Kasworm, 1980): 1) Provide for variable opportunities and options within academic programs and supportive services. It would offer access and flexibility to educate and serve all students, in

particular the evening and part-time older student. 2) Older students need a focus, an identity base on the college campus. During this transaction process, older students will continue to face many procedural and psychological barriers because of their age and circumstance. Providing a service unit, a structured opportunity to form a peer support group, or, minimally, a meeting area, would be of invaluable assistance for older students. 3) Attitudes of both college faculty/administration and younger students may need to be changed. There should be a belief in the value of a college education for a person of any age, that older students are valuable participants in the impact of undergraduate education, that older students can be a valuable teaching resource, and further, that older students should have equal access and ability to utilize all facets of an undergraduate collegiate experience. Lastly, present services can best be changed with staff awareness and sensitivity to the differences between younger and older students. 4) Differential usage of supportive services points to a serious problem in the organization and administration of these services. As the collegiate population becomes more diversified and displays greater part-time participation, college and universities will need to evolve a new financial assessment procedure for financing supportive services.

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Appendices

Appendix A
National Figures on Undergraduate Enrollment
and Population by Age Groups

Appendix Table A.1

Age Distribution of College Students
14 Years Old and Over: 1972 to 1983

| | 1983 | 1982 | 1981 ¹ | 1981 ² | 1980 | 1979 | 1978 | 1977 | 1976 | 1975 | 1974 | 1973 | 1972 |
|--|--------|--------|-------------------|-------------------|--------|--------|--------|--------|--------|--------|-------|-------|-------|
| (Numbers in thousands. Civilian noninstitutional population) | | | | | | | | | | | | | |
| TOTAL | 12,320 | 12,308 | 12,127 | 11,814 | 11,387 | 11,380 | 11,141 | 11,546 | 11,139 | 10,880 | 9,852 | 8,966 | 9,096 |
| 14 to 17 years | 260 | 254 | 232 | 226 | 249 | 311 | 274 | 274 | 281 | 293 | 309 | 295 | 295 |
| 18 and 19 years | 2,940 | 2,929 | 3,044 | 3,024 | 2,933 | 2,844 | 2,899 | 2,913 | 2,937 | 2,943 | 2,597 | 2,517 | 2,680 |
| 20 and 21 years | 2,495 | 2,689 | 2,545 | 2,484 | 2,423 | 2,353 | 2,298 | 2,430 | 2,398 | 2,313 | 2,192 | 2,073 | 2,166 |
| 22 to 24 years | 2,042 | 2,060 | 1,986 | 1,897 | 1,870 | 1,794 | 1,798 | 1,799 | 1,846 | 1,679 | 1,527 | 1,465 | 1,461 |
| 25 to 29 years | 1,921 | 1,859 | 1,717 | 1,627 | 1,641 | 1,679 | 1,619 | 1,809 | 1,686 | 1,616 | 1,482 | 1,278 | 1,229 |
| 30 to 34 years | 1,167 | 1,129 | 1,211 | 1,179 | 1,062 | 996 | 950 | 992 | 803 | 853 | 720 | 551 | 531 |
| 35 years and over | 1,495 | 1,389 | 1,393 | 1,377 | 1,207 | 1,402 | 1,303 | 1,329 | 1,189 | 1,183 | 1,025 | 787 | 783 |
| PERCENT DISTRIBUTION | | | | | | | | | | | | | |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 14 to 17 years | 2.1 | 2.1 | 1.9 | 1.9 | 2.2 | 2.7 | 2.5 | 2.4 | 2.5 | 2.7 | 3.1 | 3.3 | 3.2 |
| 18 and 18 years | 23.9 | 23.8 | 25.1 | 25.6 | 25.8 | 25.0 | 26.0 | 25.2 | 26.4 | 27.0 | 26.4 | 28.1 | 29.5 |
| 20 and 21 years | 20.3 | 21.8 | 21.0 | 21.0 | 21.3 | 20.7 | 20.6 | 21.0 | 21.5 | 21.3 | 22.2 | 23.1 | 23.3 |
| 22 to 24 years | 16.6 | 16.7 | 16.4 | 16.1 | 16.4 | 15.8 | 16.1 | 15.6 | 16.6 | 15.4 | 15.5 | 16.3 | 16.1 |
| 25 to 29 years | 15.6 | 15.1 | 14.2 | 13.8 | 14.4 | 14.8 | 14.5 | 15.7 | 14.1 | 14.9 | 15.0 | 14.3 | 13.5 |
| 30 to 34 years | 9.5 | 9.2 | 10.0 | 10.0 | 9.3 | 8.8 | 8.5 | 8.6 | 7.2 | 7.8 | 7.3 | 6.1 | 5.8 |
| 35 years and over | 12.1 | 11.3 | 11.5 | 11.7 | 10.6 | 12.3 | 11.7 | 11.5 | 10.7 | 10.8 | 10.4 | 8.8 | 8.6 |

