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AN ASSESSMENT OF ADULT LEARNER NEEDS AND CHARACTERISTICS
AT THE UNIVERSITY OF WISCONSIN-LA CROSSE

A THESIS

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the Graduate Faculty
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Master of Science in Education:
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ABSTRACT

As part of a pilot study for the American College Testing (ACT) program, 119 adult learners over the age of 25 were surveyed concerning their personal and educational-related needs at the University of Wisconsin-La Crosse during fall semester, 1980.

The majority of the respondents to the survey instrument were white, middle-class, between the ages of 25 and 34 years, and had prior post-secondary educational experience. Of the 69 items in the need assessment section of the survey, the 12 top ranked items by the respondents identified highly-focused, specific goals or skills with emphasis on intellectual, vocational, or personal development. In contrast, the 12 lowest ranked needs primarily identified coping skills or personal relationships.

Generally, female respondents expressed higher perceived levels of need than their male counterparts as did younger adults compared to adults over the age of 40. Part-time students perceived higher levels of need than full-time students except for items emphasizing specific, job-hunting skills. Overall, the adult learners responding to the survey expressed relatively traditional attitudes and expectations about the role of the University and their relationship to it.

Chapter I

INTRODUCTION

Within the last half-century in our American society, an individual's formal educational experience ended at 18 or 22 years of age. In the past 25 years, however, the United States has moved toward a "learning society", that is, a society in which learning throughout the lives of all persons has become a highly valued and widely pursued endeavor (Carnegie Council, 1973, v). Increasingly, adults are sharing classrooms with younger, traditional college students. This mixing of the generations in the classroom and the diverse needs of these multiple student populations are creating wide-ranging changes on the campus and in higher education in general.

If current educational and demographic trends persist into the 1980's, the adult learner may become the new majority in American higher education. According to a recent report issued by the U.S. Bureau of the Census, at least one third of all students enrolled in higher education in 1978 were over twenty-five years of age and 50.8 percent were over twenty-two years of age (U.S. Bureau of the Census, 1979a, p. 506).

Other changing patterns of college populations and attendance have begun to emerge in recent years, indicating that American higher education is indeed on the brink of a new era. Increasingly, educators and administrators are realizing that their predominant clientele are no longer traditional, full-time, residential students between the ages of

18 and 22. Consider the following examples and their potential impact on the national educational environment:

Between 1972 and 1978, the number of persons 35 years of age and over enrolled in college increased by 66 percent. The number of women over 35-years-old enrolled in college increased by 200 percent while the number of men increased by 25 percent. In 1978, 850,000 women and 460,000 men in this age group were enrolled in U.S. colleges (U.S. Bureau of the Census, 1979a, p. 2);

In the fall of 1977, 31 percent of all undergraduates attended college part-time. Of the total enrollment in higher education, 40 percent attended part-time (Grant and Lind, 1979, p. 88);

In 1970, almost two-thirds of all freshmen entered college in the same year they graduated from high school. By 1977, 21 percent of the high school seniors decided to delay college entry by one to three years and 25 percent by four or more years (Brodzinski, 1980, p. 2);

A U.S. Health, Education and Welfare (HEW) report, citing figures from various studies, indicated that 58.4 million "learning contacts" were made by adults in 1977 to businesses, labor unions, churches, the military, colleges and universities, government agencies, community organizations, agricultural extension agencies, and free universities (Moon, 1978, p. 20);

The number of higher education institutions that offer programs, courses, or services to adults has doubled in less than 10 years, encompassing nearly all such institutions in the country (Advisory Panel on Research Needs in Lifelong Learning, 1978, p. 11).

On a local level, the University of Wisconsin-La Crosse (UW-L) has also witnessed some shifting patterns of adult learner enrollment within recent years. In 1976, the undergraduate student enrollment at UW-L totalled 7,030; 508 or 7.04 percent of these students were 25 years of age or older. In 1980, the total undergraduate enrollment was 8,312; 840 or 10.1 percent of these students were adult learners (Schumacher, 1981).

Many post-secondary institutions are responding to this growing adult learner market by taking various approaches, ranging from expanding evening credit programs to establishing entirely new services and programs designed to meet the unique needs of the nontraditional adult student.

But on what assumptions about adult learners are institutions basing their plans and programs? Do they actually know who these learners are or what motivates them to seek educational opportunities? Do they understand their educational-related needs? Do they know how their adult learners differ from the adult learners at neighboring institutions? Have they thought about the extent to which their institution should structure learning settings for adults?

At many institutions, these questions have not been addressed. While the adult enrollment figures have risen steadily during the past decade, educational planners have not experienced a comparable increase in their understanding of these nontraditional students. As a result, there is a scarcity of information concerning the special concerns or problems encountered by adults who are re-entering an educational system shaped and organized primarily for the recent high school graduate (Mangano and Corrado, 1979, p. 5).

Increasingly, institutions are looking to their adult learners as resources for information about the educational goals and personal needs of students and potential students. Galan Janeksela, an advocate for institutional centers for nontraditional learning, views the role of higher education in adult learning as follows:

Institutions of higher education must become sensitized to our changing society and the changing needs of the work world, our young people, and the adult learner. The future of higher education depends on a heightened sensitivity which culminates in progressive action (Janeksela, 1978, p. 97).

Statement of the Problem

The purpose of this study was to conduct a needs assessment survey of adult learners in the service area of the University of Wisconsin-La Crosse during fall semester, 1980. With the endorsement and

sponsorship of the Division of University Outreach, the researcher through the study attempted to identify the education-related needs of adult learners and implications for the University in attracting and retaining older, nontraditional students. The ultimate purpose of this study will be to assist university officials in identifying and developing programs and services that more effectively address the needs of the adult learner.

As stated in the University catalog, the mission of the Division of University Outreach is to "extend the instructional research and public service resources of UW-La Crosse to citizens not traditionally involved in campus-based learning" (UW-La Crosse 1979-81 General Catalog, p. 17). Focusing on this mission statement and in response to the local and national upsurge in adult college enrollment, a needs assessment was viewed as an important initial step in establishing institutional responsiveness to adult clientele. In order to construct new educational arrangements that meet the requirements of changing enrollment patterns, it is desirable to begin by identifying the educational goals and preferences of our adult students and their personal needs.

As stated earlier, until recent years the information gathered about the adult learner has been sparse. Now with rising institutional interest in the adult learner and vice versa, the time seems ripe for data gathering and application to University goals and objectives.

Method

The instrument used to assess adult learner needs was a newly-developed questionnaire by the American College Testing Program (ACT). Through the Division of University Outreach, the University of Wisconsin-

La Crosse is one of several post-secondary institutions in the United States that was invited to participate in this pilot study by ACT. Results from participating institutions will be pooled to construct national norms.

The instrument, "Adult Learner Needs Assessment Survey," predominantly uses a multiple-choice response format and includes the following five sections:

Section I - Background Information;

Section II - Education Plan and Preferences;

Section III - Personal and Educational Needs;

Section IV - Additional Questions developed at the University of Wisconsin-La Crosse by members of the Division of University Outreach staff and the researcher; and

Section V - Comments and Suggestions, an open-ended format section.

During fall semester, 1980, the four-page questionnaire was distributed to 290 adult learners within the following subgroups:

Subgroup A - Students currently enrolled in regular, university credit courses, a total of 182 students randomly-selected from a total population of 844 students;

Subgroup B - Adult students currently enrolled in non-credit, University Outreach courses, a total of 52 students;

Subgroup C - Other adult learners, 56 individuals in the University of Wisconsin-La Crosse service area who have previously enrolled at the University, who have inquired into some University programs or courses, or who are currently enrolled in graduate study.

The questionnaire, which takes approximately 20 to 30 minutes to complete, was mailed with a cover letter and business reply envelope to subgroups A and C. One week later, a post-card reminder was sent to these groups, requesting the completed questionnaire be mailed to the Division of University Outreach.

For subgroup B, personal contact was made by the project coordinator

or researcher during class sessions. Public commitment to take home, complete the questionnaire, and return it to the Outreach Division Office was attempted. Fifty-two questionnaires were distributed in this manner.

Within the confines of a time deadline for submitting data requested by ACT, 121 of the 290 questionnaires, or 42 percent of the total sample were completed and returned to the Division of University Outreach. The 121 completed, returned questionnaires were sent to ACT for computation and analysis. The surveys were returned to the University of Wisconsin-La Crosse and additional statistical analysis of the data was conducted at the local level.

Limitations

Partially due to the time restraints of the pilot study by ACT, a maximum time span of four weeks was available for distribution and collection of the survey to the sample group. Additional time and follow-up on the part of the researcher may have helped to increase the return rate. Because of the 42 percent survey return, conclusions and recommendations were based on data from the survey which are descriptive of the sample group, descriptive statistics, and not on inferential statements about the entire adult population in the UW-L service area, inferential statistics.

Secondly, the timing of distribution of the survey may have been inopportune for soliciting responses from adult students since initial contacts were made just prior to Thanksgiving break. Adult students are generally busy individuals, often balancing responsibilities of work, school, marriage, and children. Asking them to complete a five-part questionnaire prior to the Christmas holidays and the final examination

period may not have been conducive to a high rate of return.

Finally, the size of the sample group to which the survey opportunity was provided was limited to 290 adult learners, based solely on the supply of survey instruments made available to the local researcher by ACT.

Definition of Terms

Adult Learner: Any individual in the University of Wisconsin-La Crosse service area, 25 years of age or older, who is a student or a potential student of UW-L. Adult learner is synonymously interchanged with "nontraditional student", "adult student", "lifelong learner", "re-entry student", and "continuing education student" in current literature and in this paper.

Adult Learner Profile: The characteristics and behavioral traits that typify adult learners within a given environment; the composite or norms of these adult students.

Educational Programs and Services: The academic curriculum and extra-curricular activities including support services of an educational institution for its students.

Needs Assessment: The process of identifying and evaluating the educational-related needs and preferences of subjects through measuring devices or instruments.

Post-secondary Educational Institution: An educational institution beyond the high school level, usually a community college or a four-year institution.

Chapter II

REVIEW OF SELECTED LITERATURE

A review of the literature related to nontraditional students, studies, and programs appeared to summon an overview of adult development theories as a basis for further examination of issues and trends. In an attempt to build a foundation for a review of selected literature on adult learner needs, this chapter will address three major literature review areas: 1) adult development theories; 2) the adult learner profile; and 3) the needs assessment process and its implications for higher education.

Adult Development

According to Knox, "the realization of adult potential is a sign of our times":

In earlier eras, attention to human growth and development was focused on childhood and adolescence, and adulthood was considered a period of stability. Rapid social change, pluralistic and egalitarian values, and an aging population have shifted our attention to the dynamics of the processes by which adult life unfolds (Knox, 1977, p. 1).

During the past four decades, there has been a dramatic rise of interest in researching adult development. Buhler, Frenkel-Brunswick, Erikson, and Havighurst among others pioneered research that defined life stages, the central issues of each stage, crisis points between stages, and common subjective experiences in adult life development (McCoy, 1978, p. 7).

Then in the 1970's, adult life cycle research flourished, was

published, and was read by educators and the general public alike. Researchers like Gould, Levinson, and Vaillant developed theories based on earlier studies about life stages and tasks, and what it means to grow up adult (Time, 1975, p. 69). Sheehy (1974) compiled and interpreted their findings and added her own contributions about out-of-sync male and female development, capturing the interest of the general public in her bestseller, Passages: Predictable Crisis of Adult Life.

According to Knox, "it has been seen that adulthood is composed of much outward adaptation and internal change in combination with interests and activities that are stable over the years" (Knox, 1977, p. 8). Adult development theorists generally agree that life stages are age-linked periods of stability and transition embedded in the human life experience. A life stage is defined as a time period in which certain concerns are paramount such as setting long-range goals and accomplishing them. It is also a time during which certain adaptive tasks such as leaving one's parental home or facing old age and death provide us with opportunities to become different and stronger persons if we choose (Weathersby, 1978, p. 19).

Several adult life cycle researchers have identified general life stage patterns while taking into consideration individual differences. For example, Neugarten (1965), a sociologist at the University of Chicago, has identified some age norms related to adult activities. According to Neugarten, there seems to be a widespread cultural consensus on the proper time to leave home, go to college, get married, start a family, retire. Adult students are sometimes spurred on by these norms or sometimes self-consciously break them. Neugarten explains that men and

women are not only aware of the "social clocks" that operate in various areas of their lives but also of their own timing of "early", "late", or "on time" with regard to family and occupational events.

Erikson, a psychoanalytically-oriented psychiatrist, has suggested that within the life cycle are embedded tasks of functional importance. He uses both physical maturational and societal considerations in charting eight life stages with each stage demanding resolution of critical issues. Erikson outlines three adult stages and tasks as:

Young Adulthood	Intimacy vs. Isolation
Middle Age	Generativity (commitment and caring for the next generation) vs. Stagnation
Maturity	Integrity (belief that one's life has purpose) vs. Despair.

According to Erikson, these are common learning tasks of major proportions (McCoy, 1978, p. 7). These life tasks and patterns often exist as focal points, creating impetus for further education and underlying choices of topics for adult study (Weathersby, 1978, p. 20).

Levinson (1974) has created the concept of the life structure, defining it as the pattern or design of an individual's life at any given time. Throughout our lives, we develop, stabilize, and then terminate a series of age-linked structures. In a study of men ages 18 to 47, Levinson concluded that individuals develop by distinct periods such as departure from family, entrance into the adult world, age-30 transition, settling down, mid-life transition, and restabilization. He also saw each period engaging adults in special tasks that they must sufficiently master in order to competently confront the next life stage and its tasks.

Could (1975) compared out-patients at UCLA's Neuropsychiatric

Institute and a non-patient group. Through observation and questionnaires, he concluded that adults generally pass through seven developmental stages with certain conflicts and beliefs common to a particular stage. Gould also found that the direction of developmental change for adults is "toward becoming more tolerant of oneself, and more appreciative of the complexity of both the surrounding world and of the mental milieu" (Gould, p. 74). In Gould's opinion, the evolution of a personality continues through the fifth decade of life.

Vaillant (1977) over a 35-year period studied a group of 95 men from the classes of 1942, 1943, and 1944 from an unnamed, highly prestigious college. The study provides histories of the life cycles and maturational processes of the men, an elite group of white males. Based on the study, Vaillant developed a number of scales to measure mental health including an Adult Adjustment Scale and tried to determine why some men reacted ingeniously to their life tasks while others remained "locked in patterns of defeat" (Vaillant, 1977, p. 34).

Havighurst viewed the tasks of adulthood as stemming mainly from the social roles that adults assume such as worker, mate, parent, homemaker, and citizen. He concluded that each developmental task produced a readiness to learn which at its peak presents a teachable moment (McCoy, 1978, p. 8).

Sheehy, in Passages (1974), researched the life stories of 115 middle-class Americans, age 18 to 55. She traced inner change in her subjects, compared the developmental patterns of men and women, and examined the predictable crises of couples. Her conclusions were that men and women continue growing up adult from 18 to 50 and that there are predictable crises at each stage. Although the stages are the same

for both sexes, Sheehy feels that the developmental rhythms differ.

Weathersby (1978) has integrated many of the major theories and characterized the adult stages including marker events that serve as common reference points in each life period and the major psychic tasks (See Chart I).

Clearly, the central message that comes through from these different perspectives of adult development is that individuals continue to adapt, learn, and grow throughout their lives. Adult lives do not suddenly crystalize and stabilize at age 21.

Post-secondary educational institutions, in responding to the recent influx of adult students and the growing belief in lifelong learning, must also respond to the wide gamut of adult needs if they are to be effective. According to Chickering, by recognizing the general adult developmental patterns and responding to individual differences within them, our ability to help students identify their own educational motives will be greatly enhanced. For example, we can more readily recognize that the 35-year-old who comes for specific professional knowledge needed for a job promotion will approach an educational program differently than the 45-year-old who questions whether all those long hours and family sacrifices are worth it. Both of these adult students will be different from the 25-year-old eagerly exploring the potential of a first career choice or the 30-year-old homemaker who thinks she should develop broader interests and get out more (Chickering, 1975, p. 200).

Weathersby agrees that the educational community should make its resources available and adaptable to persons at all stages of life. In her opinion, the task of educators is to be sensitive to the learning

Chart I

Brief Characterization of Adult Life Phases*

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Leaving the Family (16 or 18 to 20-24)	Separate self from family; reduce dependence on familial support and authority; develop new home base; regard self as an adult.	Leave home, new roles and more autonomous living arrangements; college, travel, army, job. Initial decisions about what to study, career, love affairs.	A balance between "being in" and "moving out" of the family.
Getting into the Adult World (early 20's to 27-29)	Explore available possibilities of adult world to arrive at initial vision of oneself as an adult. Fashion an initial life structure; develop the capacity for intimacy, create a dream; find a mentor.	Provisional commitment to occupation and first stages of a career; being hired; first job; adjusting to work world; quitting, being fired; unemployment; moving; marriage; decision to have a child; child goes to school; purchase of a home; community activities; organizational roles.	"Doing what one should." Living and building for the future; transiency is an alternative track.
Age 30 Transition (late 20's; early 30's)	Reexamine life structure and present commitments; make desired changes, particularly to incorporate deeper strivings put aside in the 20's	Change occupation or directions within an occupation; go back to school; love affair; separation; divorce, first marriage; re-marriage.	"What is life all about now that I'm doing what I should? What do I want out of life?"

(continued)

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Settling Down (early 30's)	Make deeper commitments; invest more of self in work, family and valued interests; for men and career women, become a junior member of one's occupational tribe; set a timetable for shaping one's life vision into concrete long-term goals; parenting.	Death of parents; pursue work, family activities, and interests; children old enough for mother to return to school.	Concern to establish order and stability in life, and with "making it," with setting long-range goals and meeting them.
Becoming One's Own Person (35-39; or 39-42)	Become serious member of occupational group; prune dependent ties to boss, critics, colleagues, spouse, mentor. Seek independence & affirmation by society in most valued role. For woman whose first career is in the home, a growing comfort with family responsibilities and independence to seek valued interests and activities.	Crucial promotion, recognition; break with mentor.	Suspended animation; waiting for the confirmatory event; time becomes finite and worrisome.

(continued)

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Mid-Life Transition (early 40's)	Create a better fit between life structure and self; resolve experience of disparity between inner sense of the benefits of living within a particular structure and what else one wants in life.	Change in activities from realization that life ambitions might not develop; change of career; remarriage; empty nest; a second career for women whose first career was in the home; loss of fertility; death of friend, sibling or child.	Awareness of bodily decline, aging, own mortality; emergence of feminine aspects of self for men, masculine aspects for women.
Restabilization (a three-year period around 45)	Enjoy one's choices and life style.	Become a mentor, share knowledge and skills with younger friends and associates, contribute to the next generation, develop new interests or hobbies; occupational die is cast for men.	
Transition into the 50's (late 40's to mid-50's)	Another reexamination of the fit between life structure and self; need for redirection, a whole new beginning for some.	Last chance for women to have a career, or vigorously pursue a deferred life goal or interests--family crises, home duties diminished, change in husband's job status.	An imperative to change so that deferred goals can be accomplished.--"It is perhaps late, but there are things I would like to do in the last half of my life."

