UNIVERSITY OF WISCONSIN
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COLLEGE OF EDUCATION

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AN INVESTIGATION OF THE NON-TRADITIONAL STUDENT AT THE UNIVERSITY OF WISCONSIN-LA CROSSE: ORIENTATION TOWARD LEARNING AND LEVEL OF SATISFACTION

by

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A Thesis

Presented to

the Faculty of the Graduate College

University of Wisconsin-La Crosse

in Partial Fulfillment of the Requirements for the

Degree of Master of Science

University of Wisconsin-La Crosse

La Crosse, Wisconsin

May, 1976

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to many individuals for their time, effort, patience and support in the conceptualization, mechanical construction, and completion of the present study. I would like to thank the thesis committee for their unique individual efforts. Gratitude is expressed: to Dr. Norene Smith, Chairperson, for both conceptual clarification, allowance of individual expression and moral support in trying times; to Dr. Laury LePage for his shared interest in non-traditional students, his personal support, and emphasis on structural clarity which greatly aided in the consistency and clarity of the study; to Dr. Robert Bilby for his time, editorial feedback, help with conceptualization, and, above all, for his perspective on both the value and limitations of quantitative research without which this study could not have been accomplished. The Division of University Outreach/Extension has provided invaluable support. I would like to especially thank Dr. Lee Goodhart for providing the financial assistance which made the study possible as well as providing fresh perspectives and ideas. Dr. Richard Rasmussen, Director of Outreach, and Eileen Polizotto provided continued interest and support. Finally, thanks are due Loretta Petrie for her assistance and support in completion of this project.

Abstract

The purpose of this study was to assess non-traditional students' orientation toward learning as well as the degree to which these orientations were related to level of satisfaction. Secondary objectives included development of information relevant to programming directed at non-traditional learners. A mailed questionnaire was employed seeking responses relevant to six learning orientations (cognitive, personal, societal, social, external, and escape/stimulation) and level of satisfaction. Sex, age and level of education were employed as variables. There were 417 respondents representing a 21% return. The data were computer processed using correlational analysis, cross-tabulation, and the chi-square test of significance. The .05 level of significance was adopted.

Two general hypotheses relating to learning orientation and level of satisfaction and five sub-hypotheses were examined. Non-traditional students were found to cluster in one or more orientations toward learning. Reasons associated with cognitive, personal, and societal goals were found to be relatively more important reasons for attendance than the other three orientations. The variable of sex was found not to be significantly related to learning orientation while age and level of education were significant at the .05 level. Enrollment in courses for reasons associated with job or vocation was found to decrease with increasing age. Satisfaction was related only to societal learning orientation.

Education was significantly related to satisfaction. Cognitively oriented students did not express the highest degree of satisfaction. In addition to the hypotheses, age sex, and level of education were discussed in relationship to learning orientation and level of satisfaction. Finally recommendations were made on the basis of research conclusions and implications, theoretical implications, and extrinsic conclusions.

Table of Contents

List of Tables

CHAPTER I

Introduction

The University of Wisconsin-La Crosse (hereafter referred to as UW-L) enrolled more than 1750 students through the Division of University Outreach Extension during one semester (Semester I, 1975-76). Little information is now available regarding the orientation of these students toward learning and their level of satisfaction with UW-L courses and will be the focus of this study.

Traditionally, most colleges and universities have been structured to serve students who have recently graduated from high school. Demographic data clearly indicate that the number of students in this category will decline in the years ahead. If colleges and universities are to sustain present levels of enrollment, sources of non-traditional students must be identified and attracted by creative programming aimed at meeting the needs of this new clientele.

Potentially, the largest single source of non-traditional students is the adult population. Already, the desire of this group for education has manifested itself in the development and expansion of community colleges, open universities, evening and extension classes, and in educational programs sponsored by both commercial concerns and the military. Glass and Harshberger (1974) noted that societal forces are accelerating the return of adults to student status. Houle (1972) emphasized the demands of technological society as having a major impact upon the adult's need for learning.

Melanson (1973) related knowledge and education to the policy making process rooted in the citizen demands of a democratic nation. National commissions on education in America have pointed to the needs of adults for education and have outlined strategies for educational institutions to respond to those needs. Vermyle (1974) suggested that America is becoming a truly learning society where education need not be encapsuled in a lockstep process directed primarily at the young.

UW-L is faced with the same potential decline in the number of traditional students which will affect colleges and universities nationally in the near future. Policy makers at UW-L are sensitive to the needs of the adult population and have encouraged their participation in educational activities through enrolling adults as students and by providing an outreach program consistent with the mission of the University which includes (the following statement from the 1975-1977 UW-L Catalogue p. 8): "Meeting the off-campus instructional and continuing education needs through institutional programming coordinated with the University of Wisconsin-Extension."

For successful programming in the future, it is appropriate that as much pertinent information as possible be developed and considered relevant to the non-traditional student population. During Semester I, 1975-76, more than 1,000 students age 25 and over were enrolled in educational course offerings at UW-L. During the same semester, 501 <u>special students</u> (those enrolled in one or more courses given either

on or off campus, but not as part of a regular degree program) registered for courses.

Purpose

The purpose of this study was to investigate two general hypotheses and four sub-hypotheses:

(1) Non-traditional students will cluster about one or more orientations toward learning.

Based on the research of Houle (1961), Sheffield (1962), Boshier (1971), Burgess (1971), and Morstain and Smart (1974), six general orientations toward learning were used. They are: cognitive goal orientation, personal goal orientation, societal goal orientation, social goal orientation, external goal orientation, and escape/stimulation goal orientation.

(1a) Age clusters will locus at one or more orientations toward learning.

(1b) Sex clusters will locus at one or more orientations toward learning.

(1c) Enrollment in courses for reasons associated with job or vocation will decrease significantly with increasing age.

(2) The degree of satisfaction the student expresses will be significantly related to that individual's orientation toward learning.

(2a) Level of education will show a significant relationship to the general level of satisfaction the student expresses.

(2b) Cognitively oriented students will express

the greatest degree of satisfaction.

Secondary Purposes

In addition to examining the stated hypotheses, the study attempted to fulfill the following secondary purposes:

(1) To synthesize a profile of non-traditional special students who enrolled through UW-L Outreach/Extension over a four year period.

(2) To ascertain the overall level of satisfaction of learners enrolled as special students.

(3) To provide data relevant to program development directed at non-traditional students.

Plan of the study

Utilizing a mailed questionnaire, a random sample of special students who were enrolled over a four year period (1972-1975) were polled to assess their reasons for taking one or more courses (goal orientation) and their self-reported level of satisfaction with their experience. Eighteen items on the questionnaire developed to measure goal orientation were analyzed by correlational analysis to assess the internal consistency of items intended for use as indices associated with each of the six predicted orientations. The respondents were then classified high or low by each orientation based on their index score.

Five items on the questionnaire were used to assess the respondent's general level of satisfaction (in the same manner as the orientation index). The relationship between orientation and satisfaction was obtained by cross-tabulation

using each of the orientations as predictors of satisfaction and the chi-square test of significance was employed. In addition, the data were processed using age, sex, and educational level as control variables.

Definition of Terms

Adult education The process by which men and women seek to improve themselves and society by increasing their skill, knowledge, or sensitivity.

Adult student Any student who has not proceeded directly from high school to college or has interrupted his or her education to enter the non-academic domain and who has returned to student status. Adult student is used synonomously with older student, learner, lifelong learner, non-traditional student and returning student to avoid monotony. Actually, no one term is entirely satisfactory, but adult student appears most commonly in the literature.

Androgogy The art and science of adult education as opposed to pedagogy which is the art and science of teaching the young.

Orientation The general outlook of an individual toward the educational situation and environment to which he or she is exposed; used here alternately with goal orientation.

Satisfaction Used here as a measure to assess the degree to which an individual perceives and reports the fulfillment of needs, expectations, wishes, aspirations, and objectives.

Special student Students enrolled for one or more courses which are not, at the time of enrollment, part of a degree program. Special students are classified as adult students.