Note: From "Population Characteristics: Social and Economic Characteristics of Students: October, 1974", by the U.S. Bureau of the Census, Current Population Reports (Series P-20, No. 286), Washington, D.C.: U.S. Government Printing Office, October, 1974, Table A-2, P. 64.

APPENDIX TABLE A.2

U.S. POPULATION BY AGE GROUPS: 1950 to 2080

| U.S. Population ^a (In thousands) | | | | | | | | | | | |
|---|---------|---------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| Year | Total | Age | | | | | | | | | |
| | | Under 5 | 5-13 | 14-17 | 18-24 | 25-34 | 35-44 | 45-64 | 65+ | 85+ | 100+ |
| 1950 | 152,271 | 16,410 | 22,424 | 8,444 | 16,075 | 24,036 | 21,637 | 30,849 | 12,397 | 590 | (NA) |
| 1955 | 165,931 | 18,566 | 27,925 | 9,248 | 14,968 | 24,283 | 22,912 | 33,507 | 14,527 | 776 | (NA) |
| 1960 | 180,671 | 20,341 | 32,965 | 11,219 | 16,128 | 22,919 | 24,221 | 36,203 | 16,675 | 940 | (NA) |
| 1965 | 194,303 | 19,824 | 35,754 | 14,153 | 20,293 | 22,465 | 24,447 | 38,916 | 18,451 | 1,082 | (NA) |
| 1970 | 205,052 | 17,166 | 36,672 | 15,924 | 24,712 | 25,323 | 23,150 | 41,999 | 20,107 | 1,430 | (NA) |
| 1975 | 215,973 | 16,121 | 33,919 | 17,128 | 38,005 | 31,471 | 22,831 | 43,801 | 22,696 | 1,821 | (NA) |
| 1980 | 227,704 | 16,457 | 31,080 | 16,139 | 30,347 | 37,593 | 25,881 | 44,493 | 25,714 | 2,271 | 25 |
| 1982 | 232,057 | 17,372 | 30,431 | 14,963 | 30,367 | 39,481 | 28,144 | 44,574 | 26,824 | 2,445 | 32 |
| Projections ^b | | | | | | | | | | | |
| 1985 | 238,631 | 18,453 | 29,654 | 14,731 | 28,739 | 41,788 | 32,004 | 44,652 | 28,608 | 2,696 | 37 |
| 1990 | 249,657 | 19,198 | 32,189 | 12,950 | 25,794 | 43,529 | 37,847 | 46,453 | 31,697 | 3,313 | 54 |
| 1995 | 259,559 | 18,615 | 34,436 | 14,082 | 23,702 | 40,520 | 41,997 | 52,320 | 33,887 | 4,073 | 77 |
| 2000 | 267,955 | 17,626 | 34,382 | 15,381 | 24,601 | 36,415 | 43,743 | 60,886 | 34,921 | 4,926 | 108 |
| 2010 | 283,238 | 17,974 | 31,888 | 14,983 | 27,655 | 36,978 | 36,772 | 77,794 | 39,196 | 6,551 | 221 |
| 2030 | 304,807 | 17,695 | 33,018 | 15,153 | 26,226 | 37,158 | 40,168 | 70,810 | 64,580 | 8,611 | 492 |
| 2050 | 309,488 | 17,665 | 32,583 | 14,600 | 25,682 | 38,383 | 38,844 | 74,319 | 67,412 | 16,034 | 1,029 |
| 2080 | 310,762 | 17,202 | 31,650 | 14,316 | 25,296 | 37,237 | 38,222 | 73,748 | 73,090 | 18,227 | 1,870 |