(continued)

Life Phase	Major Psychic Tasks	Marker Events	Characteristic Stance
Restabilization, Mellowing and Flowering (late 50's, early 60's)	Accomplishing important goals in the time left to live.	New opportunities related to career and valued interests; personally defined accomplishments.	A mellowing of feelings and relationships, spouse is increasingly important, greater comfort with self.
Life Review, Finishing Up (60's and beyond)	Accepting what has transpired in life as having worth and meaning; valuing one's self and one's choices	Retirement of self and spouse; aging; death of friends, spouse and self.	Review of accomplishments; eagerness to share everyday human joys and sorrows; family is important; death is a new presence.

*Sources for this chart are Levinson (1974), Gould (1972), Neugarten (1969), and Sheehy (1974). Category titles and time designations are Levinson's. Classifications for the later periods were developed from the data in Weathersby (1977).

needs of each life transition and respond with programs and services that have integrity. For young adults, aged 18 to 22, the college or university might help them break away from their families and establish separate identities. At mid-life, in a transitional period, the college might provide a setting for redefining one's work in conjunction with a deeper understanding of self. For the mature adult past retirement age, the college might respond to the need for social contact and personal support (Weathersby, 1978, p. 22).

Knox concurs with these perspectives and sees much value in a basic knowledge of adult development and learning for practitioners working with adults. From Knox's point of view, "an overview of adult development can help practitioners to use organized knowledge about adulthood more effectively as they deal with action decisions in helping adults learn and change" (Knox, 1977, p. 7).

The Adult Learner

If life cycle researchers and adult development theorists generally describe the human life span as a dynamic state with major life stages accompanied by age-linked characteristics, what have researchers hypothesized about the adult as learner? What are some common characteristics of today's adult learner? Can some general patterns be drawn together to come up with an adult learner profile? How does andragogy, the art and science of helping adults learn, differ from pedagogy, the art and science of teaching children?

To begin, it may be helpful to emphasize that all "adult learning" does not take place in the classroom. A national survey sponsored by the Commission on Non-Traditional Study found that approximately 30 percent of the adult population can be classified as adult students,

i.e., those who were participating in organized instruction in a structured educational institution. However, other researchers and analysts like Allen Tough distinguish between the organized instruction of adult education and the self-directed process of adult learning. According to Tough's definition of a "learning project", between 80 and 90 percent of the adult population conduct at least one learning project per year (Tough, 1978, p. 9). Clearly, a great deal of adult learning is going on outside the organized educational system.

Several researchers have studied adult learners to look for common characteristics that might be helpful for educators in designing programs and services. Through extensive large-scale surveys of the adult learning market between 1972 and 1976, Cross (1978) constructed a profile of the characteristics and educational interests of adult students and potential students. Although Cross strongly warns practitioners of overlooking the "tremendous diversity of the adult population", she gives us a generalized picture of the adult student who engages in organized instruction in schools, colleges, labor unions, the military, professional associations, and any other source of organized instruction.

According to Cross, in regard to socioeconomic and attitudinal indicators, today's adult students compared to non-students are disproportionately young, white, well-educated, employed in professional and technical occupations, making good incomes, and have earned high school diplomas. The best single predictor of whether an adult will participate in continuing education is prior level of educational attainment. For example, a college graduate is four times more likely to participate in organized instruction than a high school drop-out.

Each additional year of formal education seems to add to the probability that the individual will become an active lifelong learner.

Cross' studies also indicate that adults without college experience generally perceive more barriers to continuing education than their better-educated peers, particularly in the areas of cost, transportation problems, lack of information, and lack of self-confidence. In light of her findings, Cross warns higher education of reinforcing the "haves" and "have-nots" strata in our society.

In studying adult learning both in and out of the classroom, Tough (1978) surveyed the major learning efforts of adults and came up with some interesting contrasts. Defining a major learning effort as a "highly deliberate effort to gain and retain a defined area of knowledge or a skill involving at least seven hours," Tough concluded that professionally-guided learning comprised only 20 percent of the total adult learning projects while the remaining 80 percent consisted of self-directed learning.

According to Tough, the most common motive for undertaking a learning project is future use or application of the anticipated knowledge or skill to such tasks as raising a child, fixing something around the house, or sewing a dress. Learning for credit toward a degree or certificate is less common, comprising approximately five percent of all adult learning projects.

Penland, in a 1976 nationwide study of 1501 adults, found that most adults preferred to learn in their homes or on-the-job. The areas of life in which respondents stated they used their learning were ranked-ordered as follows: personal development; home and family; hobbies and recreation; general education; job; religion; voluntary

activity; public affairs; and agriculture/technology. When asked why adults choose to learn on their own instead of learning by organized instruction, their answers in rank order were: desire to set my own learning pace; desire to put my own structure on the learning project; desire to use my own style of learning; I wanted to learn this right away and couldn't wait until a class might start; I didn't know of any class that taught what I wanted to know; lack of time to engage in a group learning program; I don't like a formal classroom situation with a teacher; I don't have enough money for a course or class; transportation to a class is too problematic or expensive (Tough, 1978, p. 11 and 12).

In an attempt to determine why adults participate in higher education, Apt (1978) surveyed 117 rural individuals, ranging in age from 18 to 89. Four factors identified as influencing an adult's decision to participate in higher education were: 1) self-development goals such as improving self-image; 2) affective barriers or negative feelings such as "feeling too old to go back to school"; 3) career goals indicating a desire for career or job improvement; and 4) situation barriers or restraints such as transportation problems or child care or financial difficulties.

Apt found that the situation barrier factor was rated potentially of greatest importance in adults' higher education participation decisions but it was closely followed by the self-development and career factors. The affective barrier appeared to be the least important among the identified factors.

While these researchers have concentrated on traits and characteristics of the adult learner, Knox (1980) has researched the process by which adults learn. In comparing the ability to learn of adults to

their younger counterparts, Knox makes some interesting observations with implications for the classroom. The extent of adult participation in part-time or short-term educational activities is largely associated with level of formal education achieved and sense of educational effectiveness and competency. Adults with lower levels of education of any age tend to emphasize and prefer oral communications.

Given sufficient time and attention, Knox found that almost any adult is able to learn almost any subject. However, both practitioners and adult students are sometimes concerned because adults tend to underestimate their learning ability by overemphasizing early school experience and underemphasizing recent informal learning experiences. According to his research, the learning effectiveness of adults is difficult to estimate because it is often characterized by bursts of new ideas and insights followed by periods of consolidation. As a result, there is an increasing range of individual differences in learning abilities, at least through the fifties.

For most adults, the greatest decline in learning ability with age occurs for tasks that are abstract, fast-paced, unusual, and complex. However, for learning tasks that draw from adult experience, such as those related to general information and formal reasoning, performance is unchanged or improves somewhat during most of adulthood (Minton and Schneider, p. 382).

Knox advises educators and practitioners to recognize these and other adult learning characteristics and provide newcomers with attractive learning tasks in which they can readily succeed. He invites attention to processes and conditions that contribute to adult learning such as positive reinforcement, self-set pacing, and active searches for meaning.

Adult learning is enhanced by satisfactory adjustment to the physical and social environment of the learning activity. Educational institutions could improve effectiveness by creating a setting for learning that helps adults achieve educational objectives, makes them feel welcome, provides reassurance to offset fear of failure, encourages group support, provides freedom to explore personal objectives, and arranges educational activities not likely to conflict with other adult responsibilities.

Needs Assessments and Their Implications for Higher Education

Once the professional has a basic knowledge and understanding of adult development stages and life tasks and of common characteristics of adult learners both in and out of the classroom, it seems that the next likely step is to assess the needs of adult learners within the scope of a particular institution.

In conducting needs assessment studies, Cross warns administrators and researchers of overdependence on the marketing concept for planning the learning society. Her point is that the marketing concept or needs assessment is more likely to look backward than forward. "People can't make valid judgements until they see and experience the alternatives to the familiar. In short, survey respondents seem somewhat more prone to "like what they know than to know what they would like" is Cross' view (Cross, 1978, p. 7).

Cross reminds educators that interpreting survey data literally may result in some problems and short-sightedness. For example, although survey data indicate that a small two to seven percent of adult learners say they are interested in weekend scheduling, some colleges have offered weekend colleges and found them enormously popular.

Cross' message is basically that needs assessments can be helpful in providing better understanding of the new clientele when combined with creativity and common sense. As she sees it, "the challenge of the future is to be both practical and creative in designing a learning society that will offer adults from all walks of life the opportunity to become self-directed, lifelong learners" (Cross, 1978, p. 7).

From another point of view, the National Center for Educational Brokering has suggested a combination of two contrasting approaches to determine adult learner needs. The first approach, an informal "seat of the pants" technique, builds up impressions from various constituencies as to what kind of learner needs exist in the community. Personal contacts, informal informational gatherings and reviews of community characteristics are conducted with such people as newspaper editors, social agency heads, school officials, personnel managers, service organization and planning agency heads. Although this process fosters grass-roots contact and community involvements, it is also prone to subjectivity and biases from special interest groups.

The other more formal approach is described as a "social science" technique that systematically examines economic and social factors, sub-sector analyses, growth trends, cultural and value patterns, inventories of education and training resources, and surveys of would-be learner preferences. However, the Center warns that this social science method is still inadequate and not yet infallible. At times, it can be too costly or cumbersome to perform (Heffernan, Macy, and Vickers, p. 27-28).

Re-Entry Adult Project

Heeding Cross' warnings and the Center's advice, the following

needs assessment offers some thought-provoking data for educational planners.

Under the sponsorship of the Grants Administration Bureau of the New York State Education Department, Mangano and Corrado (1979) initiated the Re-Entry Adult Project to assess the relative importance of selected educational needs for re-entry adult two-year college students, and to assist two-year colleges in providing programs and support services for these nontraditional students.

A "Survey of Student Needs" was developed consisting of 75 items that reflected the following five categories: 1) academic survival skills; 2) personal-social development; 3) instructional patterns that affect student performance; 4) administrative policies that establish institution context; and 5) student support services that enhance the student's educational experience.

Both traditional and nontraditional students were surveyed at six participating institutions. Items that received higher ratings by the older, re-entry students included: preregistration as well as speedy registration procedures; life-experience credit; evening, weekend, and summer classes; and independent study courses. Re-entry adults indicated a high need for vocabulary and math skill improvement; younger students indicated a high need for extracurricular activities and for personal-social development.

Most items differentiating the sexes were given higher ratings by the adult female students. They expressed a greater need for encouragement and reassurance, for remedial and support services, and for academic survival skill improvement. Re-entry women also displayed more concern with grading policies, with course objectives and

opportunities for alternative assignments, and with scheduling problems.

As a means of structuring the data into a systematic arrangement, Mangano and Corrado organized the findings into a "Taxonomy of Adult Student Needs" (See Chart II). These findings hold promise for institutions with adult student enrollments. Although the study can be generalized to a wide variety of educational settings, individual campus replication would undoubtedly have greater impact for meaningful institutional change. With data geared specifically to the individual college or university, more effective campus response and planning for these adult learners can be realized.

TAXONOMY OF ADULT STUDENT NEEDS

Domain	First Order ^{1,2}	Second Order	Third Order ³
Faculty			
Academic Survival Skills M = 3.59 SD = .23	<ul style="list-style-type: none"> • 4.06, 1.11 Improving my study skills⁴ • 3.85, 1.16 Improving my writing skills 	<ul style="list-style-type: none"> • 3.62, 1.21 Learning to give better oral reports • 3.59, 1.24 Improving my vocabulary skills • 3.58, 1.25 Improving my writing skills • 3.58, 1.19 Improving my reading skills • 3.54, 1.27 Improving my study skills • 3.47, 1.22 Learning to prepare better term papers • 3.45, 1.24 Improving my note-taking skills • 3.32, 1.17 Learning to use the library facilities 	<ul style="list-style-type: none"> • 3.87, 1.19 Working with other students on class projects • 3.83, 1.22 Keeping up with other students • 3.76, 1.20 Fitting in with other students • 3.66, 1.17 Learning to give social instructions with other students • 3.48, 1.23 Studying with other students • 3.45, 1.27 Reducing my stresses about going to college • 3.42, 1.21 Reducing my stresses about going to college • 3.19, 1.20 Students my own age in my classes
Personal-Social Development M = 3.36 SD = .43	<ul style="list-style-type: none"> • 4.26, .99 Getting As and Bs in my courses • 4.09, 1.17 A, B, C, D, or F in my courses • 4.04, 1.07 Improving my concentration • 3.98, 1.09 Improving my reading background • 3.96, 1.23 Encouragement from my family • 3.81, 1.24 Learning to organize my time better • 3.78, 1.13 Learning to set better goals for myself • 3.75, 1.14 Having more time every day to study 	<ul style="list-style-type: none"> • 3.89, 1.24 Improving my motivation for college work • 3.83, 1.26 Improving my self-confidence • 3.17, 1.31 Learning to cope with failure 	<ul style="list-style-type: none"> • 3.83, 1.17 Working with faculty source materials instead of using textbooks • 3.81, 1.24 Knowing how I'm doing in relation to other students • 3.80, 1.22 Instructors who follow the course outline very closely • 3.81, 1.05 Instructors who let students decide what should be covered in the course
Instructional Patterns M = 3.55 SD = .52	<ul style="list-style-type: none"> • 4.24, .92 Instructors who are especially interested in my progress • 4.01, .98 Instructors who are interested in students in the classroom • 4.01, .98 Instructors who use many examples in their teaching • 3.98, 1.14 Instructors who have a realistic view of my progress • 3.96, .97 Encouragement from my instructors • 3.92, 1.03 Instructors who provide more than one way to meet course objectives • 3.86, 1.09 Grades based on projects, papers, and class participation instead of on test alone 	<ul style="list-style-type: none"> • 3.68, 1.10 Instructors who simplify the course outline to study students' needs • 3.66, 1.02 Course objectives to guide my study • 3.66, 1.08 The use of films, tapes, and other audio-visual materials • 3.60, 1.24 Being able to talk to them to improve my grade • 3.58, 1.09 Courses with many class discussions 	<ul style="list-style-type: none"> • 3.68, 1.17 Courses with faculty source materials instead of using textbooks • 3.81, 1.24 Knowing how I'm doing in relation to other students • 3.80, 1.22 Instructors who follow the course outline very closely • 3.81, 1.05 Instructors who let students decide what should be covered in the course
Administrative Policies M = 3.45 SD = .44	<ul style="list-style-type: none"> • 4.26, .72 Course providing specific skills that will be useful on a job • 4.07, 1.01 Being able to obtain credit for out-of-college experience • 4.07, 1.11 Being able to obtain credit for out-of-college experience 	<ul style="list-style-type: none"> • 3.47, 1.24 Semester classes • 3.45, 1.24 Possible classes • 3.38, 1.28 Three hour classes that meet once each week • 3.36, 1.28 Being able to take a variety of courses before starting a major • 3.33, 1.28 Being able to take a course as an independent study • 3.30, 1.41 Being able to drop a course at any time without receiving a penalty grade 	<ul style="list-style-type: none"> • 3.48, 1.28 101-semester courses • 3.46, 1.31 Being able to take a course with Pass/Fail grading • 3.26, 1.39 Being able to take a course with Pass/Fail grading instead of A to F grading
Student Support Services M = 3.14 SD = .69	<ul style="list-style-type: none"> • 4.06, .96 Identify registration procedures • 3.89, 1.22 Finding and using registration procedures • 3.71, 1.15 Being able to get academic counseling 	<ul style="list-style-type: none"> • 3.68, 1.04 Job placement services • 3.64, 1.26 Being able to get occupational counseling • 3.67, 1.45 Preceptor aid 	<ul style="list-style-type: none"> • 3.59, 1.04 Being able to study on campus • 3.45, 1.07 Finding out about campus • 3.79, 1.37 A campus that's open during all class hours • 3.77, 1.34 Being able to get counseling for personal problems • 3.62, 1.36 Being able to get counseling for students with interests in other areas • 3.63, 1.35 A campus open during my first semester • 3.66, 1.24 Extracurricular activities • 3.61, 1.36 Being able to get counseling for students with interests in other areas • 3.61, 1.31 Being able to study on campus

¹ Item numbers marked with (F) are infrequently used by the respondents; marked with (H) are high frequency items; marked with (M) are medium frequency items; marked with (L) are low frequency items.

² First Order item mean score = (M); Standard Deviation = (SD).

³ Item numbers marked with (F) are infrequently used by the respondents; marked with (H) are high frequency items; marked with (M) are medium frequency items; marked with (L) are low frequency items.

Chapter III

METHOD

The purpose of this study is to assess the educational-related needs of adult learners in the University of Wisconsin-La Crosse service area, to provide a profile of the adult learner, and to determine the implications of survey results for attracting and retaining adult learners to University of Wisconsin-La Crosse programs.

Instrument Used

A recently-developed questionnaire by the American College Testing Program (ACT) was the instrument used to assess adult learner needs. As of this writing, UW-L is one of 18 post-secondary institutions in the United States to participate in this pilot study by ACT. Data obtained from participating institutions will be used by ACT to construct a preliminary set of national norms for adult learners and to provide feedback on the usefulness of the instrument.

The instrument, "Adult Learner Needs Assessment Survey", is an untimed questionnaire that according to ACT estimates will take the average respondent 20 to 30 minutes to complete. The needs assessment survey predominantly employs a multiple-choice response format and includes the following five sections:

Section I - "Background Information" including name, age, sex, marital status, level of education completed, and employment status;

Section II - "Educational Plans and Preferences" including an indication of the respondent's planned area of study and occupa-

tional choice;

Section III - "Personal and Educational Needs" with responses based on a five-point attitudinal continuum from "I need a lot of help in this area" to "This area is not important or does not apply to me";

Section IV - "Additional Questions", a section of 13 questions developed locally at UW-L by members of the Division of University Outreach staff and the researcher; and

Section V - "Comments and Suggestions", an open-ended question for respondents.

Since the questionnaire was intended to be completed by respondents at home and at their leisure, a survey packet was compiled to serve as supplementary information for the instrument. Each packet contained an explanatory cover letter, the "Adult Learner Needs Assessment Survey", a list of codes for college majors and occupational choices, additional questions developed locally for Section IV of the survey, and a postage-paid, business-reply envelope (Appendix A - D).

Subjects

The questionnaire was distributed to 290 adult learners within the following subgroups:

Subgroup A - Students currently enrolled for credit in one or more University courses. A total of 182 students were randomly-selected from a total population of 844 students in this category, 25 years of age and older.