CHAPTER II

Review of the Literature

Literature in the field reflects the growth and expansion of adult education in the United States in recent years. Thus the following review samples a fairly wide range of material. Because adult education is closely related to the political process in a democratic post-industrial society, this element has been included here. For clarity of presentation, the review has been divided into the following areas: (1) Historical development, (2) Adult education as public policy, (3) Characteristics of adult learners and strategies to measure motivation, (4) University of Wisconsin-La Crosse situation, (5) Models for the future.

Historical Development

Adult education is not something new. Man has always learned throughout life. The distinctive element of the present concern with lifelong learning is the emergence of a societal commitment to adult learning as part of the educative process. Kempfer (1955 p. 3) observed that adult education in the United States emerges "from a long cultural tradition of expanding educational opportunity." The idea of education for all developed during the colonial era and became firmly established when independence created a state based on democratic principles, yet egalitarian principles were directed primarily at the young. Thomas Jefferson (Kallen 1962 p. VIII) insisted that "personal and collective freedoms depend on education." Jefferson, however, believed

that Americans could preserve their liberties and discharge their responsibilities as citizens with little else than elementary schooling.

Adult education on a national basis was a slow concept to emerge. Although the Morrill Act of 1862 and the establishment of the university extension movement in 1876 are frequently cited as benchmarks of development, it was not until after World War I that adult education as a distinctive field of study emerged giving coherence to activities not previously related to one another (Houle 1972 p. 3). In 1917, the Smith-Hughes Act established vocational education in public schools for adults and youth above age 14. The Department of Adult Education was established by the National Educational Association in 1924. The depression of the 1930s prompted the passage of federal emergency programs directed at both youth and adults.

Educators such as John Dewey and Ralph Tyler guided development during this period. Their emphasis on non-traditional approaches to learning provided a viable framework for growth of adult education. This versatility was important because as Houle (1972 p. 4) observed, "Since adulthood stretches out for many years and the diversity of lifestyles is great, the education of men and women occurs in many different settings and takes countless forms."

After World War II, adult education became the fastest growing segment of American education. The GI benefits prompted a startling upsurge in adult enrollment. In Wisconsin,

for example, enrollment nearly doubled between 1944 and 1947 due largely to the influx of adult students. In the years since then, adult education has continued to expand.

Adult Education as Public Policy

Houle (1972 p. 8) noted that growth has resulted from public demand, "not because big money was available...Primarily, the demand reflects response to basic stimuli in society and our culture which arise from the impact of science and technology..." Public demands, if persistent and strong enough, eventually become public policy. The creation of junior colleges, community colleges, open universities, universities without walls, credit for life experience, weekend colleges, evening classes, correspondence courses et. al. may be seen as policy resulting from demands for education from the adult population. Recently enfranchised groups of potential learners, most notably women and minorities, have placed additional demands on the educational system. Many members of these groups are of non-traditional student ages.

Trivett (1973) stated that choices of educational goals within a society are made on three levels: (1) society establishes overall trends of what will be fostered, tolerated, or opposed, (2) society decides what tasks will be assigned to educational institutions and what tasks to others, (3) within the context of the preceding two statements, educational institutions have choices or priorities of what resources shall be allocated and in what manner objectives will be accomplished. He (Trivett 1973 p. 5) then observed that

the goals established by "educational commissions and task forces are as a result of impatience with the rate of change in higher education."

Within the preceding context, it is interesting to note that the articulation of national policy for education as expressed by major commissions has documented and emphasized the pressing need for responsiveness by institutions to adult learning priorities. In 1946, President Truman established the President's Commission on Higher Education. That commission's report, Higher Education for American Democracy (HEAD I 1947 p. 67) stresses the importance of community colleges in meeting adult needs, "...the community college will serve as an active center for adult education. It will attempt to meet the total post-high school needs of its community." Ten years later the Eisenhauer Commission (Trivett 1973) emphasized the importance of opportunity and access in higher education. The Newman Report (USOE 1971 p. 67) stated as goals that the "lockstep of education must be broken so individuals of any age can attend colleges and universities and that new approaches are needed to make higher education available and stimulating to those who cannot attend fulltime." The Commission on Nontraditional Study (Valentine 1974 p. 10) stated, "Full opportunity to learn cannot be limited to the young; it must be for everyone, in any walk of life, for whatever purposes are beneficial...No longer can it be the single opportunity <u>of</u> a lifetime; now it must become the total opportunity <u>for</u> a lifetime." The Commission

suggested that "...a college which maintains that its mission is to provide broad liberal education only to young people... use its influence to help create new institutions or programs which can serve these adult students."

Perhaps the strongest statement relating to the education of adults came from the Carnegie Commission (Mayhew 1973 pp. 129-130):

> "American colleges and universities have evolved to their present stage of development through the gradual alteration of many widely held assumptions. The evolution of higher education in the last decades of the twentieth century will be affected by a number of assumptions held contrary to fact. It is assumed that colleges and universities are for young people, yet more than half the students are twenty-one years of age or older. It is assumed that higher education comes directly after high school, but more and more people seek to learn throughout their lives. It is assumed that dropouts are failures and seldom return, whereas actually many dropouts do return. Because it is assumed that higher education is for the young, it is assumed that financial assistance should be provided exclusively for the young. In reality, financial assistance should be provided throughout life. It is assumed that colleges and universities are the principle providers of opportunity beyond high school, but actually they are not even the largest part of the total post-secondary system. These incongruities can be resolved and as they are the society can move toward becoming a truly learning society."

America has become a knowledge-oriented society. Johnstone and Rivera (1965), Morstain and Smart (1974), Glass (1974) et. al. have emphasized the complexity of the technological era as the major reason for adult demands for formal education. Toffler (1970) has chronicled the tremendous acceleration of the rate of change in society. Given the complexities of the seventies and beyond, education for all citizens at any age should not be viewed as a luxury, but as

a necessity for a democratic system.

Melanson (1973 p. 25) in Knowledge, Politics and Public Policy observed that "The university is a strategic institution in the knowledge society. It has the primary responsibility for creating and applying knowledge." He further pointed out that knowledge and policy are closely related in the decision-making process (Melanson 1973 p. 129), "The policy role of knowledge is subject to conflicting judgements of utility and morality. Political dynamics are a crucial variable in shaping the actual role of knowledge and in making an accurate assessment of its consequences." King and Melanson (Melanson 1973 p. 144) admit that:

> "Knowledge is inevitably an instrument of power and privilege. In the United States the consequences and benefits of knowledge are not uniformly distributed among economic, racial, or political groups... Knowledge has not in fact been a strictly egalitarian phenomena----the critical point is that in an age of burgeoning uses, production, and technology of knowledge, social scientists, policy-makers, and other strategic elites concerned with the social and political impact of knowledge might do well to reassess the relationships between knowledge and policy."

Finally, Melanson argued that there exists a great deal of tension between democratic and anti-democratic uses of knowledge as well as between public and private interests.

As Houle (1972 p. 59) noted, adult education is actually an egalitarian process.

Characteristics of Adult Learners and Strategies to Measure Motivation

Androgogy is scarcely confined to higher education and much of the literature deals with adult learners in all facets

of the educational process. The single most definitive study the writer encountered was Johnstone and Rivera (1965) in their book Volunteers for Learning. The authors estimated that over half of all Americans have participated in some form of educational activity since leaving school originally and that in one year some 25 million adults participated in some form of educational activity. They approached adult learners from the social-psychological vantage point to characterize the needs, motives and satisfactions that impelled adults to learn some subject. Their principal conclusions were summarized in 13 points. Those pertinent to the subject are included here.