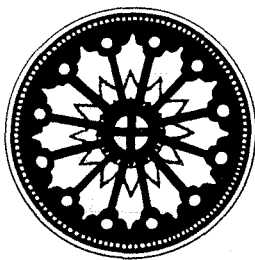
a) Data for all years are Bureau of the Census estimates and projections as of July 1 of each year. Prior to 1940, members of the armed forces abroad are not included; prior to 1950, Alaska and Hawaii are not included.

b) Bureau of the Census Series II Projections

NA Not Available

Source: Current Population Reports, Series P-25, Nos. 311, 519, 917, 929; table 6, and unpublished data consistent with table 6.

Appendix B
Selected Materials Used in
the Research Design



COLLEGE of
SAINT TERESA
WINONA, MINNESOTA 55987

January 14, 1988

Dear Student,

In planning for the future, the College of Saint Teresa recognizes the needs of a variety of students, including a growing number of people who are older than the typical college age student. It is our hope that you will assist us in our understanding of what your specific needs are, and are these needs being met.

This study, which will assure you confidentiality of your response, has been designed to identify your needs. Please take a few moments to complete the enclosed questionnaire, and return it by January 22, 1988. The results of this study will be compiled as a master's degree thesis during the Spring of 1988. A copy of the results will be mailed to you if you indicate your interest by checking question number 16. Thank you for your cooperation.

Sincerely,

Louise Larson Janke

Louise Larson Janke
Director of Financial Aid

Caroline Norelius

Caroline Norelius
College Student Personnel Faculty
University of Wisconsin-LaCrosse

11. If you are currently employed, please indicate your type of occupation. (If not employed, leave this question blank.) Check one.

| _____ Part time | _____ Full time |
|--|---|
| <input type="checkbox"/> Clerical Worker | <input type="checkbox"/> Professional/Technical |
| <input type="checkbox"/> Craftsman, Foreman | <input type="checkbox"/> Proprietor/Manager, Business Owner |
| <input type="checkbox"/> Farmer/Rancher | <input type="checkbox"/> Sales Worker |
| <input type="checkbox"/> Labor (Construction, Long-shoreman, etc.) | <input type="checkbox"/> Service Worker |
| <input type="checkbox"/> Machine or Vehicle Operator | <input type="checkbox"/> Other |

12. Which type of class format do you most prefer?

| | |
|--|--|
| <input type="checkbox"/> Traditional Lecture Format | <input type="checkbox"/> Private Tutor Format |
| <input type="checkbox"/> Small-Group Format | <input type="checkbox"/> Correspondence Course Format |
| <input type="checkbox"/> Independent Study Format (Self-Paced Study) | <input type="checkbox"/> Other Format (Please Identify) _____ |
| <input type="checkbox"/> Laboratory or Shop Format (with Hands-on Experience) | <input type="checkbox"/> No Preference |

13. Which of the following types of classes is most convenient for you to attend? (Select only one)

| | |
|---|--|
| <input type="checkbox"/> Morning classes | <input type="checkbox"/> Evening classes |
| <input type="checkbox"/> Classes offered over noon hour | <input type="checkbox"/> Weekend classes |
| <input type="checkbox"/> Afternoon classes | <input type="checkbox"/> No preference |

14. How frequently do you feel each of your courses should meet?

| | |
|--|---|
| <input type="checkbox"/> Once weekly | <input type="checkbox"/> 5 or more times weekly |
| <input type="checkbox"/> Twice weekly | <input type="checkbox"/> Other |
| <input type="checkbox"/> 3 or 4 times weekly | <input type="checkbox"/> No preference |

15. What are your chief reasons for attending college? Please rank the three most important responses. (1 = most important reason, 2 = second most important reason, 3 = third most important reason.)