Subgroup B - Adult students currently enrolled in non-credit, University Outreach courses, a total of 52 students.

Subgroup C - Other adult learners, 56 individuals in the UW-L

service area, who have previously enrolled at the University, or who have inquired into some University programs or courses. The names of 39 of these individuals were obtained from the Adult Advising Office or the Academic Skills Center, both of which offer programs for adults who are considering enrollment at the University. The remaining 17 subjects were personally contacted by adult student volunteers.

Distribution of the Survey

For Subgroup A, the survey packet was mailed to their homes just prior to the Thanksgiving recess. One week later, a post-card reminder, requesting the questionnaire be completed and mailed to the Outreach Office, was sent.

For Subgroup B, personal contact was made by the researcher during class sessions with prior instructor approval. Outreach courses were selected that seemed most likely to attract a representative sample of adult learners in the La Crosse community. The specific Outreach courses selected for this purpose were: "Parenting Children of Divorce"; "An Introduction to the World of Wine Through Tasting"; "You and Your Aging Parent"; and "New Directions in Life and Work".

During contact with Outreach classes, the researcher briefly explained the purpose of the survey and asked for volunteers to take the questionnaire home, complete it, and return it to the Outreach Division Office. Fifty-two questionnaires were distributed in this manner during the class week prior to Thanksgiving. No follow-up or reminders were distributed to this group.

For Subgroup C, surveys were distributed in two ways. Thirty-nine survey packets for Subgroup C were mailed to adult learners who were

former Outreach students or who had considered University enrollment, attending programs for prospective students such as "Discovery Night" or "The Confidence Game". The names of these adults were obtained from the Adult Advising Office or the Academic Skills Center.

As with Subgroup A, survey packets were mailed to these 39 individuals just prior to the Thanksgiving holiday and post-card reminders were mailed one week later.

The remaining subjects of Subgroup C, 17 adult learners not currently enrolled at the University, were distributed personally by adult student volunteers.

Survey Return

Of the 290 needs assessment surveys distributed, 121 were completed and returned by the ACT deadline date of December 20, 1980. Therefore, a 42 percent return was obtained during the 28-day interim between distribution of the survey and data delivery to ACT.

The deadline date was imposed by ACT to all participating institutions in order to coordinate the studies being conducted simultaneously at the various institutions in a timely fashion.

In addition to mailing the completed surveys to ACT for preliminary data analysis, the researcher also identified 15 subgroups for specific data breakdowns. Subgroups were identified by selecting and combining one or two variables from the survey instrument. The fifteen subgroups selected by the researcher were:

- 1) Male respondents over 24 years of age;
- 2) Female respondents over 24 years of age;
- 3) Adult learners currently planning to continue their education;
- 4) Adult learners enrolled full-time;
- 5) Adult learners enrolled part-time;
- 6) Any respondents under 25 years of age;
- 7) Adult learners who had not earned undergraduate or graduate

- degrees from four-year institutions;
 - 8) Adult learners who had not been enrolled in credit classes for four to 10 years;
 - 9) Adult learners who had not been enrolled in credit classes for over 10 years;
 - 10) Adult learners, currently enrolled in regular, credit classes, who had first enrolled in non-credit Outreach courses or who had first enrolled in Continuing Education Units (C.E.U.) credit Outreach courses;
 - 11) Adult Learners from 26 to 40 years of age;
 - 12) Adult Learners from 41 to 62 years of age;
 - 13) Adult Learners over 62 years of age;
 - 14) Adults who had never enrolled for any course at the University; and
 - 15) Adult Learners who were currently enrolled in courses for credit.
-

Chapter IV

RESULTS

The "Adult Learner Needs Assessment Survey" (AINAS) was completed and returned by 121 of the 290 individuals contacted by the Division of University Outreach Office and the researcher for a 42 percent survey return.

Of the 121 respondents, 15 subgroups were identified as listed in Table I. The subgroups are identified by descriptive labels followed by a precise definition. For the sake of brevity, the subgroups will be referred to by these labels in subsequent pages of this paper.

Two of the 15 subgroups will not be discussed in any detail in the presentation of the data. The first subgroup, "Under 25 Years of Age" was included to differentiate adult learners from any traditional-aged respondents. Only two of the 121 respondents indicated that they were under 25 years of age. The second subgroup, "Non-Students Over 24 Years of Age" was included to differentiate between adult learners currently or formerly enrolled in courses at the University of Wisconsin-La Crosse and those who had never enrolled for any course at UW-L. All of the 121 respondents indicated that they had enrolled for at least one course at the University.

Section I

Section I of the "Adult Learner Needs Assessment Survey" was intended to obtain background and demographic information about the

TABLE I
 SUBGROUP CLASSIFICATION OF
 THE ADULT LEARNER NEEDS ASSESSMENT SURVEY

<u>SUBGROUP</u>	<u>NUMBER OF RESPONDENTS</u>	<u>PERCENTAGE OF TOTAL</u>
MALES OVER 24 - Males over 24 years of age	29	24%
FEMALES OVER 24 - Females over 24 years of age	87	72
CONTINUING ED. OVER 24 - Currently planning to continue their education; over 24 yrs. old	98	81
FULL-TIME OVER 24 - Enrolled full-time; over 24 years of age	34	29
PART-TIME OVER 24 - Enrolled part-time; over 24 years of age	63	52
UNDER 25 - Respondents under 25 years of age	2	2
NON-DEGREE OVER 24 - Respondents who had not earned an undergraduate or graduate degree; over 24 years of age	80	66
FOUR - 10 YEARS OUT OF SCHOOL OVER 24 - Respondents who had not been enrolled in credit classes for four to 10 years; over 24 years of age	9	7
OVER 10 YEARS OUT OF SCHOOL OVER 24 - Respondents who had not been enrolled in credit classes for over 10 years; over 24 years of age	15	12
OUTREACH OVER 24 - Respondents currently enrolled in regular, credit classes who had first enrolled in non-credit Outreach courses or Continuing Education Units (C.E.U.) courses; over 24 years of age	15	12
YOUNG ADULT - Respondents from 26 to 40 years of age	70	58
MATURE ADULT - Respondents from 41 to 62 years of age	26	21
RETIREE - Respondents over 62 years of age	8	7
NON-STUDENTS OVER 24 - Respondents who had never enrolled for any course at the University	0	0
REGULAR CREDIT OVER 24 - Respondents currently enrolled in courses for credit	74	61

respondents.

Age - The median age of the respondents was approximately 34 years. Sixty-three of the 119 respondents over 24 years of age, or 53 percent of the total group, indicated that they were between the ages of 25 and 34 years. Table II provides a breakdown of the age classification of the respondents.

Racial/Ethnic Background - In responding to the question about racial/ethnic identity, 93 percent or 113 of the respondents indicated that they were white. None of the respondents identified themselves as black, Indian/Alaskan, Mexican/Chicano, or other Hispanic. One respondent selected Oriental/Asian for racial/ethnic identity; two respondents selected the Other category; two preferred not to respond to the question; and three left the question blank.

Sex - The ratio of female to male respondents totalled 3 to 1; 87 women over the age of 24 (72 percent of the total group) compared to 29 men over the age of 24 (24 percent of the total group). However, 55 percent of these men indicated they were enrolled full-time compared to 21 percent of the women respondents. Approximately the same percentage of men as women indicated that they planned to continue their education; 86 percent of the men compared to 84 percent of the women. Approximately the same percentage of men as women indicated that they were enrolled in regular credit courses at the University; 66 percent of the men compared to 63 percent of the women.

Marital Status - Of the 121 respondents, 76 or 63 percent indicated that they were married. Table III provides summary data about marital status for the total group and for male, female, full-time, and part-time adult learners.

TABLE II
AGE CLASSIFICATION

<u>AGE GROUP</u>	<u>NO. OF RESPONDENTS</u>	<u>% OF TOTAL GROUP</u>
Total Group	121	100.0
17 - 22 years of age	1	0.8
23 - 24 years of age	1	0.8
25 - 29 years of age	34	28.1
30 - 34 years of age	29	24.0
35 - 39 years of age	20	16.5
40 - 49 years of age	16	13.2
50 - 62 years of age	10	8.3
63 - 65 years of age	2	1.7
Over 65 years of age	5	4.1
Blank - No Response	3	2.5

TABLE III
MARITAL STATUS

		UNMARRIED	MARRIED	SEPARATED	PREFER NOT TO RESPOND	BLANK	TOTAL
Total Group	N:	42	76	1	2	0	121
	%:	34.7	62.8	0.8	1.7	0.0	100.0
Males Over 24	N:	15	14	0	0	0	29
	%:	51.7	48.3	0.0	0.0	0.0	100.0
Females Over 24	N:	23	61	1	2	0	87
	%:	26.4	70.1	1.1	2.3	0.0	100.0
Full-Time Over 24	N:	21	13	0	0	0	34
	%:	61.8	38.2	0.0	0.0	0.0	100.0
Part-Time Over 24	N:	13	48	0	2	0	63
	%:	20.6	76.2	0.0	3.2	0.0	100.0

Number of Dependent Children - Of the 121 respondents, 52 or 43 percent indicated that they did not have dependent children compared to 69 respondents or 57 percent who indicated that they have one or more dependent children. Seventeen of the 29 male adult learners, 59 percent, stated they did not have dependent children. Thirty of the 87 female adult learners, 35 percent, stated they had no dependent children.

Highest Level of Education Completed - In response to the question, "What is the highest level of education that you have completed?", 56 of the total number of respondents or 46 percent indicated that they had attended college but had not earned a bachelor's degree. Eighty-nine percent of the total group indicated they had some post-secondary educational experience at a technical institute or college. Approximately 31 percent of the total group had earned bachelor's or master's degrees. Table IV provides summary data about level of education for the total group.

Last Enrollment in Courses for Credit - In response to the question, "How long has it been since you were last enrolled in courses for credit?", 74 of the 121 respondents indicated that they were currently enrolled in course(s) for credit at the University of Wisconsin-La Crosse. Table V presents summary data on this question for the total group.

Responding to this item, 30 of the 34 full-time adult learners or 88 percent stated that they were currently enrolled in one or more courses for credit. In contrast, 37 of the 63 part-time adult learners or 59 percent of this group indicated that they were currently enrolled in credit course(s).

TABLE IV
HIGHEST LEVEL OF EDUCATION COMPLETED

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Attended Elementary School	0	0.0
Completed Elementary School	1	0.8
Attended High School	1	0.8
Completed High School	11	9.1
Obtained High School Equivalent Degree (GED)	1	0.8
Took Vocational/Technical or Community College Courses	7	5.8
Completed Vocational/Technical or Community College Program	6	5.0
Attended College	49	40.5
Received Associate Degree	7	5.8
Received Bachelor's Degree	27	22.3
Received Master's Degree	10	8.3
Received PhD or Professional Degree	0	0.0
Blank - No Response	1	0.8

TABLE V
LENGTH OF TIME SINCE LAST ENROLLMENT IN CREDIT COURSES

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Currently Enrolled	74	61.2
Less Than 1 Year	6	5.0
1 Year	1	0.8
2 - 3 Years	8	6.6
4 - 6 Years	4	3.3
7 - 10 Years	6	5.0
Over 10 Years	16	13.2
Blank - No Response	6	5.0

The percentage of adult learners currently enrolled in credit courses decreased with increasing age. Seventy percent of the Young Adult subgroup indicated they were currently enrolled in courses for credit while 54 percent of the Mature Adult group and 13 percent of the Retirees stated they were enrolled in credit courses.

Current Family Income - The income level of the respondents ranged from under \$6,000 to over \$50,000. Of the 121 subjects, 37 or 31 percent indicated that their current family income ranged between \$12,000 and \$24,000. Thirty-three of the respondents or 27 percent estimated their current family income below \$12,000. Table VI provides a breakdown of current family income for the total group.

What Are You Currently Doing? - In response to the question, "Which of the following best describes what you are currently doing?", the largest percentage, 22, stated that they were employed and continuing their education. Nineteen percent of the adult learners indicated they were employed full-time. For a more detailed presentation of the data for the total group, see Table VII.

Current Occupation - The final question of Section I was intended to collect information about the current occupational status of the respondents. Unemployed respondents were asked to leave this question blank. The largest number of respondents, 47, did leave this question blank. Forty-four of the respondents described their occupations as professional/technical. The remaining occupational classifications received relatively low selection by the subjects from 0 to 7 percent. A detailed summary for the total group is cited in Table VIII.

Section II

Section II of the Adult Learner Needs Assessment Survey was intended

TABLE VI
CURRENT FAMILY INCOME

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Less Than \$6,000	21	17.4
\$6,000 to \$8,999	4	3.3
\$9,000 to \$11,999	8	6.6
\$12,000 to \$14,999	9	7.4
\$15,000 to \$17,999	9	7.4
\$18,000 to \$20,999	9	7.4
\$21,000 to \$23,999	10	8.3
\$24,000 to \$26,999	6	5.0
\$27,000 to \$29,999	4	3.3
\$30,000 to \$34,999	8	6.6
\$35,000 to \$39,999	4	3.3
\$40,000 to \$44,999	5	4.1
\$45,000 to \$50,000	2	1.7
Over \$50,000	11	9.1
Prefer Not to Respond	8	6.6
Blank - No Response	3	2.5

TABLE VII
WHICH OF THE FOLLOWING BEST DESCRIBES
WHAT YOU ARE CURRENTLY DOING?

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Employed Full-Time	23	19.0
Employed Part-Time	9	7.4
Self-Employed (Farm or Business Owner, etc)	5	4.1
Employed and Continuing My Education	26	21.5
Continuing My Education	22	18.2
Serving in the Armed Forces	2	1.7
Caring for a Home/Family	22	18.2
Unemployed	0	0.0
Retired	5	4.1
Other	4	3.3
Blank	3	2.5

TABLE VIII
IF YOU ARE CURRENTLY EMPLOYED,
PLEASE INDICATE YOUR TYPE OF OCCUPATION

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Clerical Worker	9	7.4
Craftsman/Foreman	4	3.3
Farmer/Rancher	1	0.8
Laborer	0	0.0
Machine Operator	0	0.0
Professional/Technical	44	36.4
Manager/Proprietor/Business Owner	1	0.8
Sales Worker	5	4.1
Service Worker	1	0.8
Other	9	7.4
Blank - No Response	47	38.8

to obtain information about the educational plans and preferences of the respondents.

Item A: Are You Currently Planning To Continue Your Education? -

A total of 102 subjects responded affirmatively to this question; 15 respondents answered no; 4 respondents did not answer the question. Only the respondents who answered the question affirmatively were instructed to complete Section II. The other respondents were instructed to proceed to Section III.

Approximately the same percentage of men as women indicated they were planning to continue their education, 86 percent compared to 84 percent. All of the full-time enrolled adult learners indicated they planned to continue their education; 98 percent of the part-time students stated they intended to continue their education. The two subgroups with the largest percentage of negative responses were the Mature Adult, 31 percent, and adult learners who had not enrolled in a credit course for over 10 years, 53.3 percent.

Item B: Indicate Whether Each of the Following is a Major Reason, Minor Reason, or Not a Reason That You Decided To Continue Your Education - For the total group of respondents, the most frequently cited, major reason for continuing their education was "for personal satisfaction or happiness", 60 percent. Fifty-one percent of the respondents also cited "for general self-improvement" and "to become better educated and informed" as major reasons for continuing their education. Approximately one-third of the total group cited "to obtain a higher degree" or "to meet job requirements or improve job skills" as major reasons. The least frequently cited item as a major reason was "to meet new people", 13 percent. Other summary data for

this survey item is listed in Table IX.

Item C: Indicate Whether the Following Will be a Major, Minor, or Not A Source of Funding for Your Education - Most of the respondents indicated that their major sources of educational funding were personal earnings, 44 percent, or personal or family savings, 36 percent. Only 32 percent of the total group cited loans, educational grants, or scholarships as major sources of funding. Table X lists both major and minor sources of educational funding for the respondents.

Item D: Which Type of Enrollment Status Do You Prefer? - In response to this question, 35 of the 121 respondents (29 percent) stated that they preferred full-time enrollment; 66 (55 percent) preferred part-time enrollment; and 20 (17 percent) indicated no preference. Of the 29 male adult learners, 16 (55 percent) preferred full-time enrollment, 9 (31 percent) preferred part-time enrollment, and 4 (14 percent) indicated no preference. In contrast, of the 87 female adult learners, 18 (21 percent) preferred full-time enrollment, 54 (62 percent) preferred part-time status, and 15 (17 percent) had no preference.

Adult learners currently enrolled in credit course(s) at the University were almost equally divided on this question. Of the 74 subjects in this subgroup, 30 (41 percent) preferred full-time enrollment, 37 (50 percent) preferred part-time enrollment, and 7 (10 percent) stated no preference.

Item E: Which of the Following Types of Classes Is Most Convenient for You to Attend? - Respondents were instructed to select only one answer to this question. Nearly 30 percent of the respondents preferred morning classes; another 26 percent stated a preference for evening classes. The least popular class meeting time was noon hour with only

TABLE IX

INDICATE WHETHER EACH OF THE FOLLOWING IS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU DECIDED TO CONTINUE YOUR EDUCATION

		<u>MAJOR REASON</u>	<u>MINOR REASON</u>	<u>NOT A REASON</u>	<u>BLANK</u>
To Obtain a Higher Degree	N:	45	25	23	28
	%:	37.2	20.7	19.0	23.1
For Personal Satisfaction or Happiness	N:	72	16	8	25
	%:	59.5	13.2	6.6	20.7
To Obtain or Maintain a Certification	N:	24	14	53	30
	%:	19.8	11.6	43.8	24.8
To Meet Job Requirements or Improve Job Skills	N:	37	22	36	26
	%:	30.6	18.2	29.8	21.5
For General Self-Improvement	N:	62	25	6	28
	%:	51.2	20.7	5.0	23.1
To Meet People	N:	16	25	51	29
	%:	13.2	20.7	42.1	24.0
To Become Better Educated and Informed	N:	62	27	5	27
	%:	51.2	22.3	4.1	22.3
To Improve My Income	N:	35	23	33	30
	%:	28.9	19.0	27.3	24.8
To Learn a New Occupation	N:	31	26	34	30
	%:	25.6	21.5	28.1	24.8
To Learn How to Solve Personal or Community Problems	N:	17	23	51	30
	%:	14.0	19.0	42.1	24.8

TABLE X

INDICATE WHETHER THE FOLLOWING WILL BE A MAJOR, MINOR, OR NOT
A SOURCE OF FUNDING FOR YOUR EDUCATION

		<u>MAJOR REASON</u>	<u>MINOR REASON</u>	<u>NOT A REASON</u>	<u>BLANK</u>
Personal or Family Savings	N:	43	29	23	26
	%:	35.5	24.0	19.0	21.5
Personal Earnings	N:	53	18	26	24
	%:	43.8	14.9	21.5	19.8
Other Family Income	N:	15	9	65	32
	%:	12.4	7.4	53.7	26.4
Social Security Benefits	N:	0	1	89	31
	%:	0.0	0.8	73.6	25.6
Veteran's Benefits	N:	10	0	81	30
	%:	8.3	0.0	66.9	24.8
Educational Grants (BEOG, SEOG, Private Grants, etc.)	N:	16	9	64	32
	%:	13.2	7.4	52.9	26.4
Scholarships (Private, Federal, College, etc.)	N:	1	5	82	33
	%:	0.8	4.1	67.8	27.3
Student Loans (NDSL, Guaranteed Student Loans, etc.)	N:	22	8	61	30
	%:	18.2	6.6	50.4	24.8
Funds from Relatives or Friends	N:	1	8	80	32
	%:	0.8	6.6	66.1	26.4

three percent of the respondents stating this preference.