> "(2) Studies undertaken by adult learners tended to be pragmatic in nature. Thirty-three percent were vocational, 20 percent were recreational, and 12 percent were in academic subjects.
>
> (8) Three factors persistently distinguished participants from non-participants. These were: (a) Age. The median age of those participating was 36.5 - six years younger than the median age of their sample. (b) Education. Participants were better educated than the average adult. White collar and high income groups tended to cluster in this group. (c) Genographic location. Large urban areas were overrepresented. The Western states had a much higher representation than the rest of the country.
>
> (10) When asked how do people first come to enroll, a majority gave occupational reasons. Twenty percent mentioned additional training in work already entered; 30 percent mentioned interpersonal influence. Change in family status was also important here.
>
> (11) While job-centered reasons lead younger adults to enroll, the goals of older students are much less pragmatic and utilitarian. General knowledge and leisure centered goals become increasingly important with age. Men are more likely to take courses to expand their social horizon or to get away from a

> daily routine. The uses of adult education differ markedly across the social class spectrum. At lower levels, people take courses chiefly to learn skills necessary to cope with everyday living, while, at higher levels, there is a shift away from learning for basic life adjustment and an accompanying increase in concern with the less pressing needs such as enrichment of spare time.
>
> (12) Sixty-three percent said they benefitted from their educational experience "a great deal". Satisfaction was highest among those studying about a job they already had and lowest among those looking to change their vocation.
>
> (13) Age and years of formal schooling were the characteristics most closely related to participation."

Burgess (1971) outlined four strategies available to the researcher in considering the motivations of adult students. First, investigation of the kind of activity participated in by adults from which reasons for attendance can be inferred lends itself readily to statistical analysis. The National Opinion Research Center (NORC) (Burgess 1971 p. 4) used this method to report major categories which draw adults to learn such as agriculture, recreation, and religion. Second, asking the student to state in his own words why he is attending is useful. Williams and Heath (1936), Dean (1949), and Hoy (1933) used this technique to develop early information regarding motivation. This method does not readily lend itself to quantification. The third method asks the participant to check from a list of reasons why he or she participates in a given activity. Reasons given may then be readily clustered into groups using this method. However, the respondent's answers are only based on influences for engaging in a single type of educational activity. The fourth procedure is to

concentrate on the adult's orientation toward learning. This study draws from the last two strategies mentioned and stems from the work of Houle.

Houle (1961) found patterns of participation similar to Johnstone and Rivera. Using this base, he identified three types of learners:

> "The first, or as they will be called, the goal-oriented, are those who use education as a means of accomplishing fairly clearcut objectives. The second, the activity-oriented, are those who take part because they find in the circumstances of learning a meaning which has no necessary connection and often no connection at all with the content or the announced purpose of the activity. The third, the learning orientation, seeks knowledge for its own sake." (Houle 1961 p. 15-16)

Sheffield (1962) enlarged upon Houle's work to identify five factors associated with the motivation of the adult student: learning orientation, desire activity orientation, personal goal orientation, need activity orientation, and societal goal orientation. To these, Burgess (1971), added compliance orientation and religious goal orientation. Morstain and Smart (1974) altered these factors somewhat to identify the considerable variety of age-sex groupings by orientation.

Burgess (1971) sampled 1046 participants in adult education programs in the St. Louis area to isolate seven factors associated with enrollment. This study draws from his descriptions of general learning orientations:

(1) Desire to know (cognitive goal orientation). The desire to gain knowledge for the sake of knowing; to grow in qualities and intellectual appreciation, to derive pleasure from

learning, to enjoy mental exercises, and to remain in command of learning skills.

(2) Desire to reach a personal goal (personal goal orientation). The desire to gain knowledge in order to achieve a personal goal which the knowledge gained will make possible.

(3) Desire to reach a social goal (societal orientation). The need to gain knowledge in order to achieve a goal which will improve society. The desire is to learn certain knowledge or skills which will assist the individual to perform better the necessary functions as a contributing member of society.

(4) Desire to reach a religious goal. This orientation is not treated here due to the nature of the coursework offered through UW-L.

(5) The desire to take part in social activity (social goals orientation). The activity is enjoyed for its own sake regardless of what is to be taught in the activity. The enjoyment may be in the form of companionship, fellowship, feeling of belonging, or positive association with others.

(6) Desire to escape (escape/stimulation orientation). The desire to escape from some other activity or situation which is unpleasant or tedious.

(7) Desire to comply with formal requirements (external orientation). A desire which may be to earn credit required by an employer, to meet certain conditions required for membership to certain groups, to meet the requirements of someone in authority.

Burgess's study supported the hypothesis that the reasons

given by men and women for participation in educational activities will factor into a number of distinguishable groups.

Morstain and Smart (1974), using the Educational Participation Scale (EPS) which Boshier (1971) developed in New Zealand based on Houle's orientations, sampled 611 students enrolled in adult education courses at Glassboro State College. They used age and sex as control variables. They found that no one orientation was overwhelmingly drawn from any one age or sex cluster, but they were able to discern the following relationships:

(1) The importance of social relationships declines with age.
(2) External orientations were more important to men.
(3) Women scored higher than men on the cognitive interest scale.

University of Wisconsin-La Crosse Situation

Until 1975, little, if any, systematic research had been done identifying the adult student at UW-L. In 1974, two studies by Severance and one by Schroeder provided the first data on this clientele.

Severance (1974) surveyed male and female adult students in two separate studies to determine if their needs were being met. She had a large number of respondents to her questionnaire. Over 250 females and 288 males replied. She identified the evening student as having greater logistical problems in scheduling classes and meeting with faculty and advisors. She further found that many adult students were unaware of University services.

Schroeder (1974) surveyed a 10 percent random sample of graduate and undergraduate students. Using a questionnaire, she sought information regarding why the student was seeking education, whether the student used services provided by the University, how satisfied the student was with various aspects of his university experience, and what was the student's overall evaluation of his experience. She found that a great majority of adult students seem to be satisfied with their experience and that satisfaction did not seem to be linked to age or academic standing. Women were found to be more satisfied than men. She found a high correlation between reasons for seeking a degree and job orientation. Schroeder's results, unfortunately, are based on such a small response that they cannot be generalized.

The University response to the adult student to date has largely been through the creation of the Division of University Outreach. In the words of the director, Dr. Richard Rasmussen,

> "Contributing to the lifelong learning opportunities of adults in the La Crosse region is the goal of Outreach . To achieve this goal, Outreach arranges both credit and non-credit activities representing a wide range of professional, academic and personally rewarding interests. (Rasmussen 1974 p. 1)

UW-L in its ten year academic plan (UW-L Ten Year Plan, April 1975 p. 13, p. 16) made two specific statements regarding adult students:

> "Development of a much more effective outreach and public service program to serve the citizens of the region and the state also has high priority. The University has strengthened its Outreach program in cooperation with University Extension

"and will continue to seek ways to strengthen this relationship. The need for continuing education in both the formal and informal sense has become increasingly apparent and will have to be met through the development and use of innovative systems. In this connection, the importance of supporting and rewarding scholarly activities assumes greater importance.

The University sees and seeks opportunity to serve citizen groups in the region who have not traditionally been selectively served. Outreach of this kind should encompass senior citizens, farm and labor organizations, women, handicapped, and those foreclosed from normal academic schedules. The concept of continuing education will be addressed to a population base of about 100,000 of the one million people who live in the area."

Models for the Future

The literature is rich with examples of the creative efforts now being made to satisfy the needs of the adult learner. The two examples included here suggest diversity of possible approaches. Meskill (1975 p. 108) described the emergence of C. W. Post Weekend College in Long Island, "C. W. Post was developed with the objective of serving the adult student by making higher education available at a time and place most convenient to him or her." By studying potential learners to determine their motivation and needs, C. W. Post was able to attract increased numbers of students in a time of nationally declining enrollments by flexible scheduling and responsiveness to individual student concerns. The innovative program includes not only weekend and evening classes, but payment by credit card, reduced rates for spouses, and a faculty willing to meet with students when the students are free.

Wharton (1975) proposed a citizen's "Bill of Educational

Entitlement." Not unlike the GI Bill, this type of legislation would provide a specific dollar amount to all citizens for four years of educational entitlement to be used at any time in their lives. Secondly, each individual would accrue additional benefits for each year he or she paid taxes. Thirdly, this federal entitlement would occur regardless of need. Wharton's rationale is based on two assumptions. There is a growing social return from education and secondly, he stipulates federal funding because of increased interstate residential mobility. True, this type of legislation remains in the planning stages, but as America moves toward becoming a society of lifelong learners, this kind of program may develop to augment existing programs.