Prepare for a career

Family expects me to attend college

Get a better paying job

No other alternatives to pursue

Desire to improve myself

Interest in intellectual growth

Gain satisfaction in having a college degree

Gain personal satisfaction

Gain a promotion

Offer opportunity to change my life

For social or recreational interests

Other reasons:

16. Please check here if you wish to obtain a copy of the research results.

Address: _____

Supportive Services

Please circle your response to the three areas listed below: A) Your usage of the service, B) Your level of personal satisfaction with the service, and C) Your level of personal need for the service during your college career.

Response Statements

| | | |
|-------------------|--|--|
| <u>Column A</u> | <u>Column B</u> | <u>Column C</u> |
| Y = Yes N = No | 1 = Highly satisfied 2 = Satisfied 3 = Dissatisfied 4 = Highly dissatisfied 5 = Don't know | 1 = Significant need 2 = Moderate need 3 = Minimal need 4 = No need |

| <u>Supportive Service</u> | A. Have you used the service at CST? | | B. Level of personal satisfaction with the service. | | | | | C. Level of personal need for the service | | | |
|---|--------------------------------------|---|---|---|---|---|---|---|---|---|---|
| | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| College Orientation Program (campus services) | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Financial Aids Counseling and Services | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| On Campus Single/Married Housing | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Physical Health Service | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Job Placement Service | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Personal Counseling Service | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Career/Vocational Counseling | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Union Activities (e.g., movies, cultural events, shows, displays) | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Religious Centers and Programs | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Academic Course Advisement | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Study Skills Program | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Tutoring Services for Academic Courses (Academic Support Center) | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |

| <u>Supportive Service</u> | A. Have you used the service at CST? | | B. Level of personal satisfaction with the service. | | | | | C. Level of personal need for the service | | | |
|---------------------------|--------------------------------------|--|---|--|--|--|--|---|--|--|--|
|---------------------------|--------------------------------------|--|---|--|--|--|--|---|--|--|--|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Remedial Courses In English and Mathematics | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Child Care | Y | N | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |

What other services and assistance should be provided by the College to meet your personal needs as a student?

For what reason (s), if any, would you make the decision to withdraw from the College of Saint Teresa?

January 22, 1988

Last week you received a survey asking you to respond to questions about your needs.

If you have already completed and returned it to us, please accept our sincere thanks. If you have not yet had time to complete the survey, we would appreciate your doing so. Because it has been sent to all CST students it is extremely important that yours also be included in the study if the results are to accurately represent the opinions of CST students.

If by some chance you did not receive the questionnaire, or it has been misplaced, please call me (454-2930, Extension 355) right now and I will get another one in the mail to you today.

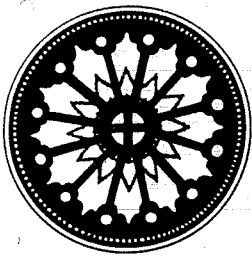
Sincerely,

Louise Larson Janke

Louise Larson Janke
Director of Financial Aid



COLLEGE of
SAINT TERESA
WINONA, MINNESOTA 55987



COLLEGE of
SAINT TERESA
WINONA, MINNESOTA 55987
(507) 454-2930

January 28, 1988

Dear CST Student,

About two weeks ago I wrote to you asking you to respond to questions about your needs. As of today we have not yet received your completed questionnaire.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. In order for the results of this study to be truly representative of the opinions of all CST students, it is essential that each person return the questionnaire.