A majority of the full-time students, 53 percent, indicated their preference for morning classes while the highest percentage of part-time students, 44 percent, stated a preference for evening classes.

Item F: How Frequently Do You Feel Each of Your Courses Should Meet? - Respondents to this question demonstrated no strong preference for any particular number of class meeting times per week. Approximately 30 percent of the total group thought their classes should meet twice weekly; 22 percent preferred weekly class meetings; and 19 percent stated a preference for three or four meetings per week. Twenty-nine percent of the respondents stated no preference, selected the "other" category, or chose not to respond to this question. None of the respondents preferred five or more class meeting times per week.

Item G: Which Type of Class Do You Prefer? - Approximately 41 percent of the 121 respondents stated that they preferred a class with students of mixed ages. Another 29 percent stated no preference; 15 percent of the total group did not respond to the question. Only 15 percent of the respondents stated a preference for classes composed primarily of adult students.

Item H: Where Do You Prefer to Attend Classes? - A majority of the respondents, 59 percent, indicated that they preferred an on-campus location for class attendance. Thirty-four percent of the group stated no preference or did not respond to the question. Only seven percent of the respondents stated a preference for an off-campus location near their home or job.

A large majority, 85 percent, of the full-time students indicated their preference for on-campus classes as did students enrolled in

regular, credit classes, 72 percent.

Item I: Which Type of Class Format Do You Most Prefer? - Most of the respondents indicated that they preferred a small-group format, 37 percent, or a traditional lecture format, 29 percent, for their classes. Twenty-six percent of the group did not respond to the question or stated no preference. Five percent chose independent study format as their class preference while 3 percent selected laboratory or shop format as their preference. None of the subjects selected private tutor, correspondence course format, or "other" as their preference.

Only the Retiree subgroup differed markedly from this pattern. Over 60 percent of these individuals stated a preference for the traditional lecture format for classes.

Item J: Indicate Your Planned Area of Study - The most frequently cited planned areas of study by the total group of respondents were business/commerce, education, social sciences, and health professions. Table XI provides a breakdown of the subjects' planned areas of study.

Item K: Indicate Your Occupation Choice - As one might expect, the most frequently cited occupational choices by the respondents corresponded with the most frequently cited planned areas of study. Business/commerce, education, health professions, and social sciences were chosen more often than other categories. Table XII provides a breakdown of the subjects' occupational choices.

Section III

Section III was intended to obtain information about respondents' perceived personal and educational needs. Subjects were instructed to blacken the oval that best indicated their needs within the subcategories of life skills development, career development, educational

TABLE XI
 PLANNED AREA OF STUDY

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Undecided	8	6.6
Agriculture	0	0.0
Architecture	0	0.0
Biological Sciences	1	0.8
Business/Commerce	27	22.3
Communications	3	2.5
Computer Science	4	3.3
Education	18	14.9
Engineering	1	0.8
Applied/Fine Arts	3	2.5
Foreign Languages	2	1.7
Health Professions	9	7.4
Home Economics	0	0.0
Letters (Humanities)	3	2.5
Mathematics	0	0.0
Physical Science	0	0.0
Community Service	3	2.5
Social Sciences	11	9.1
Trade/Industrial/Technical	0	0.0
General Studies	2	1.7
Blank/No Response	26	21.5

TABLE XII
OCCUPATIONAL CHOICE

	<u>NUMBER</u>	<u>PERCENTAGE</u>
Total Group	121	100.0
Undecided	13	10.7
Agriculture	1	0.8
Architecture	0	0.0
Biological Sciences	1	0.8
Business/Commerce	22	18.2
Communications	4	3.3
Computer Science	5	4.1
Education	15	12.4
Engineering	0	0.0
Applied/Fine Arts	2	1.7
Foreign Languages	1	0.8
Health Professions	10	8.3
Home Economics	1	0.8
Letters (Humanities)	2	1.7
Mathematics	0	0.0
Physical Science	0	0.0
Community Service	7	5.8
Social Sciences	8	6.6
Trade/Industrial/Technical	1	0.8
General Studies	0	0.0
Blank/No Response	28	23.1

planning, and associations with others.

The 69 items in Section III were ranked according to a weighted need index based on the total number of responses to each item. The weighted need for the survey responses was determined by the American College Testing Research Division as follows:

I need a LOT of help in this area	3 points
I need a MEDIUM amount of help in this area	2
I need a LITTLE help in this area	1
This area is important, but I need NO further help	0
This area is NOT IMPORTANT or DOES NOT APPLY to me	0

To arrive at the total weighted need index for each item, the following formula was applied: The sum of (the weighted need for each response multiplied by the percentage of the group responding) rounded off to the nearest whole number.

Table XIII provides a summary of Section III for the total group of respondents by ranking the 69 items according to their weighted need index. The following presentation of data for Section III will emphasize marked differences in the expressed weighted need indices between a subgroup and the total group or substantial contrasts between subgroups.

Life Skills Development - Within the Life Skills Development subsection, items one through 19, certain patterns and trends for some of the adult learner subgroups emerged in comparison to the total group of respondents or in comparison to other subgroups.

One of the most obvious patterns within the Life Skills Development area involved the Retiree subgroup. Although only eight adult learners over 62 years of age comprised this group, they consistently established

TABLE XIII - A

SECTION III SUMMARY - RANKING OF ITEMS BY WEIGHTED NEED INDEX

(TOTAL NUMBER OF RESPONSES = 121)

<u>RANK</u>	<u>WEIGHTED NEED INDEX</u>	<u>ITEM NO.</u>	<u>ITEM DESCRIPTION</u>
1	145	3	DEVELOPING MY SPEAKING ABILITY
2	130	34	IDENTIFYING MY STRENGTHS AND ABILITIES
3	126	22	LEARNING ABOUT JOB OPPORTUNITIES
4	120	45	LEARNING TO BETTER USE LIBRARY FACILITIES
5	119	36	GETTING ADVICE ABOUT MY EDUCATIONAL PLANS
6	118	33	LEARNING WHAT JOBS ARE AVAILABLE NEAR HOME
7	111	35	SELECTING AN EDUCATIONAL PROGRAM
8	111	57	DEVELOPING CONFIDENCE IN MYSELF
9	109	5	INCREASING MY READING SPEED
10	107	8	LEARNING HOW TO HANDLE PRESSURE
11	107	9	LEARNING HOW TO BETTER MAKE DECISIONS
12	105	1	INCREASING MY SKILLS IN MATHEMATICS
13	101	23	LEARNING MORE ABOUT TRAINING REQUIREMENTS
14	100	58	UNDERSTANDING AND EXPRESSING PERSONAL VALUES
15	99	38	SELECTING THE RIGHT COURSES FOR MY EDUCATION
16	98	2	IMPROVING MY WRITING SKILLS
17	98	6	IMPROVING MY STUDY SKILLS AND HABITS
18	98	7	LEARNING HOW TO TAKE TESTS BETTER
19	98	40	LEARNING MORE ABOUT FINANCIAL AID
20	97	29	LEARNING HOW TO FIND JOB OPENINGS
21	97	51	LEARNING HOW TO GET NONTRADITIONAL CREDIT
22	96	21	IDENTIFYING CAREER AREAS WHICH FIT MY SKILLS
23	95	12	LEARNING HOW TO MANAGE MY TIME BETTER
24	93	4	IMPROVING MY UNDERSTANDING OF WHAT I READ
25	93	69	DEALING WITH CONFLICTS OF JOB/FAMILY/EDUC.
26	92	26	LEARNING ABOUT THE INCOME POTENTIALS OF JOBS
27	90	25	GETTING SOME JOB EXPERIENCE IN A NEW AREA
28	88	27	ARRANGING TO DISCUSS MY CAREER INTERESTS
29	86	11	SETTING GOALS IN MY LIFE
30	86	20	LEARNING HOW TO CHOOSE A CAREER
31	85	28	OBTAINING PART-TIME WORK IN MY INTEREST AREA
32	85	30	LEARNING MORE ABOUT HOW TO INTERVIEW FOR JOB
33	84	32	LEARNING HOW TO DEVELOP A VITA OR RESUME
34	82	37	LEARNING MORE ABOUT ENTRANCE REQUIREMENTS
35	82	66	DEALING WITH PEOPLE WHO THINK DIFFERENTLY

(Continued on next page)

TABLE XIII - B

SECTION III SUMMARY - RANKING OF ITEMS BY WEIGHTED NEED INDEX

RANK	WEIGHTED		ITEM NO.	ITEM DESCRIPTION
	NEED INDEX	ITEM		
36	80	24	LEARNING WHERE TO GET NECESSARY TRAINING	
37	79	16	LEARNING EFFECTIVELY ON MY OWN	
38	78	31	LEARNING MORE ABOUT HOW TO APPLY FOR A JOB	
39	75	49	ARRANGING A NO-CONFLICT CLASS SCHEDULE	
40	75	64	RAISING CHILDREN IN TODAY'S COMPLEX SOCIETY	
41	74	14	LEARNING HOW TO MAINTAIN MY HEALTH	
42	74	65	GAINING AN UNDERSTANDING OF DIFFERENT RACES	
43	72	52	LEARNING ABOUT NONCREDIT COURSES	
44	70	18	LEARNING HOW TO DEAL WITH COMMUNITY PROBLEMS	
45	69	17	LEARNING HOW TO USE MY LEISURE TIME	
46	69	53	LEARNING HOW TO WORK WITH ACADEMIC ADVISOR	
47	68	67	DEALING OBJECTIVELY WITH DISCRIMINATION	
48	65	15	UNDERSTANDING MY CONSUMER RIGHTS AND RESPON.	
49	65	19	LEARNING HOW TO PARTICIPATE IN GOVERNMENT	
50	64	54	LEARNING HOW TO COMMUNICATE WITH INSTRUCTORS	
51	64	59	LEARNING HOW TO MAKE MORE OR CLOSER FRIENDS	
52	61	13	LEARNING HOW TO BUDGET MONEY MORE WISELY	
53	59	42	LEARNING MORE ABOUT GRADUATION REQUIREMENTS	
54	55	10	BECOMING MORE INDEPENDENT	
55	51	68	COPING WITH MARITAL STRESSES AND PROBLEMS	
56	48	39	LEARNING MORE ABOUT ENROLLMENT PROCEDURES	
57	44	43	LEARNING HOW TO TRANSFER PRIOR CREDITS	
58	44	50	OBTAINING ACCESS TO COLLEGE OFFICES	
59	35	55	LEARNING HOW TO RELATE WITH YOUNGER STUDENTS	
60	32	56	GETTING ALONG WITH THE PEOPLE I WORK WITH	
61	32	60	LEARNING HOW TO IMPROVE PERSONAL APPEARANCE	
62	31	41	OBTAINING HELP WITH COLLEGE RE-ENTRY	
63	26	48	LEARNING HOW TO GET AROUND CAMPUS	
64	25	61	GETTING MY FAMILY INTERESTED IN MY EDUCATION	
65	22	62	COPING WITH THE PROBLEMS OF A SINGLE PARENT	
66	21	46	OBTAINING CHILD CARE SERVICES	
67	18	44	SECURING TRANSPORTATION TO AND FROM CAMPUS	
68	12	63	DEALING WITH THE PROBLEMS OF DIVORCE	
69	2	47	OBTAINING SERVICES FOR A PHYSICAL HANDICAP	

the lowest weighted need indices of all subgroups for each of the 19 items in this category. The Retiree subgroup's weighted need indices varied a minimum of 20 points to a maximum of 80 points below the weighted need indices of the total group. Table XIV compares the scores of the Retiree subgroup to those of the total group of respondents for all items in the Life Skills Development section.

Some marked differences between male and female adult learners also became apparent within this section. In general, the women perceived themselves as needing more help in developing the life skills listed in items one through 19 than the male respondents. In comparison to the scores of the total group, the female adult learners scored higher need indices for 15 of the 19 items; male adult learners scored lower indices for 12 of the 19 items.

For 14 of the 19 items, women scored higher weighted need indices than their male counterparts. Table XV identifies those items for which there were at least a 25-point difference between the weighted need indices of the male and female respondents over the age of 24. With the exception of item 5, "Increasing my reading speed", the men perceived themselves as needing less help than their female counterparts for these seven items.

Full-time and part-time adult learners also demonstrated some substantial differences within the Life Skills Development subsection. Table XVI identifies eight of the 19 items for which there existed a 21-point or greater difference in weighted need indices between these two groups. With the exception of item 6, "Improving my study skills and habits", the part-time students indicated they needed more assistance than full-time students over the age of 24.

TABLE XIV
SECTION III - LIFE SKILLS DEVELOPMENT
RETIREE SUBGROUP

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>RETIREE WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
1.	Increasing my skills in mathematics	105	38	67
2.	Improving my writing skills	98	38	60
3.	Developing my speaking ability	145	100	45
4.	Improving my under- standing of what I read	93	13	80
5.	Increasing my reading speed	109	63	46
6.	Improving my study skills and habits	98	25	73
7.	Learning how to take tests better	98	25	73
8.	Learning how to handle pressure from friends, family, instructors, or myself	107	50	57
9.	Learning how to better make decisions and solve problems	107	38	69
10.	Becoming more independent	55	25	30
11.	Setting goals in my life	86	25	61
12.	Learning how to manage my time better	95	25	70
13.	Learning how to budget money more wisely	61	0	61
14.	Learning how to maintain my physical and mental health	74	13	61
15.	Understanding my rights and responsibilities as a consumer	65	13	52

(Continued on next page)

TABLE XIV
SECTION III - LIFE SKILLS DEVELOPMENT
RETIREE SUBGROUP

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>RETIREE WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
16.	Learning effectively on my own	79	13	66
17.	Learning how to use my leisure time to get more out of life	69	38	31
18.	Learning how to deal effectively with community problems	70	50	20
19.	Learning how to partici- pate in governmental activities	65	38	27

TABLE XV
SECTION III - LIFE SKILLS DEVELOPMENT
COMPARISON OF MALE AND FEMALE ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>MALE WT. NEED INDEX</u>	<u>FEMALE WT. NEED INDEX</u>	<u>POINT DIFF.</u>
1.	Increasing my skills in mathematics	105	55	122	67
5.	Increasing my reading speed	109	138	102	36
7.	Learning how to take tests better	98	83	108	25
8.	Learning how to handle pressure	107	55	125	70
9.	Learning how to better make decisions	107	66	122	56
10.	Becoming more independent	55	14	70	56
11.	Setting goals in my life	86	59	98	39

TABLE XVI
SECTION III - LIFE SKILLS DEVELOPMENT
COMPARISON OF FULL-TIME AND PART-TIME ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>FULL-TIME WT. NEED INDEX</u>	<u>PART-TIME WT. NEED INDEX</u>	<u>POINT DIFF.</u>
2.	Improving my writing skills	98	97	119	22
3.	Developing my speaking ability	145	126	168	42
6.	Improving my study skills and habits	98	126	105	21
8.	Learning how to handle pressure	107	85	125	40
9.	Learning how to better make decisions	107	76	127	51
10.	Becoming more independent	55	29	67	38
11.	Setting goals in my life	86	74	106	32
17.	Learning how to use my leisure time	69	53	83	30

Another subgroup demonstrating some substantial differences from the total group profile was the subgroup of adult learners last enrolled in a credit course for four to 10 years (Out 4 - 10 Yrs.; Over 24). This particular subgroup, comprised of nine individuals, consistently totalled higher-than-average weighted need indices for all but two items. Table XVII lists 11 of the 19 items for which this subgroup totalled 25 points or higher than the total group.

In contrast, the subgroup of adult learners last enrolled in a credit course over 10 years (Out Over 10 Yrs.; Over 24) expressed relatively low need of assistance for all but three of the 19 items in the Life Skills Development area. With the exception of item 10, "Becoming more independent", the 15 members of this subgroup ranked seven items at least 25 points lower than the weighted need indices of the total group as illustrated in Table XVIII.

Career Development - Items 20 through 34 of Section III represent the Career Development subsection. Within this category, some similarities and differences between subgroups and the total group are substantial enough to merit discussion.

For all 15 items of the Career Development subsection, the subgroup of adult learners currently enrolled in regular, credit courses at the University (Regular Credit; Over 24) consistently scored higher weighted need indices than those for the total group of respondents. Ranging from a one-point to a 29-point increase over the indices of the total group, the 74 adult learners in this subgroup perceived themselves as having relatively high need of assistance in the career development area. Table XIX compares the weighted need indices of this subgroup to those of the total group for items 20 through 34.