CHAPTER III

Methodology

The Problem

At present, little or no information about non-traditional students is available at UW-L. The nature of the individual non-traditional learner, his or her reasons for participation in an educational activity, and his or her expressed level of satisfaction with UW-L courses is an important starting point for research in this area. Demographic data indicate a potential decline in the number of traditional students. Thus, more lifelong learners must be attracted to return to academic offerings through creative programming developed to meet the needs of this non-traditional clientele.

Sampling Procedure

During Semester II, 1975-76, a computer printout was obtained representing all individuals who were formally classified by the University as special students during the period from Semester I, 1971-72 through Semester I, 1975-76. Restrictions upon inclusion in the listing were:

(1) The student must not have subsequently enrolled as a full time student in a regular degree program at UW-L.

(2) The student's most recent address must be in Wisconsin, Minnesota, or Iowa.

Because the potential respondents were asked to report attitudes toward educational activity stemming from their contact with UW-L as special students, individuals who later

enrolled in regular degree programs were excluded. It was determined that their experience in regular degree programs might prejudice their potential response.

UW-L, through the Division of University Outreach/ Extension, offers courses over a large geographic area. Some students may have moved from the La Crosse area since their enrollment in a UW-L course. Thus, the preliminary listing included addresses from North Carolina to California. Because one of the secondary purposes of this study was to provide data useful for program development in the target area of La Crosse and surrounding area, individuals not now living in the three state area were excluded.

At this point, there remained 3,169 names in the potential sample. Estimating a 25% return, cost consideration prohibited attempting to survey the total population. As a result, a random sample of 2,029 individuals were selected for the final mailing list.

The Instrument

To maximize cooperation of respondents and insure return of the questionnaire, emphasis was placed on brevity and the development of an attractive form. The final instrument was a single 8½ x 14 light green colored sheet with black bordering employing three different typefaces for contrast and clarity (see Appendix I). An explanation of the purpose of the study and solicitation of response as well as the questions covered one side. The other side contained three sections: (a) the respondent's address and bulk rate postage

permit, (b) a statement in large print that UW-L wants to learn from you and seeks five minutes of your time, (c) a business reply format listing the UW-L address. The sheet was triple folded at mailing with the respondent's address outward. After completion of the questions, the respondent needed only to refold the instrument with the return address outward, fasten, and mail.

Prior research instruments provided substantial contribution to the questionnaire employed in this study. Items nine through 26 (Appendix I) were extracted from instruments employed and published by Boshier (1971), Burgess (1971), and Morstain et. al. (1974). The items selected were those showing significant association with the predicted orientations. In addition, new items were constructed and incorporated into the instrument.

Because 18 of the items were selected from previous research instruments in which reliability was assessed and construct validity demonstrated, tests of reliability were not employed in this study. The instrument was administered to two classes of non-traditional students enrolled through UW-L Outreach. The resultant small sample of thirty responses was processed to determine problems associated with layout and clarity of presentation and resulted in the rewording of some items and the omission of others. Correlational analysis of the response patterns proved inconclusive due to the size of the sample and the conditions under which it was administered.

The study was sponsored by the Division of University

Outreach/Extension and one item on the questionnaire (item 5) was employed to develop information for their use and was not employed in the present study.

The final questionnaire employed 29 items in two formats: (a) the circling of preferred response on a linear scale, (b) multiple-choice check response. Comments and opinions of the respondents were solicited at the end of the questionnaire.

Construction of Indices

To increase the reliability of the measurement of learning orientation and level of satisfaction, selected items were combined to form seven simple additive indices. Specific items used in each of the seven indices are listed below along with the definition of each component. To facilitate statistical analysis, the response ranges were collapsed and dichotomized or trichotomized. Decisions concerning collapsing of the categories was accomplished by preliminary analysis of the distributions of the sample. Age, sex, and level of education were employed as control variables. The following definitions of the learning orientations were based on prior research.

Cognitive Goal Orientation (see Appendix I)

Items 10, 15, and 21 were employed in the index measuring cognitive orientation defined as follows: The desire to know; to gain knowledge for the sake of knowing, to grow in qualities and intellectual appreciation, to derive pleasure from learning, to enjoy mental exercises, and to remain in command of learning skills.

Personal Goal Orientation

Items 9, 17, and 26 were employed in the index measuring personal orientation defined as the desire to reach a personal goal; the desire to gain knowledge in order to achieve a personal goal which the knowledge gained will make possible.

Societal Goal Orientation

Items 11, 18, and 22 were employed in the index measuring societal orientation defined as the need to gain knowledge in order to achieve a goal that will improve society; the desire is to learn certain knowledge or skills which will assist the individual to better perform the necessary functions as a contributing member of society.

Social Goal Orientation

Items 13, 16, and 24 were employed in the index measuring social orientation defined as the desire to take part in social activity; the activity is enjoyed for its own sake regardless of what is to be taught in the activity, the enjoyment may come in the form of companionship, fellowship, feeling of belonging, or positive association with others.

External Goal Orientation

Items 14, 19, and 25 were employed in the index measuring external orientation defined as a desire which may be to earn credit required by an employer, to meet certain conditions required for membership in certain groups, to meet the requirements of someone in authority.

Escape/Stimulation Goal Orientation

Items 12,20, and 22 were employed in the index measuring

escape/stimulation orientation defined as the desire to escape from some other activity or situation which is unpleasant or tedious.

Level of satisfaction

Items 6, 7, 8, 27, and 29 were employed in the index measuring satisfaction defined as the degree to which an individual perceives and self-reports the fulfillment of needs, expectations, wishes, aspirations and objectives. Six items used here were of high face validity and were intended to include four component dimensions along with overall level of satisfaction. These were: (1) perception of cost or expense, (2) perception of UW-L courses compared to courses elsewhere, (3) perception of teaching performance, (4) perceptions of University staff encountered during the registration process.

Statistical Analysis

Descriptive information regarding the demographic control variables of age, sex, and level of education was provided by computer analysis of the percentage distributions. The internal consistency of the seven indices was assessed by correlational analysis. Hypotheses relevant to the relationship between orientation and satisfaction were examined using a computer cross-tabulation program. The significance of measured interrelationships among variables was established by the chi-square test. The .05 level of significance was adopted.

Hypotheses Examined

The following hypotheses were tested for significance:

General hypothesis 1: Non-traditional students will cluster

about one or more orientations toward learning.

Sub-hypothesis 1a: Age-sex clusters will locus in one or more orientations toward learning.

1b: Sex clusters will locus at one or more orientations toward learning.

1c: Enrollment in courses for reasons associated with job or vocation will decrease significantly with increasing age.

Reasons associated with job or vocation include:

(1) personal goal orientation

(2) external goal orientation

General hypothesis 2: The degree of satisfaction the learner expresses will be significantly related to that individual's orientation toward learning.

Sub-hypothesis 2a: Years of education will show a significant relationship to the general level of satisfaction the learner expresses.

2b: Cognitively oriented students will express the greatest degree of satisfaction.

CHAPTER IV

Results and Discussion

Little information is presently available regarding the learning orientation of non-traditional students and the level of satisfaction expressed by those students. This study provides some insight into those dimensions. The discussion of the findings appears below in the following sections: (1) distribution of demographic variables within the sample, (2) internal consistency reliability of measuring instruments, (3) distributions of learning orientations, (4) level of satisfaction, (5) tests of hypotheses, (6) discussion of additional findings, (7) distribution pattern of the variables, and (8) limitations.

Distribution of Demographic Variables within the Sample

Of the 2,029 questionnaires mailed out, 417 responses were received, a 21% return. Sixty-four percent of respondents were female (266) and 36% (148) were male. By age, the distribution was: 56 (13%) age 16-24, 92 (22%) ages 25-29, 64 (15%) ages 30-34, 36 (21%) ages 35-44 and 116 (28%) ages 45 or older. In terms of level of education, by far the greatest number of respondents (230 or 55%) had four year college degrees and 94 (23%) had graduate degrees. Only 12 (3%) had only a high school diploma or G.E.D., 49 (12%) had some education beyond high school but no degree, and 24 (6%) had two years of college, Associate of Arts, or technical degrees.

Internal Consistency Reliability of Measuring Indices

Correlational analysis was employed to assess the internal consistency reliability of response patterns for each of the three item indices used to measure learning orientations as well as for the six item index used to measure expressed level of satisfaction.