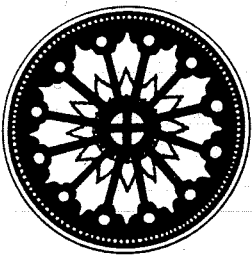
If you have the original copy of the survey, please feel free to complete and return that questionnaire. In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

Louise Larson Janke

Louise Larson Janke
Director of Financial Aid



**COLLEGE of
SAINT TERESA**
WINONA, MINNESOTA 55987
(507) 454-2930

February 12, 1988

Dear CST Student,

About four weeks ago I wrote to you asking you to respond to questions about your needs.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. In order for the results of this study to be truly representative of the opinions of all CST students, it is essential that each person return the questionnaire.

If you have a copy of the survey, please feel free to complete and return that questionnaire. In the event that your questionnaire has been misplaced, a replacement is again enclosed.

Your cooperation is greatly appreciated.

Sincerely,

Louise Larson Janke
Director of Financial Aid

Enclosure

Appendix C
Breakdown of Percentage Responses
by Age Groups and Category for Level
of Satisfaction and Level of Need
of Supportive Services

APPENDIX TABLE C.1

Percentage of Responses to Levels of Satisfaction for Supportive Services
By All Younger and Older Students

| | Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied | Don't Know | No Response |
|-------------------------------------|---------------------|-----------|--------------|------------------------|---------------|----------------|
| Orientation Program | | | | | | |
| Older Students | 4.4 | 28.9 | 1.1 | 0 | 6.7 | 58.9 |
| Younger Students | 11.5 | 47.8 | 7.2 | 4.8 | 8.1 | 20.6 |
| Total | 9.4 | 42.1 | 5.4 | 3.3 | 7.7 | 32.1 |
| Financial Aids | | | | | | |
| Older Students | 16.7 | 21.1 | 1.1 | 0 | 4.4 | 56.7 |
| Younger Students | 23 | 41.1 | 9.1 | 2.4 | 8.6 | 15.8 |
| Total | 21.1 | 35.1 | 6.7 | 1.7 | 7.4 | 28.1 |
| Housing | | | | | | |
| Older Students | 1.1 | 2.2 | 2.2 | 3.3 | 25.6 | 65.6 |
| Younger Students | 17.2 | 38.2 | 7.7 | 7.7 | 11 | 18.2 |
| Total | 12.4 | 27.4 | 6 | 6.4 | 15.4 | 32.4 |
| Physical Health Services | | | | | | |
| Older Students | 4.4 | 6.7 | 2.2 | 0 | 23.3 | 63.3 |
| Younger Students | 12.9 | 32.1 | 17.7 | 5.3 | 11.5 | 20.6 |
| Total | 10.4 | 24.4 | 13 | 3.7 | 15.1 | 33.4 |
| Job Placement Services | | | | | | |
| Older Students | 1.1 | 2.2 | 2.2 | 0 | 30 | 64.4 |
| Younger Students | 1.9 | 7.2 | 2.4 | 3.8 | 35.4 | 49.3 |
| Total | 1.7 | 5.7 | 2.3 | 2.7 | 33.8 | 53.8 |
| Personal Counseling | | | | | | |
| Older Students | 2.2 | 3.3 | 0 | 0 | 28.9 | 65.6 |
| Younger Students | 16.3 | 12.4 | 4.8 | 1.4 | 25.8 | 39.2 |
| Total | 12 | 9.7 | 3.3 | 1 | 26.8 | 47.2 |
| Career/Vocational Counseling | | | | | | |
| Older Students | 2.2 | 5.6 | 0 | 1.1 | 26.7 | 64.4 |
| Younger Students | 4.2 | 12.4 | 3.8 | 1 | 32.1 | 46.4 |
| Total | 3.7 | 10.4 | 2.7 | 1 | 30.4 | 51.8 |
| Union Activities | | | | | | |
| Older Students | 6.7 | 10 | 1.1 | 3.3 | 18.9 | 60 |
| Younger Students | 21.1 | 44 | 6.7 | 5.7 | 6.2 | 16.3 |
| Total | 16.7 | 33.8 | 5.0 | 5.0 | 10 | 29.4 |
| Religions Centers/Programs | | | | | | |
| Older Students | 5.6 | 5.6 | 3.3 | 0 | 23.3 | 62.2 |
| Younger Students | 17.2 | 28.2 | 5.7 | 1 | 18.1 | 29.7 |
| Total | 13.7 | 21.4 | 5 | .7 | 19.7 | 39.5 |
| Academic Advisement | | | | | | |
| Older Students | 10 | 17.8 | 3.3 | 0 | 15.6 | 53.3 |
| Younger Studnets | 26.3 | 44 | 9.6 | 2.4 | 3.3 | 14.4 |
| Total | 21.4 | 36.1 | 7.7 | 1.7 | 7 | 26.1 |