TABLE XVII
SECTION III - LIFE SKILLS DEVELOPMENT
ADULT LEARNERS OUT 4 - 10 YEARS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>OUT 4-10 WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
1.	Increasing my skills in mathematics	105	144	+ 39
4.	Improving my understanding of what I read	93	144	+ 44
5.	Increasing my reading speed	109	144	+ 35
8.	Learning how to handle pressure	107	144	+ 37
9.	Learning how to better make decisions	107	167	+ 60
10.	Becoming more independent	55	100	+ 45
11.	Setting goals in my life	86	133	+ 47
14.	Learning how to maintain my health	74	100	+ 26
16.	Learning effectively on my own	79	122	+ 43
17.	Learning how to use my leisure time	69	100	+ 31
18.	Learning how to deal with community problems	70	111	+ 41

TABLE XVIII
SECTION III - LIFE SKILLS DEVELOPMENT
ADULT LEARNERS OUT OVER 10 YEARS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>OVER 10 YRS. WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
1.	Increasing my skills in mathematics	105	60	- 45
4.	Improving my understanding of what I read	93	53	- 40
6.	Improving my study skills and habits	98	73	- 25
7.	Learning how to take tests better	98	53	- 45
8.	Learning how to handle pressure	107	73	- 34
10.	Becoming more independent	55	100	+ 45
12.	Learning how to manage my time better	95	40	- 55
13.	Learning how to budget money more wisely	61	27	- 34

TABLE XIX
SECTION III - CAREER DEVELOPMENT
ADULT LEARNERS ENROLLED IN REGULAR CREDIT COURSES

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>REG. CREDIT WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
20.	Learning how to choose a career that will be right for me	86	93	+ 7
21.	Identifying career areas which will fit my current skills, abilities, and interests	96	108	+ 12
22.	Learning about job opportunities in my career interest areas	126	147	+ 21
23.	Learning more about training requirements for jobs I'm interested in	101	107	+ 6
24.	Learning where to get the training necessary for jobs in my career interest area	80	81	+ 1
25.	Getting some full-time job experience in a career interest area	90	100	+ 10
26.	Learning about the income potentials of jobs in my career interest areas	92	96	+ 4
27.	Arranging to discuss my career interests with people employed in the same career area	88	100	+ 12
28.	Obtaining part-time work in my career interest area	85	96	+ 11
29.	Learning how to find job openings	97	119	+ 22
30.	Learning more about how to interview for a job	85	97	+ 12
31.	Learning more about how to apply for a job	78	92	+ 14

(Continued on next page)

TABLE XIX
SECTION III - CAREER DEVELOPMENT
ADULT LEARNERS ENROLLED IN REGULAR CREDIT COURSES

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>REG. CREDIT WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
32.	Learning how to develop a personal vita or resume	84	96	+ 12
33.	Learning what jobs are available near where I wish to live	118	147	+ 29
34.	Identifying my strengths and abilities	130	134	+ 4

As in the Life Skills Development area, male and female adult learners indicated some substantial differences in their perceptions of career development needs. In all but one of the 15 items within this subsection, men scored lower weighted need indices than their female counterparts and the total group in general. For item 29, "Learning how to find job openings", both subgroups scored weighted need indices of 100. In 10 of the 15 items, as listed in Table XX, women tallied 20 points or more than the male adult learners. Item 34, "Identifying my strengths and weaknesses", showed the greatest difference, a total of 51 points.

Similarly, full-time and part-time enrolled adult learners demonstrated some marked differences in their perceptions of career development "neediness". In eight of the 15 items, full-time adult learners scored 29 points or higher in their weighted need indices than the part-time students. Table XXI presents the data for these eight career development items for the 34 full-time and 63 part-time adult learners.

A striking contrast was demonstrated between adult learners last enrolled in a credit course four to 10 years (Out 4 - 10 Yrs.; Over 24) and those last enrolled in a credit course over 10 years (Out Over 10 Yrs.; Over 24). The nine individuals in the Out 4 - 10 Yrs. subgroup indicated that they perceived themselves as needing a greater-than-average amount of help in the career development area. With the exception of item 28, "Obtaining part-time work in my career interest area", this subgroup scored higher weighted need indices than the total group for every item. In contrast, the 15 adult learners in the Out Over 10 Yrs. subgroup expressed relatively low need of assistance with

TABLE XX
SECTION III - CAREER DEVELOPMENT
COMPARISON OF MALE AND FEMALE ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>MALE WT. NEED INDEX</u>	<u>FEMALE WT. NEED INDEX</u>	<u>POINT DIFF.</u>
20.	Learning how to choose a career that will be right for me	86	72	93	21
21.	Identifying career areas which fit my skills	96	76	107	31
22.	Learning about job opportunities	126	107	140	33
23.	Learning more about training requirements	101	69	114	45
24.	Learning where to get necessary training	80	45	95	50
26.	Learning about the income potentials of jobs	92	62	107	45
27.	Arranging to discuss my career interests	88	66	98	32
28.	Obtaining part-time work in my interest area	85	55	95	40
32.	Learning how to develop a vita or resume	84	69	94	25
34.	Identifying my strengths and abilities	130	97	148	51

TABLE XXI
SECTION III - CAREER DEVELOPMENT
COMPARISON OF FULL-TIME AND PART-TIME ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>FULL-TIME WT. NEED INDEX</u>	<u>PART-TIME WT. NEED INDEX</u>	<u>POINT DIFF.</u>
22.	Learning about job opportunities	126	162	124	38
25.	Getting some full-time job experience in a new career area	90	129	84	45
28.	Obtaining part-time work in my career interest area	85	112	83	29
29.	Learning how to find job openings	97	150	81	69
30.	Learning more about how to interview for a job	85	138	76	62
31.	Learning more about how to apply for a job	78	126	70	56
32.	Learning how to develop a personal vita or resume	84	121	84	37
33.	Learning what jobs are available near where I wish to live	118	176	105	71

indices far below those of the total group. Differences in weighted values between the two subgroups ranged from 29 points for item 32 to 106 points for item 27. Table XXII presents summary data for these two subgroups within the career development area.

Another pattern of career development need was established by the Young Adult, Mature Adult, and Retiree subgroups. For all 15 items in this subsection, the 70 respondents in the Young Adult subgroup expressed a relatively high need of help; the 26 individuals in the Mature Adult subgroup indicated a medium amount of perceived need; and the eight Retirees expressed relatively low need. Table XXIII compares the weighted need indices for these three subgroups and for the total group of respondents.

Educational Planning - Items 35 through 52 address issues within the area of educational planning. Again, some differences between subgroups and the total group became apparent.

Within the Educational Planning subsection, the subgroup of adult learners currently planning to continue their education (Continuing Ed.; Over 24) expressed higher-than-average need indices for 17 of the 18 items. For the 18th item, their weighted need index was equal to the index of the total group. Although the largest, single difference in indices only totalled 16 points, the 98 individuals in this subgroup clearly perceived themselves as needing a relatively high degree of assistance in the educational planning area. Table XXIV compares the scores of these adult learners to the total group.

Again, the pattern established for male and female respondents in preceding subsections of Section III was discernible in the Educational Planning section. For 16 of the 18 items, male adult learners scored

TABLE XXII

SECTION III - CAREER DEVELOPMENT

COMPARISON OF ADULT LEARNERS OUT 4 - 10 YRS. AND OUT OVER 10 YRS.

<u>ITEM</u> <u>NO.</u>	<u>ITEM</u> <u>DESCRIPTOR</u>	<u>TOTAL GROUP</u>	<u>4 - 10 YRS.</u>	<u>OVER 10 YRS.</u>	<u>POINT</u> <u>DIFF.</u>
		<u>WT. NEED</u> <u>INDEX</u>	<u>WT. NEED</u> <u>INDEX</u>	<u>WT. NEED</u> <u>INDEX</u>	
20.	Learning how to choose a career that will be right for me	86	133	33	100
21.	Identifying career areas which will fit my current skills, abilities, and interests	96	122	40	82
22.	Learning about job opportunities in my career interest areas	126	156	80	76
23.	Learning more about training requirements for jobs I'm interested in	101	122	67	55
24.	Learning where to get the training necessary for jobs in my career interest area	80	111	53	58
25.	Getting some full-time job experience in a new career area	90	111	47	64
26.	Learning about the income potentials of jobs in my career interest areas	92	133	80	53
27.	Arranging to discuss my career interests with people employed in the same career area	88	133	27	106
29.	Learning how to find job openings	97	78	53	25
30.	Learning more about how to interview for a job	85	78	53	25
32.	Learning how to develop a vita or resume	84	89	60	29

(Continued on next page)

TABLE XXII

SECTION III - CAREER DEVELOPMENT

COMPARISON OF ADULT LEARNERS OUT 4 - 10 YRS. AND OUT OVER 10 YRS.

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP</u>	<u>4 - 10 YRS.</u>	<u>OVER 10 YRS.</u>	<u>POINT DIFF.</u>
		<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	
33.	Learning what jobs are available near where I wish to live	118	111	60	51
34.	Identifying my strengths and abilities	130	156	100	56

TABLE XXIII

SECTION III - CAREER DEVELOPMENT

COMPARISON OF YOUNG ADULT, MATURE ADULT, AND RETIREE SUBGROUPS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP</u>	<u>YOUNG</u>	<u>MATURE</u>	<u>RETIREE</u>
		<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>
20.	Learning how to choose a career that will be right for me	86	100	54	0
21.	Identifying career areas which will fit my current skills, abilities and interests	96	103	92	13
22.	Learning about job opportunities in my career interest areas	126	151	108	13
23.	Learning more about training requirements for jobs I'm interested in	101	124	69	13
24.	Learning where to get training necessary for jobs in my career interest area	80	96	54	25
25.	Getting some full-time job experience in a new career area	90	101	69	25
26.	Learning about the income potentials of jobs in my career interest areas	92	119	65	13
27.	Arranging to discuss my career interests with people in the same career area	88	99	77	25
29.	Learning how to find job openings	97	111	81	25
30.	Learning more about how to interview for a job	85	96	65	25
31.	Learning more about how to apply for a job	78	90	58	25

(Continued on next page)

TABLE XXIII

SECTION III - CAREER DEVELOPMENT

COMPARISON OF YOUNG ADULT, MATURE ADULT, AND RETIREE SUBGROUPS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>YOUNG WT. NEED INDEX</u>	<u>MATURE WT. NEED INDEX</u>	<u>RETIREE WT. NEED INDEX</u>
32.	Learning how to develop a vita or resume	84	100	73	25
33.	Learning what jobs are available near where I wish to live	118	141	100	25
34.	Identifying my strengths and abilities	130	151	115	50

TABLE XXIV
SECTION III - EDUCATIONAL PLANNING
ADULT LEARNERS PLANNING TO CONTINUE THEIR EDUCATION

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>CON. ED. WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
35.	Selecting an educational program to meet my interests and skills	111	123	+ 12
36.	Getting advice about my educational plans	119	135	+ 16
37.	Learning more about entrance requirements for educational programs that interest me	82	90	+ 8
38.	Selecting the right courses for my educational plans	99	115	+ 16
39.	Learning more about enrollment procedures (registration, fee payment, etc.)	48	52	+ 4
40.	Learning more about financial aid for students my age	98	109	+ 11
41.	Obtaining help with college re-entry procedures	31	33	+ 2
42.	Learning more about graduation requirements	59	67	+ 8
43.	Learning more about how to transfer prior credits	44	49	+ 5
44.	Securing transportation to and from campus	18	21	+ 3
45.	Learning how to make better use of library facilities	120	135	+ 15
46.	Obtaining child care services	21	26	+ 5
47.	Obtaining special services for physically handicapped students	2	3	+ 1

(Continued on next page)

TABLE XXIV

SECTION III - EDUCATIONAL PLANNING

ADULT LEARNERS PLANNING TO CONTINUE THEIR EDUCATION

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>CON. ED. WT. NEED INDEX</u>	<u>POINT DIFFERENCE</u>
48.	Learning how to get around campus	26	27	+ 1
49.	Arranging a class schedule that will not conflict with my current occupation	75	88	+ 13
50.	Obtaining access to college offices at times other than when I work	44	51	+ 7
51.	Learning how to get course credit through nontraditional means	97	113	+ 16
52.	Learning about noncredit courses that will meet my needs	72	72	-

lower weighted need indices than female adult learners and the total group in general. Women scored indices higher than those of the total group for 17 of the 18 items.

Table XXV lists the 10 items for which there was a difference of 20 points or more between men and women in their perception of need. An interesting exception to this pattern was demonstrated in item 40, "Learning more about financial aid for students my age". Here, the male respondents expressed a weighted need value of 107 points; their female counterparts indicated a need index of 97 points.

As in previous survey sections, some substantial differences were also noted between full and part-time students. In comparison to the total group, the part-time adult learners tallied higher need indices for every item in the Educational Planning subsection. For 13 of the 18 items, the part-time adult learners perceived higher need of assistance than the full-time students. The only major exception to this trend involved item 40, "Learning more about financial aid for students my age". Full-time students expressed a weighted need index of 129 points while part-time adult learners scored 100 points on this item. Those items for which there was a 20-point or greater differential between the two subgroups are listed in Table XXVI.

Again the subgroups of adult learners Out 4 - 10 Yrs. and those Out Over 10 Yrs. demonstrated some marked differences. The nine individuals in the Out 4 - 10 Yrs. subgroup expressed relatively high need of assistance in the Educational Planning area as they did in the previous two sections while the Out Over 10 Yrs. subgroup perceived a low level of need. Table XXVII compares the 14 items for which there existed a 20-point differential or more for these two subgroups.

TABLE XXV
SECTION III - EDUCATIONAL PLANNING
COMPARISON OF MALE AND FEMALE ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>MALE WT. NEED INDEX</u>	<u>FEMALE WT. NEED INDEX</u>	<u>POINT DIFF.</u>
35.	Selecting an educational program to meet my interests and skills	111	76	124	48
36.	Getting advice about my educational plans	119	86	132	46
37.	Learning more about entrance requirements	82	45	95	50
38.	Selecting the right courses for my educational plans	99	72	111	39
39.	Learning more about enrollment procedures	48	24	56	32
41.	Obtaining help with college re-entry	31	14	37	23
45.	Learning how to make better use of library facilities	120	103	130	27
48.	Learning how to get around campus	26	7	32	25
51.	Learning how to get course credit through nontraditional means	97	66	113	47
52.	Learning about noncredit courses that will meet my needs	72	41	85	44

TABLE XXVI

SECTION III - EDUCATIONAL PLANNING

COMPARISON OF FULL-TIME AND PART-TIME ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>FULL WT. NEED INDEX</u>	<u>PART WT. NEED INDEX</u>	<u>POINT DIFF.</u>
35.	Selecting an educational program to meet my interests and skills	111	106	135	29
37.	Learning more about entrance requirements	82	74	100	26
38.	Selecting the right courses for my educational plans	99	97	127	30
39.	Learning more about enrollment procedures	48	29	65	36
41.	Obtaining help with college re-entry	31	18	41	23
45.	Learning how to make better use of library facilities	120	103	156	53
48.	Learning how to get around campus	26	3	44	41
49.	Arranging a class schedule that will not conflict with my current occupation	75	41	114	73
50.	Obtaining access to college offices at times other than when I work	44	29	63	34
51.	Learning how to get course credit through nontraditional means	97	76	130	54
52.	Learning about noncredit courses that will meet my needs	72	24	103	79

TABLE XXVII

SECTION III - EDUCATIONAL PLANNING

COMPARISON OF ADULT LEARNERS OUT 4-10 YRS. AND OUT OVER 10 YRS.

<u>ITEM</u> <u>NO.</u>	<u>ITEM</u> <u>DESCRIPTOR</u>	<u>TOTAL GROUP</u>	<u>4-10 YRS.</u>	<u>OVER 10 YRS.</u>	<u>POINT</u> <u>DIFF.</u>
		<u>WT. NEED</u> <u>INDEX</u>	<u>WT. NEED</u> <u>INDEX</u>	<u>WT. NEED</u> <u>INDEX</u>	
35.	Selecting an educational program to meet my interests and skills	111	133	107	26
36.	Getting advice about my educational plans	119	156	87	69
37.	Learning more about entrance requirements	82	167	47	120
38.	Selecting the right courses for my educational plans	99	133	93	40
39.	Learning more about enrollment procedures	48	133	47	86
41.	Obtaining help with college re-entry	31	100	60	40
42.	Learning more about graduation requirements	59	89	33	56
43.	Learning more about how to transfer prior credits	44	89	47	42
44.	Securing transportation to and from campus	18	44	0	44
46.	Obtaining child care services	21	78	0	78
49.	Arranging a class schedule that will not conflict with my current occupation	75	100	80	20
50.	Obtaining access to college offices at times other than when I work	44	67	40	37

(Continued on next page)

TABLE XXVII

SECTION III - EDUCATIONAL PLANNING

COMPARISON OF ADULT LEARNERS OUT 4-10 YRS. AND OUT OVER 10 YRS.

<u>ITEM</u> <u>NO.</u>	<u>ITEM</u> <u>DESCRIPTOR</u>	<u>TOTAL GROUP</u> <u>WT. NEED</u> <u>INDEX</u>	<u>4-10 YRS.</u> <u>WT. NEED</u> <u>INDEX</u>	<u>OVER 10 YRS.</u> <u>WT. NEED</u> <u>INDEX</u>	<u>POINT</u> <u>DIFF.</u>
51.	Learning how to get course credit through nontraditional means	97	111	80	31
52.	Learning about non-credit courses that will meet my needs	72	122	93	29

Finally, the pattern established in the Career Development subsection generally persisted for the Young Adult, Mature Adult, and Retiree subgroups in the Educational Planning section. With the exception of four items, the Young Adults indicated an extremely high perception of need; the Mature Adults expressed a medium amount need; and the Retirees stated an extremely low need of assistance in the area of educational planning.

However, for item 46, "Obtaining child care services", and item 47, "Obtaining special services for physically handicapped students", the Mature Adults and Retirees expressed no need with weighted need indices of 0. For item 48, "Learning how to get around campus" and item 52, "Learning about noncredit courses that will meet my needs", the Mature Adults expressed need indices of 12 and 11 points higher respectively than the Young Adults.

Association with Others - The final subsection, items 53 through 69, dealt with the respondents' perceptions of their associations with other people. Many of the patterns established in earlier subsections for certain subgroups persisted but not to the same extent.

Men and women continued to demonstrate distinct patterns of perceived need in the Associations with Others area as they did in previous sections. For 13 of the 17 items in this subsection, the female adult learners expressed higher need of assistance than their male counterparts. Men scored slightly higher weighted need indices for item 54, "Learning how to communicate better with instructors"; item 55, "Learning how to relate better with younger students; and item 56, "Getting along better with the people I work with". Table XXVIII compares those items for which there was a 20-point differential or

TABLE XXVIII
SECTION III - ASSOCIATIONS WITH OTHERS
COMPARISON OF MALE AND FEMALE ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>MALE WT. NEED INDEX</u>	<u>FEMALE WT. NEED INDEX</u>	<u>POINT DIFF.</u>
53.	Learning to work with my academic advisor	69	48	76	28
57.	Developing and demonstrating confidence in my self	111	69	123	54
58.	Understanding and expressing my personal needs	100	69	114	45
61.	Getting my family interested in my education and career	25	10	31	21
62.	Coping with the problems of being a single parent	22	0	31	31
64.	Raising children in today's complex society	75	24	97	73
65.	Gaining a better understanding of people of different races and cultural backgrounds	74	52	82	30
66.	Dealing with people who think and feel differently than I do	82	59	94	35
68.	Coping with marital stresses and problems	51	24	63	39
69.	Dealing with the conflicts of job, family and education	93	69	106	37

more between the male and female subgroups.

Part-time students expressed higher perception of need than full-time adult learners in 13 of the 17 items. Six of these items, as listed in Table XXIX, demonstrated margins of 20 points or more between these two subgroups. Full-time students expressed higher need values for item 56, "Getting along better with the people I work with"; item 62, "Coping with the problems of being a single parent"; and item 63, "Dealing with the problems of divorce or separation".

The subgroups of adult learners last enrolled in credit courses four to 10 years (Out 4 - 10 Yrs.) and those last enrolled over 10 years (Out Over 10 Yrs.) also continued the pattern established in earlier subsections but to a lesser extent. For 13 of the 17 items, the Out 4 - 10 Yrs. subgroup scored higher weighted need indices than the Out Over 10 Yrs. subgroup; six of these 17 items involved index differences of 20 points or more as indicated in Table XXX.