Cognitive Goal Orientation

The items employed in the index measuring cognitive orientation were: (See Appendix A)

(10) To seek knowledge fot its own sake.

(15) To satisfy an inquiring mind.

(21) To satisfy individual curiosity.

Table 1

Internal Correlation of Items Measuring Cognitive Orientation

Item	10	15	21
10	--	.55	.38
15		--	.64
21			--

Based on the high correlation of items 15 to 21 and 10 to 15, this index was assessed as a reliable measure of cognitive orientation even though items 10 to 21 exhibited a fairly low level of correlation. The face validity of all the items was high.

Personal Goal Orientation

The items employed in the index measuring personal goal orientation were: (See Appendix A)

(9) To get a degree.

(17) To secure professional advancement.

(26) To upgrade my personal competence.

Table 2

Internal Correlation of Items Measuring Personal Orientation

Item	9	17	26
9	--	.34	.09
17		--	.11
26			--

None of the paired items in this index were highly correlated. The face validity of the items suggests that they measure various sub-dimensions of personal goal orientation. Studies by Burgess (1971), Boshier (1971) and Morstain et al. (1974) where these items were employed together, demonstrated a high degree of inter-correlation. Thus, with other populations, they form a compatible index. However, for the present study it was determined that the items did not measure the predicted learning orientation. Personal goal orientation is included in the remainder of this study and in the presentation of the data in the interest of serving further research in this area, but no firm conclusions can be drawn from this data.

Societal Goal Orientation

The items employed in the index measuring societal goal orientation were: (See Appendix A)

(11) To become a more effective citizen.

(18) To improve my ability to serve mankind.

(22) To improve my ability to serve others.

Table 3

Internal Correlation of Items Measuring Societal Orientation

Item	11	18	22
11	--	.51	.41
18		--	.74
22			--

Of the items in this index, only 11 and 22 exhibited a relatively low correlation. Items 18 to 22 exhibited the highest between item correlation within any of the six predicted orientations. This index was assessed as a reliable measure of societal orientation.

Social Goal Orientation

The items employed in the index measuring social goal orientation were: (See Appendix A)

(13) To meet new people.

(16) To improve social relationships.

(24) To share a common interest with my spouse or a friend.

Table 4

Internal Correlation of Items
Measuring Social Orientation

Item	13	16	24
13	--	.54	.41
16		--	.44
24			--

As might be expected from the face validity of the items employed, the correlations were moderate to low, but the overall consistency was determined sufficient to use this index as a reliable measure of social orientation.

External Goal Orientation

The items employed in the index measuring external goal orientation were: (See Appendix A)

(14) To carry out the recommendations of some authority.

(19) To comply with employer's wishes.

(25) To comply with the suggestions of someone else.

Table 5

Internal Correlation of Items
Measuring External Orientation

Item	14	19	25
14		.66	.57
19	--	--	.38
25			--

Item pairs 14 and 19 and 14 and 25 were fairly highly correlated. The low correlation between 19 and 25 may imply a perceived difference by respondents between the wishes of an employer or someone in a position of authority and the

suggestion of "someone else", the latter being a weaker impetus to enroll in courses. This index was assessed as a reliable measure of external goal orientation.

Escape/Stimulation Goal Orientation

The items employed in the index measuring external goal orientation were: (See Appendix A)

(12) To get relief from boredom.

(20) To get away from the routine of daily living.

(23) To provide a contrast to the rest of my life.

Table 6

Internal Correlation of Items
Measuring Escape/Stimulation Orientation

Item	12	20	23
12	--	.73	.46
20		--	.56
23			--

The correlation of item 12 to 20 was very high, while 12 to 23 and 20 to 23 were medium. The index was assessed to be a reliable measure of escape/stimulation goal orientation.

Level of Satisfaction

The items employed in the index measuring level of satisfaction were:

6. How would you rate the cost in relation to your satisfaction in the courses for which you enrolled? (Did you get your money's worth?)
____(0) Don't know. (Does not apply to me)
____(1) Too expensive
____(2) About right
____(3) A good buy

7. How do the courses compare with other similar courses you have attended elsewhere?

___(0) Don't know
___(1) Not as good
___(2) Equally good
___(3) Better

8. In general, were the courses you took satisfactory?
___(1) Unsatisfactory
___(2) Acceptable
___(3) Very satisfactory

27. In general, how would you rate the teaching in the classes you attended?
___(1) Below average
___(2) Average
___(3) Above average

28. During your investigation of and registration for the courses, how would you rate the staff you encountered?
___(1) Poor
___(2) Fair
___(3) Good to excellent

29. Overall, did the courses you attended meet your needs?
___(1) Very little
___(2) Somewhat
___(3) Mostly

Table 7

Internal Correlation of Items Measuring Satisfaction

Item	6	7	8	27	28	29
6	--	.23	.34	.27	.13	.23
7		--	.39	.38	.17	.24
8			--	.54	.35	.46
27				--	.31	.37
28					--	.29
29						--

As discussed in Chapter III, the satisfaction index subsumes several different theoretical dimensions of satisfaction.

The overall expressed level of satisfaction is composed of several components which need not display a high degree of correlation to be reliable. Items 8, 27, and 29, which exhibited the highest correlation, evaluated overall satisfaction, teaching, and needs. These items might be expected to display internal consistency as they relate directly to the in-class experience of the respondents. Item six measures the relationship of cost to satisfaction and exhibits a low correlation with the other items. Its inclusion in the index is justified on the grounds that respondents' perceptions of courses taken included attitudes toward the expense of enrollment as an important aspect of the satisfaction which the respondents felt from their contact with the University. Similarly, item seven (comparison to courses taken elsewhere), and item 28 (registration process) were determined to be important related components of the learners' University experience, but significantly different from the in-class experience to preclude a high correlation with each other or with other items in the index.

Distributions of Learning Orientations

The possible range of scores for each respondent on each of the six additive orientation indices was one through 15. Thirty-four respondents failed to answer all 18 items associated with learning orientation. If those respondents answered two of three items employed in a learning orientation, a random answer was provided by the researcher for the third item in that index. If only one item in an index was answered,

no additional answers were provided. If the respondent failed to answer all the items in a given index, the index score of zero was not included in the count.

Table 8

Total Count and Mean Scores by Learning Orientation

	Count	Mean	Low	High
Cognitive Goal Orientation	407	10.58	190	227
Personal Goal Orientation	406	10.51	197	220
Societal Goal Orientation	404	9.28	207	210
Social Goal Orientation	398	5.76	244	173
External Goal Orientation	401	6.65	235	182
Escape/Stimulation Goal Orientation	397	5.61	258	159

X^2 23.4504
d.f. 6

Each index score was dichotomized using the mean as the point of division. For example, a respondent with societal goal orientation index score of nine or less was characterized as "low" for that orientation while a respondent whose score was ten or above was characterized as "high" for that orientation. Employing this method, a respondent might be characterized as high for all six orientations or low for all six or any combination in-between depending on the individual response pattern.

As shown in Table 8, the mean for the first three learning orientations (cognitive, personal, and societal) was much higher than the mean for the others, indicating that these first three orientations were much more influential reasons for taking courses for the sample as a whole. Apparently,

reasons associated with social, external and escape/stimulation learning orientations were of less importance to the respondents. Similarly, the first three orientations had a larger number of respondents characterized as high than did the other orientations. Escape/stimulation with only 159 respondents characterized as high for that orientation was skewed the most.

Level of Satisfaction

The possible range of scores for the index measuring level of satisfaction was one to 18. As with the orientation indices, when the respondent had answered two-thirds of the items but failed to answer all, a random response was provided for the missing information. In the same manner, where a zero (Don't know - Does not apply to me) response appeared for items six or seven, a random response was given. Sixty-two questionnaires were returned with missing information in this index or with a zero response on items six or seven.

The summated scores from the satisfaction index were trichotomized. Preliminary analysis indicated that adoption of one-half of a standard deviation from the mean provided a fairly even distribution of respondents into the various categories. The mean score for the total sample was 13.77 and the standard deviation was 2.38. Scores falling within one half of one standard deviation from the mean were characterized as "medium", scores more than one-half standard deviation below the mean as "low", and scores more than one half standard deviation above the mean were coded as "high". Accordingly, respondents with an additive score of 12 or less

were designated low (114 respondents), 13 and 14 as medium (144 respondents), and 15 or more as high (159 respondents).