APPENDIX TABLE C.1 (continued)

Percentage of Responses to Levels of Satisfaction for Supportive Services
By All Younger and Older Students

| | Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied | Don't Know | No Response |
|---|---------------------|-----------|--------------|------------------------|---------------|----------------|
| Study Skills Program | | | | | | |
| Older Students | 1.1 | 6.7 | 2.2 | 0 | 27.8 | 62.2 |
| Younger Students | 9 | 16.3 | 2 | 2 | 30.6 | 40.1 |
| Total | 6.7 | 13.4 | 2 | 1.3 | 29.8 | 46.8 |
| Academic Support Center/ Tutoring Services | | | | | | |
| Older Students | 5.6 | 6.7 | 2.2 | 1.1 | 24.4 | 60 |
| Younger Students | 12.4 | 15.8 | 6.7 | 2 | 24.4 | 38.8 |
| Total | 10.4 | 13 | 5.4 | 1.7 | 24.4 | 45.2 |
| Remedial Courses (English/Math) | | | | | | |
| Older Students | 0 | 2.2 | 0 | 0 | 32.2 | 65.6 |
| Younger Students | 8.6 | 6.7 | 5.3 | 2.9 | 32.1 | 44.5 |
| Total | 6 | 5.4 | 3.7 | 2 | 32.1 | 50.9 |
| Child Care | | | | | | |
| Older Students | 1.1 | 1.1 | 0 | 0 | 27.8 | 70 |
| Younger Students | .5 | .5 | 2 | .5 | 41.6 | 55 |
| Total | .7 | .7 | 1.3 | .3 | 37.5 | 59.5 |

Note: Population size of older students = 90
Population size of younger students = 209

APPENDIX TABLE C.2

Percentage of Responses to Levels of Need for Supportive Services
By All Younger and Older Students