Although the differentials between indices remained below 20 points, the Out Over 10 Yrs. subgroup did score higher on four items, 54, 55, 56, and 69. In addition, both subgroups scored indices above those of the total group for seven items.

Finally, the pattern of high need, medium need, and low need established by the Young Adult, Mature Adult, and Retiree subgroups in previous subsections was discernible for nine of the 17 items in this category. However, for five items, the Mature Adults expressed weighted need values nearly as high as those of the Young Adults. For items 54, 57, 60, 63, and 68, the weighted need indices of the Mature Adults ranged from one point to 13 points below those of their younger counterparts.

TABLE XXIX
SECTION III - ASSOCIATIONS WITH OTHERS
COMPARISON OF FULL-TIME AND PART-TIME ADULT LEARNERS

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP WT. NEED INDEX</u>	<u>FULL WT. NEED INDEX</u>	<u>PART WT. NEED INDEX</u>	<u>POINT DIFF.</u>
53.	Learning how to work with my academic advisor	69	59	90	31
57.	Developing and demon- strating confidence in myself	111	71	133	62
58.	Understanding and ex- pressing my personal values	100	68	127	59
60.	Learning how to improve my personal appear- ance	32	26	46	20
64.	Raising children in today's complex society	75	59	97	38
68.	Coping with marital stresses and problems	51	21	71	50

TABLE XXX

SECTION III - ASSOCIATIONS WITH OTHERS

COMPARISON OF ADULT LEARNERS OUT 4 - 10 YRS. AND OUT OVER 10 YRS.

<u>ITEM NO.</u>	<u>ITEM DESCRIPTOR</u>	<u>TOTAL GROUP</u>	<u>4-10 YRS.</u>	<u>OVER 10 YRS.</u>	<u>POINT DIFF.</u>
		<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	<u>WT. NEED INDEX</u>	
53.	Learning how to work with my academic advisor	69	78	20	58
57.	Developing and demon- strating confidence in myself	111	167	120	47
58.	Understanding and ex- pressing my personal values	100	156	113	43
59.	Learning how to make more or closer friends	64	67	47	30
60.	Learning how to improve my personal appear- ance	32	33	7	26
63.	Dealing with the problems of divorce and separation	12	56	33	23
65.	Gaining a better understanding of people of different races and cultural backgrounds	74	122	80	42
66.	Dealing with people who think and feel differently than I do	82	156	87	69
67.	Dealing objectively with discrimination	68	78	47	31

For two items in this category, the Retirees expressed perceived need of assistance atypically. For item 55, "Learning how to relate with younger students", the Retiree index was 10 points higher than the index of the Mature Adults. For item 56, "Getting along well with the people I work with", the Retirees scored only two points below Mature Adults in weighted need value.

Section IV

Section IV of the Adult Learner Needs Assessment Survey included 13 questions developed locally by the Division of University Outreach staff and the researcher at the University of Wisconsin-La Crosse. The primary emphasis of this section was to obtain feedback from the respondents about the marketing techniques, information services, and student services offered by the University. In addition, this section sought more information about the type of course enrollment engaged in by the adult learners responding to the survey.

Optional Item 1: Which one of the following has been your primary source of information about courses and other U.W.-La Crosse activities, events, and programs? - Based upon the responses to this question, direct mail by the University and the U.W.-La Crosse Outreach Times serve as primary sources of information for the 121 respondents. The responses of the subjects to this question can be ranked as follows:

1. Information mailed to me by the University - 22.3%
2. U.W.-La Crosse information newspaper, the Outreach Times - 22.3%
3. Friends, acquaintances, by "word-of-mouth" - 15.7%
4. Personal contact with U.W.-La Crosse personnel - 14.0%
5. Daily or weekly newspaper (La Crosse Tribune or other) - 8.3%
6. None of the above; other sources - 8.3%
7. Blank/No Response - 6.6%
8. U.W.-La Crosse student newspaper, the Racquet - 1.7%

9. A scheduled University "Open House" meeting - 0.8%
10. Merchandising paper or "shopper", like Buyer's Guide - 0.0%
11. Radio - 0.0%
12. Television - 0.0%

Optional Item 2: Do you plan to enroll at U.W.-La Crosse during the Spring Semester, January through May, 1981? - A majority of the 121 respondents indicated they planned to enroll for credit course(s) during spring semester. A tally of the subjects' responses is as follows:

1. Yes, for credit course(s) - 53.7%
2. Undecided - 19.8%
3. No - 14.0%
4. Yes, for non-credit "Outreach" course(s) - 5.0%
5. Blank/No Response - 4.1%
6. Yes, for combination of credit and non-credit courses - 3.3%

Optional Item 3: Which one of the following best describes your present enrollment status at U.W.-La Crosse? - Approximately 30 percent of the total number of respondents indicated they were enrolled in regular credit courses on a part-time basis. Enrollment status of the respondents was cited as follows:

1. Enrolled in regular University credit course(s) for 1 through 6 credits - 30.6%
2. Enrolled in regular University credit course(s) for 12 or more credits - 24.0%
3. Enrolled in Outreach course(s) - 22.3%
4. Enrolled in regular University credit course(s) for 7 through 11 credits - 9.1%
5. Blank/No Response - 6.6%
6. Have not enrolled in any course for this Fall Semester - 5.0%
7. Enrolled in a combination of regular University credit and Outreach course(s) - 2.5%

Optional Item 4: Which one of the following was the primary source of information that lead to your first enrollment in any course (credit or non-credit, regular University or Outreach) at U.W.-La Crosse? -

The largest percentage of respondents, 25 percent, indicated that friends or acquaintances served as the primary source of information leading to their initial enrollment at U.W.-La Crosse. Other responses in rank order are:

1. Friends, acquaintances, by "word-of-mouth" - 24.8%
2. Information mailed to me by the University - 19.8%
3. None of the above, other sources - 15.7%
4. Personal contact with U.W.-La Crosse personnel - 13.2%
5. U.W.-La Crosse information newspaper, the Outreach Times - 9.9%
6. Blank/No Response - 6.6%
7. Daily or weekly newspaper (La Crosse Tribune or other) - 5.8%
8. A scheduled University "Open House" meeting - 1.7%
9. U.W.-La Crosse student newspaper, the Racquet - 0.8%
10. Radio - 0.8%
11. Community-based Educational Counseling for Adults Program - 0.8%
12. Merchandising paper or "shopper", like Buyer's Guide - 0.0%
13. Television - 0.0%

Optional Item 5: How far have you typically traveled (one-way) to attend a U.W.-La Crosse course when you have enrolled? - Approximately 57 percent of the respondents stated that they travelled less than five miles to attend a class offered by U.W.-La Crosse. Respondents indicated their commuting distances as follows:

1. Two to 5 miles - 28.1%
2. Less than 1 mile - 17.4%
3. Five to 10 miles - 15.7%
4. More than 25 miles - 13.2%
5. One to 2 miles - 11.6%
6. Ten to 25 miles - 9.1%
7. Blank/No response - 4.1%
8. Not applicable - 0.8%

Optional Item 6: When you first enrolled at U.W.-La Crosse, what kind of course was it? - A large majority, 70 percent, of the 121

respondents indicated that their first enrollment was in a regular University credit course(s). Other responses in rank order are:

1. Regular University credit course(s) - 70.2%
2. Non-credit course(s) through University Outreach - 14.0%
3. Continuing education units (C.E.U.) course(s) through University Outreach - 11.6%
4. Blank/No Response - 4.1%

Optional Item 7: Are you currently pursuing a regular degree program at U.W.-La Crosse? - Respondents were almost equally divided on this question. Of the 121 subjects, 44 percent answered yes to this question; 42 percent answered no. Approximately 10 percent of the respondents indicated they were unclear or undecided; 4 percent did not respond at all.

Optional Item 8: Which one of the following characterized you prior to enrollment in a regular University credit course? - A majority of the 121 respondents stated their initial enrollment was in a regular University credit course. Responses to this question in rank order were:

1. First enrolled in regular University credit course - 56.2%
2. Not applicable, or none of the above - 24.0%
3. First enrolled in non-credit Outreach course(s) - 8.3%
4. First enrolled in C.E.U. Credit Outreach course(s) - 4.1%
5. Blank/No Response - 4.1%
6. First attended some other non-credit University activity (theater production, concert, public lecture, etc.) - 3.3%

Optional Item 9: When you have talked with the various personnel at U.W.-La Crosse (advisors, teachers, officials, etc.) to what degree have they been helpful, informative, and useful to your purposes? - Approximately 80 percent of the respondents rated University personnel useful to their educational purposes. In rank order, University

personnel received the following ratings by the respondents:

1. Highly useful - 38.8%
2. Moderately useful - 26.4%
3. Somewhat useful - 14.9%
4. Very little use - 6.6%
5. Not applicable, or no opinion - 6.6%
6. Blank/No response - 5.8%
7. No use at all - 0.8%

Optional Item 10: What degree of concern or anxiety would you typically have about the registration process? - Responses to this question seemed to range widely throughout the spectrum of choices. The subjects expressed their concern for the registration process in the following manner:

1. High concern - 24.0%
2. Moderate concern - 18.2%
3. Very little concern - 18.2%
4. Somewhat concerned - 17.4%
5. No concern at all - 10.7%
6. Not applicable, or no opinion - 5.8%
7. Blank/No response - 5.8%

Optional Item 11: To what degree do you feel that you are informed about the various courses and activities open to you at U.W.-La Crosse? - Approximately 60 percent of the 121 respondents stated they felt very well or moderately well informed about courses and activities at the University. Other responses in rank order were:

1. Moderately well informed - 41.3%
2. Very well informed - 20.7%
3. Only somewhat informed - 18.2%
4. Not very well informed at all - 13.2%
5. Blank/No response - 5.8%
6. No information ever provided at all - 0.8%
7. Not applicable, or no opinion - 0.0%

Optional Item 12: In your view or opinion, which one of the following would be the best general characterization of U.W.-La Crosse? -

Generally, the University received positive ratings from a majority of the respondents. Their responses in rank order were:

1. Highly warm, friendly, and positive - 32.2%
2. Moderately warm, friendly, and positive - 31.4%
3. Somewhat warm, friendly, and positive - 23.1%
4. Blank/No Response - 5.8%
5. Not applicable, or no opinion - 5.0%
6. Moderately cool, unfriendly, and negative - 2.5%
7. Highly cool, unfriendly, and negative - 0.0%

Optional Item 13: Please indicate your age in the appropriate category below - This question was included to determine the number of subjects under 25 years of age. Two respondents indicated they were under 25. Table II provides additional information about the ages of the respondents.

Section V

Section V of the Adult Learner Needs Assessment Survey invited respondents to add their own comments and suggestions. Fifty of the 121 respondents offered personal statements that can be generalized into six main categories: Registration and Class Scheduling; Faculty/Staff Relations; Curriculum; Adult Learner Issues; University Communications; and Clarifying Comments.

Registration and Class Scheduling - Nine individuals expressed some concern about registration procedures or class scheduling at the University of Wisconsin-La Crosse. Four adult learners suggested that more courses, particularly regular credit classes, be offered in late afternoon and early evening. Two students expressed their satis-

faction with the Weekend College concept and encouraged the University to do more class scheduling within this format. One adult learner suggested that the University schedule intensive, short-term courses within the regular academic semester similar to those offered during summer session.

In the area of registration, four adult learners expressed their frustration with registration procedures. One student suggested early registration for adult learners to enable them to adjust work and family schedules; another student suggested evening registration for working students; a third student encouraged the University to allow working students to register before non-employed students. The fourth individual stated she has encountered too much "red tape" when she registers for graduate courses to maintain certification.

Faculty/Staff Relations - Comments regarding faculty and staff were mixed. Several of the respondents praised their instructors; others described their instructors as "cold with superior attitudes", "lousy teachers", and "poorly prepared". One student complained that instructors gear their lectures and discussions to the traditional-age college student and should also be oriented to teaching adult learners.

In the area of course content, one respondent complained that courses she had taken at U.W.-La Crosse were too easy and did not provide a challenge. Two adult learners complained about test procedures such as using "trick" questions and computer-based exams designed for ease of grading.

Curriculum - Three respondents suggested that additional, regular credit courses be developed and offered by the University in computer science; one student recommended a master's degree program in social

work. In the area of Outreach courses, comments were generally favorable, suggesting course topics such as "Building Self-Confidence", "Families and the Elderly", and general training courses for a nurse's aide position. One adult learner recommended additional course offerings, both regular credit and Outreach courses, in Black River Falls. Another student expressed resentment about the physical education requirement for adult learners and suggested alternatives be made available.

Adult Learner Issues - Three respondents expressed their appreciation of Outreach and University efforts to encourage and assist adult learners with their educational plans and goals. One adult learner viewed the survey itself as an excellent effort in bridging the gaps of adult education. In contrast, two subjects chastised the University for catering to adult learners to fill their coffers and for "hand-holding" nontraditional students. Two students questioned the relevance of the survey, viewing it as a waste of time on their parts.

Several students suggested that the University become more sensitive and responsive to the needs of adult learners. One respondent recommended an orientation course specifically for adult learners; one subject suggested that student services such as tutorial assistance, laboratory facilities, and faculty/staff office hours be extended to evening hours; a third respondent encouraged the University to consider the lifestyle of adult learners when developing degree requirements. However, two other adult learners advised the University not to segregate them from their younger, traditional-aged counterparts.

University Communications - Several adult learners expressed a desire for better information from the University about classes, activities, and services. Three respondents recommended direct mail

by the University as the most effective method of communication.

Clarifying Comments - Several respondents included comments to clarify their responses to other questions and items in the survey. Since in general these comments have little impact upon survey results, they will not be elaborated upon in the presentation of the data.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Adult Learner Needs Assessment Survey (ALNAS), designed by the American College Testing Program, was distributed to adult learners in the service area of the University of Wisconsin-La Crosse during fall semester, 1980. Of the 290 individuals contacted by the Division of University Outreach and the researcher, 121 respondents, or 42 percent of the total group, completed and returned the survey instrument. In view of this rate of survey return, the following summary is presented in terms of descriptive statistics and statements about the group of respondents and not as inferential statements about the entire population of adult learners enrolled at the University. Nevertheless, data gathered from this particular survey may provide some insights into the population of adult learners at UW-L and, hopefully, will serve as a catalyst for future research in the area of adult learners and nontraditional education.

Section I - Background Information

In reviewing and summarizing the data gathered from the respondents in Section I of the ALNAS, certain characteristics and traits begin to emerge in general for the group. The majority of adult learners responding to the survey, 69 percent, were between the ages of 25 and 40 years; 52 percent of the respondents were between the ages of 25 and 34 years. Nearly all the respondents, 93 percent,

indicated their racial/ethnic background as white. Three times as many women as men completed the survey; male adult learners comprised 24 percent of the total group. A majority of the respondents, 63 percent, indicated they were married and 57 percent stated they have one or more dependent children.

In regard to the educational level of the respondents, 89 percent indicated they had some post-secondary educational experience at a technical institute, a community college, or a four-year college or university. Thirty-one percent of the total group had already earned undergraduate or graduate degrees. Of the 121 respondents, 61 percent were currently enrolled in credit courses at the University but 13 percent had not been enrolled in a regular, credit course for over 10 years. The percentage of adult learners enrolled for credit courses decreased with increasing chronological age.

Although estimates of current family income ranged from below \$6,000 to over \$50,000, 40 percent of the respondents indicated their current income between \$6,000 and \$24,000. However, 17 percent of the group estimated their current income below the \$6,000 level.

In response to the question, "Which of the following best describes what you are currently doing?", the largest percentage of respondents, 22 percent, indicated they were both employed and continuing their education. Another 19 percent stated they were employed full-time; 18 percent indicated their primary responsibility as caring for a home and family; and 18 percent indicated they were primarily involved in continuing their education.

Although 39 percent of the adult learners did not respond to the question regarding their current occupational classification, 36 percent

stated that their current occupation fell within the professional/technical fields. Other occupational categories listed on the survey instrument were minimally represented by the adult learners responding to the survey.

Section II - Educational Plans and Preferences

Only those respondents who planned to continue their education were instructed to complete Section II. Most of the respondents, 84 percent, indicated that at the time of the survey distribution, they planned to continue their education through enrollment at a vocational school or college or in a correspondence course. Approximately the same percentage of men as women expressed their intent to continue their education, 86 percent compared to 84 percent, respectively.

Of those adult learners intending to pursue their education, over one-half indicated their major reasons for doing so were: "For personal satisfaction or happiness" - 60 percent; "To become better educated and informed" - 51 percent; and "For general self-improvement" - 51 percent. Approximately one-third of the group cited career development incentives as major reasons for their continued education: "To obtain a higher degree" - 37 percent; and "To meet job requirements or improve job skills" - 31 percent. Few of the respondents, 13 percent, cited "To meet new people" as a major reason.

The main sources of funding for those adult learners planning to continue their education were personal earnings, 44 percent, and personal and family savings, 36 percent. Less than one-third indicated they were receiving financial aid in the form of a loan, an educational grant, or a scholarship.

Asked about their preferences for enrollment status, 55 percent

of the respondents indicated they preferred part-time enrollment and 29 percent preferred full-time status. However, male and female adult learners differed in their enrollment preferences. Approximately 55 percent of the men expressed a preference for full-time enrollment while 62 percent of the women preferred part-time enrollment.

Responding to the question about the convenience of class scheduling, adult learners almost equally expressed their preferences for morning classes, 30 percent, and evening classes, 26 percent. The least popular class times among the respondents were noon hour classes, 3 percent, and weekend classes, 4 percent. However, respondents showed no strong preferences about the number of times their classes met per week, provided it was less than five class meetings.

Regarding their attitudes about other students, adult learners responding to Section II expressed a preference for classes with students of mixed ages, 41 percent, or stated no preference at all, 29 percent. Most of the respondents, 59 percent, said they preferred to attend classes at an on-campus location. The most popular class formats cited by the subjects were small-group, 37 percent, and traditional lecture, 29 percent.

The most frequently selected planned areas of study among the respondents were business/commerce (22 percent), education (15 percent), social sciences (9 percent), and health professions (7 percent). Correspondingly, the most frequently cited occupational choices were business/commerce (18 percent), education (12 percent), health professions (8 percent), and social sciences (7 percent).

Section III - Personal and Educational Needs

Section III of the ALNAS asked respondents to indicate their per-

ceptions of needing assistance for 69 items within the subcategories of Life Skills Development, Career Development, Educational Planning, and Associations with Others. All 69 items were ranked based on the responses of the total group and on a weighted need index formula developed by ACT.