Analysis of the response patterns for the total sample revealed considerable variation among the component dimensions of level of satisfaction. The cost (Item 6 - see Table 7) was shown to be the most negative item with 101 respondents describing the course as too expensive, 221 thought the cost was about right, and 78 said it was a good buy. Several comments by respondents on questionnaires implied that the cost in past years (when the cost was $3.25 per credit) was reasonable, but they could no longer afford to take courses with the rates now in effect. Other respondents mentioned that they did not pay for the course or courses they took and consequently rated the courses as a good buy.

Comparing UW-L courses with those taken elsewhere (Item 7 - see Table 7), 269 rated the courses as equally good, 48 as not as good, and 64 said they were better than courses taken elsewhere. Not all the respondents had experience at other schools. Thus, this item was most affected by the use of random responses employed by the researcher to construct an accurate index from the six items.

Only 15 respondents rated the course or courses for which they enrolled as unsatisfactory. About half (207) of the respondents indicated that the courses were acceptable and 190 felt the courses were very satisfactory (see item 8 Table 7). With less than four percent of all respondents

unsatisfied, the courses offered over the past four years have been well received. Several respondents commented on their satisfaction in and appreciation of the courses for which they enrolled.

The largest number (224) of respondents (see item 27 Table 7) rated the teaching in the classes as average and 173 indicated the teaching was above average. Several respondents (see Appendix B) singled out specific courses or instructors for special praise. There were few negative ratings (16) regarding teaching. One person commented that the instruction was good, but boring, while another felt that his instructor was disorganized. Overall, the response pattern indicated a high level of satisfaction with the teaching.

Item 28 (see Table 7) measuring satisfaction with the staff encountered during investigation and registration for courses elicited the most detailed comments of any item in the index, (see Appendix B). A large majority (279) rated the staff as good to excellent while 105 rated the staff as fair. Only 24 rated them as poor.

Almost three-fourths (303) of the respondents indicated that the courses they attended mostly met their needs (see item 29 Table 7). Only 14 indicated that their needs were met very little and 93 indicated that their needs were met somewhat. Only one respondent (see Appendix B) stated that the course as taught did not fit its catalogue description.

Tests of Hypotheses

The following discussion will present tests of the hypotheses employed in the present study (see Chapter I). The two general hypotheses and the five sub-hypotheses will be examined for significance.

(1) Non-traditional learners will cluster about one or more orientations toward learning.

The distribution of respondents for each of six predicted orientations toward learning (see Table 8) was significant at the .05 level as demonstrated by employing the chi-square test of significance. Thus, this general hypothesis was not rejected.

(1a) Age clusters will locus at one or more orientations toward learning.

For two orientations (personal goal and external goal) age distributions were significant at the .05 level (see Table 9) and for two others (social goal and escape/stimulation goal orientations) the distribution approached significance. Thus, this sub-hypothesis was not rejected. For personal goal orientation the greatest variation occurred with the 35-44 age group (21% of the total) being somewhat over-represented in the high range with 25% and in the 45+ age group (28% of the total) being under-represented in the high range with only 20%. The same pattern was represented for external goal orientation. Only 20% of those designated high were 45+ while 27% of the highs were ages 35-44.

The younger age groups (16-24 and 25-29) were more

TABLE 9

The Relationship of Age to Learning Orientation

Orientation		Cognitive		Personal		Societal		Social		External		Escape/ Stimulation		Total
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	
Age														
16-24	N	33	23	25	31	32	24	28	28	31	25	27	29	56
	%	17	10	13	14	16	12	12	16	13	14	11	18	13
25-29	N	44	48	38	54	47	45	46	46	49	43	54	38	92
	%	23	21	19	25	23	22	19	27	21	24	21	24	22
30-34	N	28	36	28	36	34	30	43	21	36	28	46	18	64
	%	14	16	14	16	17	14	18	12	15	15	18	11	15
35-44	N	37	49	32	54	38	48	52	34	38	48	58	28	86
	%	20	22	16	25	18	23	21	20	16	27	23	18	21
45+	N	47	69	72	44	55	61	73	43	79	37	71	45	116
	%	25	31	37	20	27	29	30	25	34	20	28	28	28
	X^2		5.719		*15.472		2.899		7.466		*12.062		**8.685	
	d.f.		4		4		4		4		4		4	

*Significant at .05 level
**Significant at .10 level

TABLE 10

The Relationship of Sex to Learning Orientation

Orientation		Cognitive		Personal		Societal		Social		External		Escape/ Stimulation		Total
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	
Sex														
Male	N	68	180	67	181	75	173	84	64	85	63	98	50	148
	%	36	36	35	37	36	35	35	37	36	35	38	31	36
Female	N	121	145	127	139	131	135	157	109	149	117	157	109	266
	%	64	61	65	63	64	65	65	63	63	65	62	69	64
	X^2		.008		.233		.077		.200		.077		2.080	
	d.f.		2		2		2		2		2		2	

prominent among those highly socially oriented with 16% and 27% respectively. Likewise, the older groups tended to be slightly under-represented. The same pattern occurred with the younger groups ranking high for escape/stimulation orientation. The 16-24 group comprised 18% of the highs (with only 13% of the total population) and the 25-29 group comprised 24%. The 30-34 group (15% of the total) made up only 11% of the high group.

(1b) Sex clusters will locus in one or more orientations toward learning.

The distribution of responses by sex (see Table 10) was not significant at the .05 level. Thus, this sub-hypothesis is rejected. Only for escape/stimulation orientation did the response distribution approach significance with males comprising only 31% of the respondents although they represented 35% of the sample. Conversely, females were somewhat over-represented (69%) in this orientation.

(1c) Enrollment in courses for reasons associated with job or vocation will decrease with increasing age.

Reasons associated with job or vocation were defined to include those persons who indicated high personal goal orientation or external goal orientation. The findings indicate that only in the 45+ age group (28% of the total) does enrollment for reasons associated with job or vocation decrease (see Table 9). For both orientations, this group was under-represented with only 20% in the high range. Thus, this hypothesis was not rejected.

TABLE 11

Cross-Tabulation of Learning Orientation with Level of Satisfaction

Satisfaction		Cognitive Low	Cognitive High	Personal Low	Personal High	Societal Low	Societal High	Social Low	Social High	External Low	External High	Escape/ Stimulation Low	Escape/ Stimulation High	Total
Low	N	60	50	52	62	68	42	71	39	66	46	79	35	114
	%	32	22	26	28	33	20	29	23	28	25	30	22	27
Medium	N	62	82	66	78	70	74	81	63	89	55	85	59	144
	%	33	36	33	35	34	35	33	36	38	30	32	37	35
High	N	68	95	83	80	69	94	92	71	82	81	98	65	159
	%	36	42	41	36	33	45	38	41	35	45	37	41	38
	x^2		4.914		1.077		10.069		2.240		4.462		3.359	
	d.f.		4		4		4		4		4		4	

(2) The degree of satisfaction the learner expresses will be significantly related to that individual's orientation toward learning.

Of the six learning orientations, satisfaction was related significantly (p .05) only to societal goal orientation (see Table 11). The highly societally oriented respondents expressed greater satisfaction than did those low in this orientation. Forty-five percent of those highly satisfied were highly societally oriented although they made up only 38% of the total. Of those ranked low in satisfaction (27% of the total), only 20% were highly satisfied.

The association between orientation and satisfaction approached significance for cognitive orientation and for external orientation. Among those highly satisfied (38% of the total), those high on the cognitive orientation measure made up 42%. The same pattern emerged for those highly externally oriented where they comprised 45% of the highly satisfied. This hypothesis was not rejected in regard to societal orientation.

(2a) Level of education will show a significant relationship to level of satisfaction.