| | Significant Need | Moderate Need | Minimal Need | No Need | No Response |
|-------------------------------------|---------------------|------------------|-----------------|------------|----------------|
| Orientation Program | | | | | |
| Older Students | 8.9 | 5.6 | 11.0 | 23.3 | 51.1 |
| Younger Students | 15.3 | 35.9 | 18.2 | 9.6 | 21.1 |
| Total | 13.4 | 26.8 | 16.1 | 13.7 | 30.1 |
| Financial Aids | | | | | |
| Older Students | 23.3 | 5.6 | 5.6 | 15.6 | 50 |
| Younger Students | 48.8 | 23.9 | 5.3 | 7.7 | 14.4 |
| Total | 41.1 | 18.4 | 5.4 | 10 | 25.1 |
| Housing | | | | | |
| Older Students | 6.7 | 3.3 | 1.1 | 32.2 | 56.7 |
| Younger Students | 42.6 | 18.2 | 4.8 | 15.8 | 18.7 |
| Total | 31.8 | 13.7 | 3.7 | 20.7 | 30.1 |
| Physical Health Services | | | | | |
| Older Students | 2.2 | 3.3 | 14.4 | 22.2 | 57.8 |
| Younger Students | 19.1 | 29.2 | 23 | 8.6 | 20.1 |
| Total | 14 | 21.4 | 20.4 | 12.7 | 31.4 |
| Job Placement Services | | | | | |
| Older Students | 5.6 | 10 | 3.3 | 24.4 | 56.7 |
| Younger Students | 15.3 | 14.8 | 8.1 | 19.6 | 42.1 |
| Total | 12.4 | 13.4 | 6.7 | 21.1 | 46.5 |
| Personal Counseling | | | | | |
| Older Students | 2.2 | 4.4 | 12.2 | 23.3 | 57.8 |
| Younger Students | 11 | 15.3 | 20.1 | 18.7 | 34.9 |
| Total | 8.4 | 12 | 17.7 | 20 | 41.8 |
| Career/Vocational Counseling | | | | | |
| Older Students | 6.7 | 7.8 | 7.8 | 20 | 57.8 |
| Younger Students | 13.4 | 14.8 | 8.1 | 21.1 | 42.6 |
| Total | 11.4 | 12.7 | 8 | 20.7 | 47.2 |
| Union Activities | | | | | |
| Older Students | 8.9 | 8.9 | 10 | 21.1 | 51.1 |
| Younger Students | 24.9 | 38.3 | 13.4 | 7.2 | 16.3 |
| Total | 20 | 29.4 | 12.4 | 11.4 | 26.8 |

APPENDIX TABLE C.2 (continued)

Percentage of Responses to Levels of Need for Supportive Services
By All Younger and Older Students

| | Significant Need | Moderate Need | Minimal Need | No Need | No Response |
|---|---------------------|------------------|-----------------|------------|----------------|
| Religions Centers/Programs | | | | | |
| Older Students | 6.7 | 6.7 | 11.1 | 20 | 55.6 |
| Younger Students | 27.3 | 22.5 | 10 | 12 | 28.2 |
| Total | 21.1 | 17.7 | 10.4 | 14.4 | 36.5 |
| Academic Advisement | | | | | |
| Older Students | 20 | 12.2 | 8.9 | 11.1 | 47.8 |
| Younger Students | 46.4 | 25.4 | 9.1 | 3.8 | 15.3 |
| Total | 38.5 | 21.4 | 9 | 6 | 25.1 |
| Study Skills Program | | | | | |
| Older Students | 7.8 | 7.8 | 7.8 | 22.2 | 54.4 |
| Younger Students | 12.4 | 17.2 | 13.9 | 16.7 | 39.7 |
| Total | 11 | 14.4 | 12 | 18.4 | 44 |
| Academic Support Center/ Tutoring Services | | | | | |
| Older Students | 12.2 | 2.2 | 5.6 | 28.9 | 51.1 |
| Younger Students | 15.3 | 17.2 | 11.5 | 19.6 | 26.4 |
| Total | 14.4 | 12.7 | 9.7 | 22.4 | 40.8 |
| Remedial Courses (English/Math) | | | | | |
| Older Students | 5.6 | 5.6 | 4.4 | 26.7 | 57.8 |
| Younger Students | 10.5 | 10 | 5.7 | 33 | 40.7 |
| Total | 9 | 8.7 | 5.4 | 31.1 | 45.8 |
| Child Care | | | | | |
| Older Students | 6.7 | 1.1 | 2.2 | 30 | 60 |
| Younger Students | 1.9 | 2.9 | 1.9 | 34.9 | 58.4 |
| Total | 3.3 | 2.3 | 2 | 33.4 | 58.9 |

Note: Population size of older students = 90
Population size of younger students = 209