In reviewing the top twelve ranked items, some commonalities between the items are identifiable. All of these top-rated items seem to refer to highly-focused, specific skills or goals with an emphasis on personal, intellectual, or vocational development. Five of the 12 items fell within the Life Skills Development category: Developing my speaking ability; Increasing my reading speed; Learning how to handle pressure; Learning how to better make decisions; and Increasing my skills in mathematics. Three of the 12 items focused on Career Development needs: Identifying my strengths and abilities; Learning about job opportunities; and Learning what jobs are available. Three items represented Educational Planning concerns: Learning to better use library facilities; Getting advice about my educational plans; and Selecting an educational program. Only one of the top 12 items fell within the Association with Others category: Developing confidence in myself.

In contrast, the 12 items with the lowest-ranked weighted need indices by the total group of respondents were primarily items that dealt with personal relationships or coping skills. Six of the 12 lowest-ranked items fell within the Educational Planning section: Obtaining access to college offices; Obtaining help with college re-entry; Learning how to get around campus; Obtaining child care services; and Obtaining services for a physical handicap. The remaining six

items fell within Associations with Others; Learning how to relate with younger students; Getting along with the people I work with; Learning how to improve personal appearance; Getting my family interested in my education; Coping with the problems of a single parent; and dealing with the problems of divorce.

Within the needs assessment portion of Section III, several of the subgroups identified in the study demonstrated some interesting variations from the total group in their expressed perceptions of need.

Generally, male and female adult learners expressed different perceived levels of need in all four subcategories of Section III. For 57 of the 69 items, women expressed higher need levels than their male counterparts. For approximately half of these 69 items, the weighted need indices between these two subgroups varied 25 points or more.

Full-time and part-time adult learners also demonstrated some marked differences in their perceptions of need. With the exception of the Career Development category, part-time students perceived higher levels of need than full-time students. For 25 of the 54 items in the three areas of Life Skills Development, Educational Planning, and Association with Others, part-time students expressed weighted need values of 20 points or higher than their full-time counterparts. Only in the Career Development section did full-time students express higher need levels than part-time students, particularly for items that emphasized specific job-hunting skills and techniques.

Another striking contrast was demonstrated between the subgroup of adult learners last enrolled in a credit course four to 10 years (Out 4 - 10 Yrs.) and those last enrolled in a credit course over 10 years (Out Over 10 Yrs.). Although both subgroups were relatively

small, nine and 15 individuals respectively, the Out 4 - 10 Yrs. subgroup generally expressed high need levels throughout all four subsections while the Out Over 10 Yrs. subgroup expressed relatively low need assessments. This pattern was especially striking in the first three subsections, where the Out 4 - 10 Yrs. subgroup scored weighted need indices well above those of the total group while the Out Over 10 Yrs. subgroup scored well below the indices of the total group for most of the items.

Some marked differences were also apparent between the Young Adult, Mature Adult, and Retiree subgroups. Generally throughout Section III, the Young Adults expressed relatively high perception of needing assistance; the Mature Adults expressed a need for a medium amount of assistance; and the Retirees indicated extremely low need assessments. This pattern was particularly striking in the first three subsections. In the Associations with Others category, Mature Adults and Young Adults shared similar perceptions of need for five of the 17 items.

Two other subgroups should be noted in their relation to the total group. Within the Career Development subsection, adult learners enrolled in regular, credit courses consistently scored higher weighted need indices than the total group of respondents for all 15 items. Within the Educational Planning subsection, the subgroup of adult learners currently planning to continue their education consistently scored need indices above those of the total group.

Section IV - Additional Questions

Section IV of the ALNAS sought additional information about the respondents' sources of information, their enrollment status, and their perceptions of the University and its personnel.

The primary sources of information about University courses and activities for the adult respondents were direct mail (22 percent), the UW-L information newspaper, the Outreach Times (22 percent), "word-of-mouth" sources such as friends and acquaintances (16 percent), and personal contact with University personnel (14 percent). Friends and acquaintances (25 percent) and direct mail (20 percent) were also cited as the two most influential sources leading to their initial enrollment at the University. Most of the respondents, 62 percent, felt they were moderately or well informed about courses and activities at UW-L.

In regard to enrollment patterns of the 121 respondents, 62 percent indicated they planned to enroll at the University during spring semester, 1981. Approximately 54 percent of this group planned to enroll in regular, credit course(s); five percent were planning to enroll in non-credit "Outreach" class(es).

At the time of the survey, 22 percent of the adult students indicated they were enrolled in Outreach courses, 31 percent were enrolled in regular, credit courses for less than seven credit hours; 24 percent were enrolled in regular, credit courses for 12 or more credits.

Most of the respondents, 70 percent, indicated their first enrollment at the University was in a regular, credit course; 14 percent first enrolled in an Outreach course. Respondents were almost equally divided on the question of whether or not they were pursuing a regular, degree program. Approximately 44 percent indicated they were; another 42 percent stated they were not. Nearly 10 percent indicated they were undecided or unclear about their educational plans in this area.

Asked to characterize the atmosphere at UW-L, most of the adult

respondents, 64 percent, indicated that they perceived the University as moderately or "highly warm, friendly and positive". None of the respondents perceived the University as "highly cool, unfriendly, and negative". University personnel such as advisors, teachers, and officials also received positive ratings. Approximately 65 percent of the adults rated University personnel as moderately or highly useful to them in accomplishing their educational purposes.

Finally, in response to a question about class registration, the subjects expressed a range of responses. Twenty-four percent of the individuals expressed "high concern" for the registration process; 18 percent expressed "moderate concern"; and 17 percent were "somewhat concerned".

Section V - Comments and Suggestions

The subjects were invited to share their individual concerns or comments in Section V. Fifty of the 121 respondents offered personal statements that can be generalized into six main categories: Registration and Class Scheduling; Faculty/Staff Relations; Curriculum; Adult Learner Issues; University Communications, and Clarifying Comments. Adult learners' comments were generally mixed. Some comments praised the University and its personnel for their efforts; others provided suggestions for improvements in services and programs; still others criticized the University for its methods of dealing with adult education.

Conclusions

If any one word could be used to summarize the characteristics, educational plans and preferences, and need assessments of the 119 "nontraditional" students completing the Adult Learner Needs Assessment Survey, it would be "traditional". Although the adult learners

responding to the ALNAS demonstrate some age-linked characteristics that set them apart from their 18 to 22-year-old counterparts, they appear traditional in their concepts and attitudes about college in general. Perhaps a case can be made that adult learners at the University of Wisconsin-La Crosse, or at least the adult learners represented by the survey data, are coming to college for rather traditional reasons and with rather conventional expectations despite the fact that their adult lifestyles may present a different set of barriers to pursuing education than those of the 18 to 22-year-old.

With the background information in Section I of the ALNAS, one gets a picture of the adult learner at UW-L as a relatively young, middle-class, white-collar type of individual. If not career-oriented or degree-oriented, then this group of adult learners appears to be self-improvement directed. Not surprisingly, as a reflection of our larger, American society, more females than males are married with dependent children and, as a result, are pursuing coursework on a part-time basis.

Perhaps the most revealing and thought-provoking data that comes out of Section I lies in the question regarding the highest level of education completed by the respondents. Interestingly, nearly 90 percent have had some formal education beyond the high school level and almost a third have earned undergraduate or graduate degrees. This pattern parallels the pattern exhibited in Cross' studies (1978) that compared adult students to non-students. Cross found that the adults involved in higher education compared to non-students were disproportionately young, white, better-educated, employed in professional/technical fields, and making good incomes. Each additional year of

formal education seemed to add to the probability that the individual would become an active, lifelong learner.

If the educational level of the ALNAS respondents is typical of adult learners at UW-L, then the mission statement of the Division of University Outreach to "extend the instructional research and public service of UW-L to citizens not traditionally involved in campus-based learning" becomes even more difficult to attain. Particularly when a comparison is made between the adult population in the La Crosse area and the adult respondents of the ALNAS, the task grows in magnitude. Not only has the Outreach Division been charged with involving non-students in the formal education process, it has been directed to do this in an area with strong rural and blue-collar, industrial influences and an adult population of less-than-average formal education. Cross may be right when she describes the post-secondary educational system of reinforcing the "haves" and "have nots" strata in our society.

Conventional or traditional also seems an appropriate way to describe the educational plans and preferences of the ALNAS respondents in Section II. Other than their sources of educational funding and enrollment status preferences, the adult respondents' plans and preferences do not appear very different from those of the college attendee in general.

The major reasons for continuing their education generally reflect the traditional, liberal education philosophy: "To become better educated and informed"; and "For general self-improvement". Or, to a lesser extent, they reflect an orientation to career development and acquisition of job skills: "To obtain a higher degree"; "To meet job requirements or improve job skills". Clearly, the respondents do not

seek enrollment at the University primarily as a social outlet for meeting new people or solving personal/community problems. Historically, colleges and universities have been educational, not social or political institutions, and, typically, the respondents perceived them as such.

Again, the ALNAS respondents expressed traditional preferences for class format. Predominantly, the adult learners stated a preference for morning or evening classes, classes of mixed age groups, on-campus locations, and traditional lecture or small-group class format. However, based on the survey data, it is difficult to assess whether or not the adult students like what they know or know what they like. Are they merely expressing a preference for the familiar? This principle may be behind the Retiree subgroup's disproportionately high preference for the traditional lecture format. Certainly, the over 62 years of age subgroup was exposed more to this type of instruction during their early school experiences than younger adults.

The types of occupational choices and majors selected by the respondents also seem typical of college students in general and of students at UW-L in particular. Majors and careers in business and health professions are currently attractive and education and social science have traditionally been popular courses of study.

Even in the two areas, funding sources and enrollment preference, in which the respondents may differ from traditional college students, age-linked influences typical of adult lifestyles come into play. As income levels increase with career advancement and financial need assessment decreases, outside federal and state funding sources diminish. As adults marry and have children, part-time enrollment status becomes more desirable than full-time enrollment, particularly for women.

The Personal and Education Needs Assessment, Section III, seems to reinforce the idea that the adult learners completing the survey basically want assistance from the University through programs and services that post-secondary institutions have traditionally provided for students of all ages and backgrounds.

Most of the top-ranked, high-level need items focus on specific skills or tasks such as learning about library facilities, developing speaking ability, getting advice about educational plans, or learning how to handle pressure. Many of these items perceived as high-level needs by the adult learners would probably be perceived as high-level needs by traditional college students as well. Some continuity in educational needs and goals may exist from early adulthood to middle age.

In contrast, many of the low-ranked needs are items that focus on age-related, adult or personal concerns such as learning how to relate with younger students, coping with the problems of being a single parent, obtaining child care services, securing transportation to and from campus, and dealing with the problems of divorce. Apparently, the adult respondents look to sources outside the University for assistance in resolving these types of problems or eliminating these educational barriers. Whether or not this is because colleges and universities have not traditionally concentrated their efforts in these areas and, therefore, adult learners do not look to the University for assistance, is difficult to assess based on the survey data. Do adult learners and students in general seek assistance from the University based on their actual needs or on the University's ability to provide assistance? Further, do adult learners in general remove their own educational barriers such as child care or transportation problems before enrollment

and, therefore, minimize their level of need?

Although discussion about some of the subgroups and their patterns of need assessment will be left to the Recommendations section, some conclusions may be drawn from the survey data.

One theme that emerges from the survey data in Section III is generally that the younger the adult student, the greater his/her perception of need and orientation to career development. Young adults, aged 26 to 40 years, generally expressed high-level needs; Mature Adults, 41 to 62 years of age, indicated medium need levels; and Retirees, over the age of 62 years, expressed extremely low needs. In fact, if any adult student could be classified as nontraditional, it would be the Retiree, whose educational goals and needs were far different than those of the younger adult respondents.

In reviewing the data on these three subgroups, it seems quite inappropriate to discuss adult learners without any distinction of age or life stage. Educators make distinctions between stages of adolescence but few distinctions have been made regarding adulthood and nontraditional education. The individual planning retirement and the young adult oriented to career development are worlds apart in their educational goals and objectives.

Full and part-time students demonstrated some differences in perceived need levels that, again, may suggest that adult learners should not be lumped into one group. The part-time students responding to the AINAS appeared less committed to an educational plan, less career-oriented, and more restricted by perceived educational barriers than their full-time counterparts. Perhaps an appropriate analogy might be that the part-time respondents are wading in the shallow end of the

swimming pool; the full-time students have jumped into the deep end. Clearly, the part-time students came across as needing more assistance from the University in the areas of life skills development, educational planning, and associations with others. However, part of the reason for this pattern may be due to the fact that the majority of the part-time students in this study were women and, generally, the female perception of need was greater than that of the male adult learner.

Section IV of the survey revealed little in the way of unusual or startling facts. The respondents' rating of direct mail and personal contact as their primary sources of information echo a variety of marketing technique assessments that have been conducted for a variety of clients in a variety of places. Other than the encouraging fact that 62 percent of the respondents planned to re-enroll the following semester at a campus they generally rated friendly and useful, Section IV of the ALNAS offered no surprises.

Recommendations

Numerous studies and directions for future research may be suggested from this initial attempt at obtaining data about the characteristics, educational plans, and perceived needs of adult learners at the University of Wisconsin-La Crosse. The Adult Learner Needs Assessment Survey developed by ACT is a broad-based, comprehensive attempt at obtaining data and a variety of research projects might be undertaken as offshoots of this research instrument.

First of all, the ALNAS itself might be duplicated in an attempt to obtain a higher survey return rate and to look for similarities and contrasts between the two research findings. Secondly, some research might be warranted on a variety of subgroups of adult learners to

determine the shared and contrasting characteristics and perceptions of these groups. The following topics are some suggestions for future research.

Male and Female Adult Learners - Future research might attempt to study the perceived need levels of male and female adult learners. Are societal influences and sex-role conditioning at play in the differences of expressed need levels between male and female adult learners? Are men more reluctant to express need of assistance from outside sources than women? Or, does a real difference exist between the actual need levels of male and female adult learners and, if so, why?

Full-Time and Part-Time Adult Students - Future studies might attempt to assess any differences in characteristics between full and part-time adult learners. Do part-time adult students express higher need levels than full-time students? Do part-time students lack commitment and direction in their educational plans and objectives in relation to full-time students? If the part-time student does exhibit a lack of educational purpose, what implications does this have for the University?

Adult Learners Out of School Four Years or More - Some striking differences were exhibited by the subgroups of adult learners last enrolled in a credit course four to 10 years and those last enrolled over 10 years. Future research might concentrate efforts on determining whether or not these subgroups do, in fact, have markedly different personal and educational needs, goals, and objectives and, if so, why? Are adult learners last enrolled in a credit course over 10 years less career-oriented and more confident in themselves than younger adults?

Adult Learners Enrolled in Degree Programs and Adult Learners Enrolled in Outreach Classes - Again, it might be advisable and profitable

to study the similarities and differences between these subgroups. Do these two groups constitute very different clientele and, if so, what implications does this have in curriculum planning on the part of the University?

Young Adult, Mature Adult, and Retirees - It may be helpful to study the effects of age-related characteristics and lifestyles on the educational process. How do the personal and educational needs and goals of adults change throughout adult life stages? How can the University best serve the variety of needs expressed by adult students spanning several decades of age?

Nontraditional and Traditional Students - Research in this area might attempt to determine just how different the educational needs, plans, and preferences are for the adult learner and the 18 to 22-year-old student. Are the differences between these groups essentially age-related lifestyle differences or do nontraditional students really need and want a different approach to higher education? How far should educational institutions go in creating separate educational delivery systems for older students?

Adult Students and Non-Students - Here, the real issue of developing nontraditional education may lie. How do adult students at UW-L differ from non-students in the community? How does the University tap into this market of adults who have never attended college? How does the University encourage lifelong learning among adults? What are non-students looking for in the way of formal education, if anything? And, perhaps most importantly, is the University willing and prepared to adapt its curriculum, programs and services, if necessary, to a new clientele?

Obviously, the point of this discussion is that there are a multitude of factors and issues about adult learners and nontraditional education about which we know very little. It appears much too simplistic or narrow-minded to lump all individuals over the age of 25 years into a group called nontraditional students and to deal with educational programming and planning on this basis. Perhaps it is necessary to break down the problems and potentials of adult education into smaller, more compact units before the pieces can be put back together into a meaningful whole.

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The UNIVERSITY of WISCONSIN- LA CROSSE

LA CROSSE, WISCONSIN 54601

(608) 785-8000

November 20, 1980

Dear Students and Friends of U.W.-La Crosse:

Some of you may have enrolled in our courses, and some of you may never have taken any courses here at the University. In any event, we are planning for the future at U.W.-La Crosse, looking to the needs of a variety of students, including a growing number of people who are older than the "typical" or "traditional" college-age student and we hope that you will help us in the planning process by taking the opportunity to tell us about yourself and about how U.W.-La Crosse can better serve you by filling out the enclosed questionnaire and returning it in the enclosed envelope.

The major portion of the survey instrument was developed for university use by the American College Testing program and will serve our general purposes well. The detailed directions and all answer spaces are contained on the one 4-page form (headed ADULT LEARNER NEEDS ASSESSMENT SURVEY), so this is all that needs to be returned in the mail to us. Most people will easily complete the entire questionnaire, including the separate sheet of "Additional Questions" for Section IV, in 20 to 30 minutes.

The results of this survey will be compiled and published as a report in the early spring of 1981, and will be available in the Division of University Outreach Office in Main Hall on the campus for your inspection then. You have our sincere appreciation for your help in this important activity.

Thank you,

Dr. Clark E. Himmel
 Institutional Studies and
 Statistical Services Consultant,
 DIVISION OF UNIVERSITY OUTREACH

CEH:mb
 Enclosure

SECTION III—PERSONAL AND EDUCATIONAL NEEDS

For each of the items listed in this section, blacken the oval that best indicates your educational or personal needs. Mark the first column if you feel that you need a lot of assistance in the area described in the item. Mark the last column if the item is not important or does not apply to you. Mark only ONE oval for each item.

		I need a lot of help in this area. I need a medium amount of help in this area. I need a little help in this area. This area is important, but I need no further help. This area is not important or does not apply to me				
LIFE SKILLS DEVELOPMENT	EXAMPLES	0	0	●	0	0
		0	0	0	0	●
		●	0	0	0	0
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		I need a lot of help in this area. I need a medium amount of help in this area. I need a little help in this area. This area is important, but I need no further help. This area is not important or does not apply to me				
CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)		0	0	0	0	0
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EDUCATIONAL PLANNING

SECTION II—EDUCATIONAL PLANS AND PREFERENCES

Please respond to each of the following questions dealing with your educational plans by blackening the single most appropriate oval in each case. If a question does not apply to

you, leave it blank. If you mark "No" to the first question, skip the remainder of this page and go on to page 3 of this questionnaire.