The chi-square test showed a significant (p .05) relationship between level of education and level of satisfaction (see Table 12). Thus, this hypothesis was not rejected. Those with graduate degrees (23% of the total) displayed the highest level of satisfaction (29%), while those with some education beyond high school, but without a degree (12% of

TABLE 12

The Relationship of Satisfaction to Level of Education

		Satisfaction			
		Low	Medium	High	Total
Education					
H.S. Diploma or G.E.D.	N	2	5	5	12
	%	2	4	3	3
Education Beyond H.S. But No Degree	N	17	14	18	49
	%	16	10	11	12
2 Year, A.A. or Technical Degree	N	11	4	9	24
	%	10	3	6	6
4 Year College Degree	N	57	92	81	230
	%	53	65	51	55
Graduate Degree	N	21	26	47	94
	%	19	18	29	23
	X			*15.987	
	d.f.			8	

the total) were over-represented among those low in satisfaction (16%). In addition, the group with two years college, A.A. or technical degrees (6% of the total) were also over-represented among the low group (10%). The group with four year college degrees (55% of the total) were slightly under-represented among the high satisfaction group (51%).

(2b) Cognitively oriented students will express the greatest degree of satisfaction.

Cognitively oriented students did not express the greatest degree of satisfaction (see Table 11). Forty-two percent of those who ranked high for cognitive orientation were high in satisfaction. Of the six orientations, cognitively oriented students ranked third behind those societally oriented (45%) and those externally oriented (also 45%) and only slightly ahead of students socially oriented (41%) and those escape/stimulation oriented (also 41%). Thus, this hypothesis was rejected.

Discussion of Additional Findings

Cross tabulation of the variables of sex, age, and education with the six learning orientations and level of satisfaction (see Tables 13, 14) employing the chi-square test resulted in two other significant findings not predicted by the hypotheses. They are discussed in the following section.

Relationship of Education to Learning Orientation

The respondents level of education was significantly related ($p < .05$) to learning orientation for two orientations and approached significance for one other. Of those ranked high for personal goal orientation, those with four year

college degrees (55% of the total) were over-represented with 61%. Respondents with graduate degrees (23% of the total) comprised only 19% of the highs.

Analysis of the relationship between education and escape/stimulation orientation reveals that the less educated respondents were more likely to be high in this orientation while the respondents with four years of college or more tend to be low.

Of the respondents designated high for societal orientation, those with four year college degrees (55% of the total) were over-represented with 59%. Those with two years of college, A.A., or technical degrees (6% of the total) were under-represented with only 2%.

Relationship of Age to Satisfaction

The age of the respondents was found to be significantly ($p < .05$) related to their expressed level of satisfaction. The older respondents (45+) were over-represented among those designated as high in satisfaction (see Table 14). Although they made up only 28% of the total, they accounted for 36% of all those high in satisfaction. Conversely, they represented only 18% of those designated as low. The respondents in the two youngest age groups tended to be lower in terms of satisfaction.

Distribution Pattern of the Variables

Sex

Morstain and Smart (1974) found sex to be a significant variable when applied to non-traditional students' learning

orientation. They found that women scored higher than men on the cognitive interest scale and that external orientations were more important to men. In contrast to their findings, the present study (see Tables 10 and 11) discerned no significant relationship between sex and any of the six orientations, nor was sex lined to expressed level of satisfaction. Only for escape/stimulation orientation did there appear to be any relationship at all; women were slightly over-represented among those designated high for this orientation while men were correspondingly under-represented. One possible conclusion is that sex-role expressions of attitudes toward educational activity have undergone significant changes in the past few years due, among other things, to the contemporary social climate which de-emphasizes sex-role differences.

Age

Johnstone and Rivera (1965) found age and education to be the factors most closely related to participation in educational activity. Results of the present study (see Tables 9 and 11) support their findings. For the 16-24 age group (13% of the sample) the largest variation occurred within cognitive orientation where they comprised 17% of those rated low, within escape/stimulation orientation where they comprised 18% of those designated as high, and within social orientation where they represented 16% of those rated high. In terms of satisfaction, this group was predominantly low (21%) with only 8% expressing a high level of satisfaction. Gould (1975), in his study of adult developmental

stages characterized a group similar in age to the present group (his breakdown was 16-22) as "more open to new ideas about the world" (p. 76). The high number found in the escape/stimulation orientation would lend support to his observation. Present results would indicate that along with being more open, they are also more critical. Both observations coincide with "common sense" notions of this age group.

For the 25-29 age group (22%) of the sample, the largest variation occurred within social orientation where only 19% were rated low while 27% were high. The importance of meeting new friends, sharing interests with others, and improving relationships is important to this group. This group, as with the previous one, was low in terms of satisfaction.

The 30-34 age group (15% of the total) also reveals a large variation within social orientation, but now the direction is reversed. Only 12% of those rated high for this orientation come from this age group while, among the lows, they are over-represented with 18%. Gould (1975) stated that "There is a clear focus on the family in the 30s. An active social life seems less important." (p. 77). Morstain and Smart (1974) also found an active social life to be less important with increasing age. To the extent that participation in education is due to social reasons, this appears to be the case among the respondents.

The 35-44 age group (21% of the total) displayed the largest variation within external orientation. They comprised 27% of those designated as high and only 16% of those

designated low. Concerns related to employment and outside authority are most important to this group. Gould (1975 p. 77) noted level of income and career aspirations are important during this time. To the extent that external orientation measure concern with employment and career aspirations, his notion is supported. Respondents in this group were more concerned than other with getting ahead.

Within the 45+ age group (28% of the total), the distribution varied under almost all orientations and level of satisfaction. Only 20% were high for personal orientation. Similarly, only 20% of those designated high for external orientation were 45 or older. Among those high for social orientation, only 25% came from this age group while, for cognitive orientation, this group was over-represented with 31%. The greatest variation, however, came in terms of satisfaction with 36% of all those who were highly satisfied coming from this group and only 18% of those low in satisfaction.

Education

The respondents' level of education (see Tables 13, 14) exhibited considerable variation across the six learning orientations and level of satisfaction. Those with only a high school diploma or G.E.D. comprised only 3% of the sample and thus may be an insufficient number from which to generalize. The greatest variations for this group came under escape/stimulation orientation where they made up only 1% of the lows while comprising 6% of the high. Conversely, personal goals were of little importance (1% of

those high for that orientation).

Those with some education beyond high school, but no advanced degree (12% of the total) showed the largest variation under escape/stimulation orientation where they comprised 17% of the highs. They tended to be somewhat over-represented among those high in cognitive orientation (14%) while only 10% of all those classified low cognitively came from this group.

Those with two year, A.A., or technical degrees (6% of the total) were fairly stable across the board with the exception of societal orientation where they made up only 2% of those designated high and in terms of satisfaction where they were over-represented (10%) among those who were low.

The largest part of the sample (55%) was comprised of those with four year college degrees. They were over-represented among those high for personal orientation (61%), societal orientation (59%), and external orientation (62%). They were under-represented among those high for cognitive orientation (51%), social orientation (52%), and escape/stimulation orientation (52%) as well as level of satisfaction (51%). Apparently, outside pressures such as employers demands are especially important to this group, yet it is curious that cognitive orientation should be so low here. Possibly, attainment of a college degree satiates the desire to satisfy individual curiosity and to learn for the sake of knowing for an undetermined period of time.

Those with graduate degrees made up 23% of all respondents.

They tended to be high in cognitive orientation (26%) and in satisfaction (29%). They were under-represented among those high for personal orientation (19%) and escape/stimulation orientation (20%).

Limitations

The findings of the present study are subject to a number of methodological limitations. This study was accomplished with an awareness of the inherent limitations of questionnaire techniques. Subjective self-reporting reflects only the respondent's momentary expression of orientation and satisfaction and may not represent a stable attitudinal adjustment toward his or her experience with learning at the interface with UW-L. Secondly, the content of some questions may have evoked resistance toward accurate responses. It is possible, for example, that some respondents would not wish to admit to themselves, much less anonymously to the researcher, that their enrollment stemmed from boredom. Thirdly, the response pattern varied from individual to indivudal. Although the vast majority of respondents centered their response at the mean with corresponding highs and lows on various responses, a few marked all items on the questionnaire at one extreme end or the other. Finally, as Osgood et al. (1971) and other researchers have pointed out, the semantic differential (words have different meanings and different weightings to individuals) of response alternatives within a contained choice may provoke a response inconsistent with the researcher's interpretation of it.