Appendix D

Comments by Younger and Older Students Regarding

Other Services and Assistance

that Should be Provided by the College

to Meet the Personal Needs of the Students

APPENDIX TABLE D.1A

COMMENTS BY YOUNGER STUDENTS REGARDING OTHER SERVICES
AND ASSISTANCE THAT SHOULD BE PROVIDED BY THE COLLEGE
TO MEET THE PERSONAL NEEDS OF THE STUDENTS

| Number of Participant Responses | Comments |
|---------------------------------------|---|
| <u>TRADITIONAL STUDENTS</u> | |
| 14 | Better exercise and physical fitness facilities/more organization and advertisement of these facilities |
| 11 | More social activities/recreation and advertisement of these activities |
| 10 | Job placement services and counseling/ Course for "Live After College" |
| 8 | Off-campus housing |
| 7 | Needs are well met |
| 6 | Meet with students from other colleges/ provide information about other colleges' activities |
| 4 | New phone system/phone in each room |
| 4 | Campus Ministry needs support from Administration/Need priest on campus |
| 4 | Unsure |
| 3 | Free Shuttle Service; Book rental/Book trade each semester; more freedom/responsibility |
| 2 | Course in Money Management/how to fill out tax returns; Increase financial aid/provide information about financial aid; More convenient hours in Health Service Center; More emphasis on Sports Program; Maintain and Improve facilities already available; Later library hours |

APPENDIX TABLE D.1A

COMMENTS BY YOUNGER STUDENTS REGARDING OTHER SERVICES
AND ASSISTANCE THAT SHOULD BE PROVIDED BY THE COLLEGE
TO MEET THE PERSONAL NEEDS OF THE STUDENTS
(continued)

Number of
Participant
Responses

Comments

TRADITIONAL STUDENTS

Other

Comments

Peer and Group counseling;
Typist available for students (in tutoring center);
GSL's should cover book fees;
Personally designed meal plans;
Off-campus work-study;
Female doctor in Health Services;
Internship in major;
Apartment housing for Upperclassmen;
Early morning pool hours;
Extra optional work-study hours;
Students should have more voice in choosing
curriculum set-up;
Better dorm facilities: hot water, electricity,
cleaner shower/bathroom areas;
Program for transfer students (financial aid, social
and academic activities);
Meet with Residence Council about changes;
Better bookstore hours;
Course in Relationships (including long-distance
relationships);
More lectures/seminars during the week.

APPENDIX TABLE D.1B

COMMENTS BY OLDER STUDENTS REGARDING OTHER SERVICES
AND ASSISTANCE THAT SHOULD BE PROVIDED BY THE COLLEGE
TO MEET THE PERSONAL NEEDS OF THE STUDENTS

| Number of Participant Responses | Comments |
|---------------------------------------|---|
| <u>NON-TRADITIONAL STUDENTS</u> | |
| 4 | Needs are well met |
| 3 | Non-traditional student orientation and group activities need to be provided |
| 3 | Commuter lounge should be <u>only</u> for commuter students/larger commuter lounge |
| 3 | Child care information and facilities |
| 3 | More Night Classes should be offered |
| 2 | Job Placement Center for non-traditional students/Career Guidance; Married Student Housing; Single-Parent Housing; Off-Campus Housing; Summer Courses need to be offered; Provide information about services offered at CST; More classes needed in Rochester for BSN |

APPENDIX TABLE D.1B

COMMENTS BY OLDER STUDENTS REGARDING OTHER SERVICES
AND ASSISTANCE THAT SHOULD BE PROVIDED BY THE COLLEGE
TO MEET THE PERSONAL NEEDS OF THE STUDENTS
(continued)

| Number of Participant Responses | Comments |
|---------------------------------------|--|
| <u>NON-TRADITIONAL STUDENTS</u> | |
| Other Suggestions | <p>More independent study/less emphasis on class attendance; Learn about the needs of today's teachers: AIDS, divorce, child problems, how to see problems; Meal plan for just lunch/salad bar as a separate fee?; Flexibility in bookstore hours; Free Shuttle Service; Review Course in studying; Course in smooth transition from one profession to another profession; Course in Etiquette; More religion courses; Provide math and speech courses for students in Baccalaureate Degree Completion Program; Advisors in ADN Completion Program need to be better informed; Book exchange for those not on campus; MBA Program needed; Adequate parking facilities needed</p> |