A	ARE YOU CURRENTLY PLANNING TO CONTINUE YOUR EDUCATION? (Vocational School, College, Correspondence Course, etc.)	<input type="radio"/> No (Skip to Page 3 of This Questionnaire.) <input type="radio"/> Yes (Continue with This Section.)
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NOTE: If you marked "No" to the previous question, skip the remainder of this page and go on to pages 3 and 4 of this questionnaire.

If you marked "Yes" to the previous question, complete the remainder of this page and then go on to pages 3 and 4 of this questionnaire.

<p>B</p> <p>INDICATE WHETHER EACH OF THE FOLLOWING IS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU DECIDED TO CONTINUE YOUR EDUCATION.</p> <table border="0"> <tr> <td style="width: 10%; text-align: center;"> <input type="radio"/> MAJOR REASON <input type="radio"/> MINOR REASON <input type="radio"/> NOT A REASON </td> <td style="width: 90%;"> <input type="radio"/> To Obtain a Higher Degree <input type="radio"/> For Personal Satisfaction or Happiness <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Meet Job Requirements or Improve Job Skills <input type="radio"/> For General Self-Improvement <input type="radio"/> To Meet New People <input type="radio"/> To Become Better Educated and Informed <input type="radio"/> To Improve My Income <input type="radio"/> To Learn a New Occupation <input type="radio"/> To Learn How to Solve Personal or Community Problems </td> </tr> </table>	<input type="radio"/> MAJOR REASON <input type="radio"/> MINOR REASON <input type="radio"/> NOT A REASON	<input type="radio"/> To Obtain a Higher Degree <input type="radio"/> For Personal Satisfaction or Happiness <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Meet Job Requirements or Improve Job Skills <input type="radio"/> For General Self-Improvement <input type="radio"/> To Meet New People <input type="radio"/> To Become Better Educated and Informed <input type="radio"/> To Improve My Income <input type="radio"/> To Learn a New Occupation <input type="radio"/> To Learn How to Solve Personal or Community Problems	<p>C</p> <p>INDICATE WHETHER EACH OF THE FOLLOWING WILL BE A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR EDUCATION.</p> <table border="0"> <tr> <td style="width: 10%; text-align: center;"> <input type="radio"/> MAJOR SOURCE OF FUNDS <input type="radio"/> MINOR SOURCE OF FUNDS <input type="radio"/> NOT A SOURCE OF FUNDS </td> <td style="width: 90%;"> <input type="radio"/> Personal or Family Savings <input type="radio"/> Personal Earnings <input type="radio"/> Other Family Income <input type="radio"/> Social Security Benefits <input type="radio"/> Veteran's Benefits <input type="radio"/> Educational Grants (BEOG, SEOG, Private Grants, etc.) <input type="radio"/> Scholarships (Private, Federal, College, etc.) <input type="radio"/> Student Loans (NSL, Guaranteed Student Loans, etc.) <input type="radio"/> Funds from Relatives or Friends </td> </tr> </table>	<input type="radio"/> MAJOR SOURCE OF FUNDS <input type="radio"/> MINOR SOURCE OF FUNDS <input type="radio"/> NOT A SOURCE OF FUNDS	<input type="radio"/> Personal or Family Savings <input type="radio"/> Personal Earnings <input type="radio"/> Other Family Income <input type="radio"/> Social Security Benefits <input type="radio"/> Veteran's Benefits <input type="radio"/> Educational Grants (BEOG, SEOG, Private Grants, etc.) <input type="radio"/> Scholarships (Private, Federal, College, etc.) <input type="radio"/> Student Loans (NSL, Guaranteed Student Loans, etc.) <input type="radio"/> Funds from Relatives or Friends	<p>D</p> <p>WHICH TYPE OF ENROLLMENT STATUS DO YOU PREFER?</p> <p><input type="radio"/> Full-Time Status</p> <p><input type="radio"/> Part-Time Status</p>	<p>E</p> <p>WHICH OF THE FOLLOWING TYPES OF CLASSES IS MOST CONVENIENT FOR YOU TO ATTEND? (Select Only One)</p> <p><input type="radio"/> Morning Classes <input type="radio"/> Classes Offered Over Noon Hour <input type="radio"/> Afternoon Classes <input type="radio"/> Evening Classes <input type="radio"/> Weekend Classes <input type="radio"/> No Preference</p>	<p>F</p> <p>HOW FREQUENTLY DO YOU FEEL EACH OF YOUR COURSES SHOULD MEET?</p> <p><input type="radio"/> Once Weekly <input type="radio"/> Twice Weekly <input type="radio"/> 3 or 4 Times Weekly <input type="radio"/> 5 or More Times Weekly <input type="radio"/> Other <input type="radio"/> No Preference</p>																																																																																																																																																																																																					
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<p>G</p> <p>WHICH TYPE OF CLASS DO YOU PREFER?</p> <p><input type="radio"/> A Class Composed Primarily of Adult Students</p> <p><input type="radio"/> A Class with Students of Mixed Ages</p> <p><input type="radio"/> No Preference</p>	<p>H</p> <p>WHERE DO YOU PREFER TO ATTEND CLASSES?</p> <p><input type="radio"/> At an On-Campus Location (College Classroom, Industrial Arts Center, etc.)</p> <p><input type="radio"/> At an Off-Campus Location (Near Home or Job, Office Building, High School Classroom, etc.)</p> <p><input type="radio"/> No Preference</p>	<p>I</p> <p>WHICH TYPE OF CLASS FORMAT DO YOU MOST PREFER? (Select Only One)</p> <p><input type="radio"/> Traditional Lecture Format</p> <p><input type="radio"/> Small-Group Format</p> <p><input type="radio"/> Independent Study Format (Self-Paced Study)</p> <p><input type="radio"/> Laboratory or Shop Format (with Hands-On Experience)</p> <p><input type="radio"/> Private Tutor Format</p> <p><input type="radio"/> Correspondence Course Format</p> <p><input type="radio"/> Other Format</p> <p><input type="radio"/> No Preference</p>	<p>USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR PLANNED MAJOR AREA OF STUDY AND FOR YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS J AND K, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU PLAN TO HAVE MORE THAN ONE MAJOR AREA OF STUDY, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)</p>	<p>J</p> <p>INDICATE YOUR PLANNED AREA OF STUDY</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input 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SECTION IV - ADDITIONAL QUESTIONS

U.W.-LA CROSSE ADULT LEARNER NEEDS ASSESSMENT SURVEY

Please answer these additional questions under Section IV on page 4 of the response sheet. Mark only one response for each item.

U.W.-La Crosse offers several different types of courses, and, in order to answer some of the following questions, clear descriptions of these are needed. Regular University credit courses carry academic credit applicable to degree programs. Non-credit Outreach courses carry no academic credit and are offered for the interest and utility of the learning for the enrolled student. Some Outreach courses carry "Continuing Education Units" (C.E.U.) of credit which are not applicable to University degree programs, but which may be useful in advancement, qualification, certification, etc. in certain businesses, occupations, and enterprises outside the University.

1. Which one of the following has been your primary source of information about Courses and other U.W.-La Crosse activities, events, and programs?
 - A. daily or weekly newspaper (La Crosse Tribune or other)
 - B. U.W.-La Crosse student newspaper, the Racquet
 - C. merchandising paper or "shopper", like Buyer's Guide
 - D. radio
 - E. television
 - F. information mailed to me by the University
 - G. a scheduled University "Open House" meeting
 - H. U.W.-La Crosse information newspaper, the Outreach Times
 - I. Community-based Educational Counseling for Adults Program
 - J. personal contact with U.W.-La Crosse personnel
 - K. friends, acquaintances, by "word-of-mouth"
 - L. none of the above; other sources

2. Do you plan to enroll at U.W.-La Crosse during the Spring Semester, January through May, 1981?
 - A. yes, for credit course(s)
 - B. yes, for non-credit "Outreach" course(s)
 - C. yes, for combination of credit and non-credit courses
 - D. no
 - E. undecided

3. Which one of the following best describes your present enrollment status at U.W.-La Crosse?
 - A. have not enrolled in any courses for this Fall Semester
 - B. enrolled in Outreach course(s)
 - C. enrolled in regular University credit course(s) for 1 through 6 credits
 - D. enrolled in regular University credit course(s) for 7 through 11 credits
 - E. enrolled in regular University credit course(s) for 12 or more credits
 - F. enrolled in a combination of regular University credit and Outreach course(s)

(continued)

U.W.-La Crosse Adult Learner Needs Assessment Survey
Page 2

4. Which one of the following was the primary source of information that lead to your first enrollment in any course (credit or non-credit, regular University or Outreach) at U.W.-La Crosse?
- daily or weekly newspaper (La Crosse Tribune or other)
 - U.W.-La Crosse student newspaper, the Racquet
 - merchandising paper or "shopper", like Buyer's Guide
 - radio
 - television
 - information mailed to me by the University
 - a scheduled University "Open House" meeting
 - U.W.-La Crosse information newspaper, the Outreach Times
 - Community-based Educational Counseling for Adults Program
 - personal contact with U.W.-La Crosse personnel
 - friends, acquaintances, by "word-of-mouth"
 - none of the above; other sources
5. How far have you typically traveled (one-way) to attend a U.W.-La Crosse course when you have enrolled?
- less than 1 mile
 - 1 to 2 miles
 - 2 to 5 miles
 - 5 to 10 miles
 - 10 to 25 miles
 - more than 25 miles
 - not applicable
6. When you first enrolled at U.W.-La Crosse, what kind of course was it?
- regular University credit course(s)
 - continuing education units (C.E.U.) course(s) through University Outreach
 - non-credit course(s) through University Outreach
 - have never enrolled for any course
7. Are you currently pursuing a regular degree program at U.W.-La Crosse?
- yes
 - no
 - unclear, or undecided
8. Sometimes regular University credit courses are taken after a person has first come to U.W.-La Crosse for non-credit or continuing education unit (C.E.U.) credit Outreach courses or after other specific non-credit University activities. Which one of the following characterized you prior to enrollment in a regular University credit course?
- first enrolled in non-credit Outreach course(s)
 - first enrolled in C.E.U. credit Outreach course(s)
 - first attended some other non-credit University activity (theater production, concert, public lecture, etc.)
 - first enrolled in regular University credit course
 - not applicable, or none of the above

(continued)

Finally, we encourage your written comments and suggestions (in Section V, page 4) regarding U.W.-La Crosse, this survey and questionnaire, specific courses that the Division of University Outreach might offer in the future, etc.

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9. When you have talked with the various personnel at U.W.-La Crosse (advisors, teachers, officials, etc.) to what degree have they been helpful, informative, and useful to your purposes?
- A. highly useful
 - B. moderately useful
 - C. somewhat useful
 - D. very little use
 - E. no use at all
 - F. not applicable, or no opinion
10. Occasionally students, including those older than the typical university student, say that they have some concern and anxiety about the process of registration required to enroll in any U.W.-La Crosse course(s). What degree of concern or anxiety would you typically have about the registration process?
- A. high concern
 - B. moderate concern
 - C. somewhat concerned
 - D. very little concern
 - E. no concern at all
 - F. not applicable, or no opinion
11. To what degree do you feel that you are informed about the various courses and activities open to you at U.W.-La Crosse?
- A. very well informed
 - B. moderately well informed
 - C. only somewhat informed
 - D. not very well informed at all
 - E. no information ever provided at all
 - F. not applicable, or no opinion
12. In your view or opinion, which one of the following would be the best general characterization of U.W.-La Crosse?
- A. highly warm, friendly, and positive
 - B. moderately warm, friendly, and positive
 - C. somewhat warm, friendly, and positive
 - D. moderately cool, unfriendly, and negative
 - E. highly cool, unfriendly, and negative
 - F. not applicable, or no opinion
13. Please indicate your age in the appropriate category below. (this item is in addition to the earlier question about your age on the standard A.C.T. materials, and it will give us more precise and more useful categorization of respondents by age):
- A. 17-22
 - B. 23-24
 - C. 25-29
 - D. 30-34
 - E. 35-39
 - F. 40-49
 - G. 50-62
 - H. 63-65
 - I. Over 65

(continued)

LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If that is the case, you should select a general area—for example, 100 (Agricultural Fields), 200 (Engineering Fields), 220 (Fine and Applied Arts).

If you are completely undecided about your answer, mark 000.

- 000 Undecided
- 100 **AGRICULTURE**, general
 101 Agricultural Business
 102 Agricultural Economics
 103 Agricultural and Farm Management (farming and ranching)
 104 Agriculture, Forestry, and Wildlife Technologies
 105 Agronomy (field crops and crop management)
 106 Animal Science (husbandry)
 107 Fish, Game, and Wildlife Management
 108 Food Science and Technology
 109 Forestry
 110 Horticulture/Ornamental Horticulture
 111 Natural Resources Management (soil conservation)
- 120 **ARCHITECTURE**, general
 121 Architecture Technology
 122 City, Community, and Regional Planning
 123 Environmental Design, general
 124 Interior Design
 125 Landscape Architecture
- 130 **BIOLOGICAL SCIENCES**, general
 131 Biology
 132 Biochemistry
 133 Botany
 134 Zoology
 135 Microbiology
 136 Zoology
- 140 **BUSINESS AND COMMERCE**, general
 141 Accounting
 142 Banking and Finance
 143 Business Economics
 144 Business Management and Administration
 145 Food Marketing
 146 Hotel and Restaurant Management
 147 Labor and Industrial Relations
 148 Office Management
 149 Marketing and Purchasing (sales and retailing)
 150 Real Estate and Insurance
 151 Recreation and Tourism
 152 Retail Sales
 153 Transportation and Public Utilities
- 160 **COMMUNICATIONS**, general
 161 Journalism
 162 Radio/Television (related to broadcasting)
 163 Advertising
 164 Library Science
- 170 **COMPUTER AND INFORMATION SCIENCES**, general
 171 Computer Programming
 172 Information Systems and Sciences
 173 Systems Analysis
 174 Data Processing Technology
 175 Computer Operating
 176 Data Systems Repair
- 180 **EDUCATION**, general
 181 Agricultural Education
 182 Art Education
 183 Business, Commerce, and Distributive Education
 184 Educational Administration
 185 Elementary Education
 186 English Education
 187 Home Economics Education
 188 Industrial Arts, Vocational/Technical Education
 189 Mathematics Education
 190 Music Education
 191 Physical Education
 192 Postsecondary Education, general
 193 Science Education
- 194 Secondary Education, general
 195 Social Science Education
 196 Special Education
 197 Speech Education
 198 Student Guidance and Counseling
- 200 **ENGINEERING**, general
 201 Aerospace, Aeronautical, and Astronautical Engineering
 202 Agricultural Engineering
 203 Architectural Engineering
 204 Chemical Engineering
 205 Civil Engineering
 206 Electrical, Electronics, and Communications Engineering
 207 Environmental and Ecological Engineering
 208 Geological Engineering
 209 Industrial and/or Management Engineering
 210 Mechanical Engineering
 211 Metallurgical and Materials Engineering
 212 Mining and Mineral Engineering
 213 Nuclear Engineering
 214 Ocean Engineering
 215 Petroleum Engineering
- 220 **FINE AND APPLIED ARTS**, general
 221 Applied Design (ceramics, weaving, commercial)
 222 Art (painting, drawing, sculpture)
 223 Art History and Appreciation
 224 Dance
 225 Dramatic Arts (theater arts)
 226 Music (liberal arts)
 227 Music (performing, composition, theory)
 228 Music History and Appreciation
 229 Photography/Cinematography
- 230 **FOREIGN LANGUAGES**, general
 231 French
 232 German
 233 Italian
 234 Latin
 235 Spanish
 236 Russian
- 240 **HEALTH PROFESSIONS**, general
 241 Dentistry
 242 Dental Assistant
 243 Dental Hygiene
 244 Dental Lab Technology
 245 Environmental Health Technologies
 246 Medicine, general
 247 Medical Assistant or Medical Office Assistant
 248 Medical or Laboratory Technology
 249 Nursing (registered)
 250 Nursing (licensed practical nurse)
 251 Occupational Therapy
 252 Optometry
 253 Pharmacy
 254 Physical Therapy
 255 Public Health
 256 Radiology
 257 X-ray Technology
 258 Surgical Technology (surgeon's assistant, etc.)
 259 Veterinary Medicine
- 260 **HOME ECONOMICS**, general
 261 Clothing and Textiles
 262 Consumer Economics and Home Management
 263 Family Relations and Child Development
 264 Foods and Nutrition (including Diets)
 265 Industrial Management
- 270 **LETTERS** (humanities), general
 271 Classics
 272 Comparative Literature
 273 Creative Writing
 274 English, general
- 275 Linguistics
 276 Literature, English
 277 Philosophy
 278 Religion and Theology
 279 Speech, Debate, Forensic Science
- 280 **MATHEMATICS**, general
 281 Applied Mathematics
 282 Statistics (mathematical and theoretical)
- 285 **PHYSICAL SCIENCE**, general
 286 Astronomy
 287 Chemistry
 288 Earth Sciences
 289 Geology
 290 Oceanography
 291 Physics
- 300 **COMMUNITY SERVICE**, general
 301 Criminal Justice and Law Enforcement (police science, corrections, etc.)
 302 Parks and Recreation Management
 303 Public Administration
 304 Social Work
 305 Military
- 310 **SOCIAL SCIENCES**, general
 311 Anthropology
 312 Area Studies (American civilization, American studies, etc.)
 313 Criminal Justice (see code 301)
 314 Economics
 315 Ethnic Studies (Asian studies, Black studies, Chicano studies, etc.)
 316 Geography
 317 History
 318 International Relations
 319 Law (prelaw)
 320 Political Science
 321 Psychology
 322 Sociology
- 330 **TRADE, INDUSTRIAL, AND TECHNICAL**, general
 331 Agricultural Mechanics and Technology
 332 Air Conditioning, Refrigeration, and Heating Technology
 333 Aeronautical and Aviation Technology
 334 Appliance Repair
 335 Automobile Body Repair
 336 Automobile Mechanics
 337 Business Machine Maintenance
 338 Carpentry and Construction
 339 Drafting/Engineering Graphics
 340 Electricity and Electronics
 341 Engineering Technology—Aeronautical
 342 Engineering Technology—Automotive
 343 Engineering Technology—Civil
 344 Engineering Technology—Industrial/Manufacturing
 345 Engineering Technology—Mechanical
 346 Graphic Arts (printing, typesetting)
 347 Heavy Equipment Operating
 348 Dry Cleaning, Laundry, and Clothing Technology
 349 Industrial Arts
 350 Leatherworking (shoe repair, etc.)
 351 Machinework (tool and die, etc.)
 352 Masonry (brick, cement, stone, etc.)
 353 Metalworking
 354 Plumbing and Pipefitting
 355 Radio/TV Repair
 356 Small Engine Repair
 357 Upholstery
 358 Watch Repair and Other Instrument Maintenance and Repair
 359 Welding
 360 Woodworking (cabinetmaking, millwork)
- 370 **GENERAL STUDIES**