Probably the greatest limitation in drawing conclusions about the total population from the respondents is the self-selection by each individual in the sample of whether or not to return the questionnaire. With 417 respondents, the numbers are sufficiently large to allow for a meaningful quantitative analysis, but a scan of the demographic profile (64% women, 49% age 35 and above, and 78% with a college degree or more education) suggests that some groups may have been more likely to respond than others. Especially in terms of education, the response may have been skewed. One person commented that he was glad to help out a fellow graduate student. Exposure to and participation in survey research by highly educated participants may have increased their rate of return.

Incomplete questionnaires presented another important limitation. In order to construct representative additive indices, random responses were provided for items on selected indices if the respondent answered at least two-thirds of the index items. Although this occurred on only 34 of the orientation indices and 62 of the satisfaction indices, its frequency may have affected the response patterns. The alternative of omitting incomplete questionnaires was rejected as unjustified selection of respondents by the researcher.

Finally, correlational analysis of internal consistency for personal goal orientation necessitated omitting it as a reliable scale. Apparently it is measuring dimensions which are significantly different from one another for the sample population. As indicated earlier, it has been included in

the discussion in the interest of further research, but cannot be considered reliable. While these limitations need not invalidate the findings stated in this chapter, they should be taken into consideration in drawing any conclusions from the data.

CHAPTER V

Summary and Recommendations

The purpose of this study was to assess non-traditional students' orientations toward learning and the degree to which these orientations were related to their level of satisfaction with courses taken while enrolled as special students through UW-L Outreach/Extension over the past four years. Secondary objectives included the development of a demographic profile of UW-L special students, an assessment of overall level of satisfaction, and the development of data relevant to programming directed at non-traditional learners. The present study is summarized in the following section and recommendations were made on the basis of research implications and conclusions, theoretical implications, and extrinsic conclusions.

Summary

A random sample of 2,029 former students was obtained as a final mailing list. A final tally of 417 responses were received representing a 21% return. The constructed questionnaire consisted of 29 questions designed to elicit information regarding additional variables (age, sex, and level of education), orientation toward learning, and level of satisfaction. To facilitate reliability simple additive indices were constructed and correlational analysis was applied to check internal consistency. Five of the six indices were shown to meet minimal conventional standards of reliability. The items constituting the personal goal orientation index were judged not reliable. Response distributions were cross-

tabulated utilizing computer analysis, and the chi-square test of significance was applied.

The following hypotheses were employed in the present study and were examined for significance at the .05 level.

(1) Non-traditional students will cluster around one or more orientations toward learning.

This hypothesis was not rejected. The measured relationship was significant at the .05 level.

(1a) Age clusters will locus at one or more orientations toward learning.

This hypothesis was not rejected. The measured relationship was significant at the .05 level.

(1b) Sex clusters will locus at one or more orientations toward learning.

This hypothesis was rejected. The measured relationship was not significant at the .05 level.

(1c) Enrollment for reasons associated with job or vocation will decrease significantly with increasing age.

This hypothesis was not rejected. The measured relationship was significant at the .05 level.

(2) The degree of satisfaction the student expresses will be significantly related to that individual's orientation toward learning.

This hypothesis was not rejected in regard to societal orientation. The measured relationship was significant at the .05 level.

(2a) Level of education will show a significant relationship to the general level of satisfaction the student expresses.

This hypothesis was not rejected. The measured relationship was significant at the .05 level.

(2b) Cognitively oriented students will express the greatest degree of satisfaction.

This hypothesis was rejected. Two other orientations displayed higher degrees of saitsfaction.

In addition to the stated hypotheses, two other significant relationships were noted. Level of education was related to personal and escape/stimulation learning orientation and was significant at the .05 level. Age was related to satisfaction and was significant at the .05 level.

Finally, the limitations of the study were presented. Problems inherent to questionnaire and survey research techniques limit the interpretation of data. The self-selection of respondents may have skewed the sample. Incomplete questionnaires and the use of additive indices may have affected the response distribution.

Research Implications and Conclusions

The development of information relevant to non-traditional students may be accomplished by examining individual student's general orientation toward learning. Because increasing numbers of people are returning to the educational milieu throughout their lives, educational institutions need to develop information relevant to the returning student population for

use in designing programs and courses aimed at meeting the needs of these lifelong learners. It is important that participants in educational activity be satisfied with their overall experience. The findings of the present study suggest that the UW-L special student population has unique characteristics which need to be considered by University decision makers. Because of the self-selection of respondents, the conclusions presented below should be considered intrinsic (applicable only to the respondents).

Learning Orientation

The respondents expressed cognitive, personal, and societal goal orientations as being of greater importance as reasons for enrollment than were social, external, or escape/stimulation orientations. Based on the observations of the Outreach/Extension staff as well as comments on questionnaires, a large number of the respondents were teachers or educational administrators whose attendance might be construed to be a result of professional requirements. Were this true, one could reasonably expect external goal orientation (courses taken to comply with the wishes or demands of an employer or someone in a position of authority) to be of great importance. Surprisingly then, examination of the questionnaires revealed that many individuals who commented that they needed the courses to retain certification rated the items associated with cognitive, personal, or societal goals to be of more influence than reasons associated with external expectations.

Individuals responding in this manner would presumably take courses even if they did not constitute a professional requirement.

Similarly, for cognitive, personal, and societal orientations, internal considerations appear to be of greatest importance. External, social, and escape/stimulation orientations were oriented more toward others and appear to be of less importance to the respondents. Perhaps the concept of internal versus external locus of control as described initially by Rotter (1954) is a salient motive here.

Another possible explanation for the response distribution is the self-selection of the respondents. Those cognitively oriented might be more inclined to participate in research than others whose enrollment was for reasons associated with, for example, escape/stimulation. Similarly, individuals with a strong commitment to serve others (societal orientation) might be more willing to cooperate with the researcher than individuals who enrolled for social reasons or because of external expectations.

Viewed from the perspective of future Outreach/Extension program development, the seeking of knowledge for its own sake (cognitive orientation) and the commitment to serve other (societal orientation) are the two most significant orientations. It is interesting to note here that societal orientation was the only one of the six orientations significantly ($p < .05$) linked to level of satisfaction while cognitive orientation approached significance for the same

relationship. Highly satisfied respondents (38% of the total) made up 42% of those highly cognitively oriented and 45% of those highly societally oriented. The expressed levels of satisfaction were thus relatively high for the two orientations which most influenced respondents to enroll in courses. Conversely, those designated low in cognitive or societal orientation tended to express the least satisfaction with their experience.

Level of Satisfaction

The overall expressed level of satisfaction was high. Only when rating the cost, did a large number of respondents express dissatisfaction. Most respondents felt the courses they enrolled for were as good or better than those taken elsewhere. Most felt the teaching in the classes was average or above average, and almost three-fourths indicated that the courses they took mostly met their needs. Similarly, a large majority rated the Outreach and extension staff they encountered as good to excellent. The self selection of the respondents may have presented a distorted picture, but on the basis of the sample, it is fair to observe that non-traditional students are being well served.

The Variables: Sex, Age, and Level of Education

In contrast to earlier studies and the expectations of the researcher, sex was found not to be a significant variable in the response pattern of the respondents. The age of the respondents accounted for considerable variation across the learning orientations and level of satisfaction. The distri-

bution pattern revealed similarities with the life stages hypothesized by Gould (1975). Younger students tended to be low in satisfaction and higher for escape/stimulation, cognitive, and social orientations. Respondents in their early thirties were notably low in social and escape stimulation orientations. Respondents 35-44 years of age were most affected by external concerns. The 45 and older age group exhibited the largest variation with a high degree of satisfaction and little emphasis upon personal or external orientations.

Level of education followed a pattern similar to age distribution. Less educated respondents were more motivated to attend classes for reasons associated with social and escape/stimulation orientations and somewhat less satisfied than those with more education. Those with four year college degrees were largely motivated to attend courses for reasons associated with personal, societal, and external orientations. Cognitive orientation is somewhat low for this group. Respondents with graduate degrees were especially highly satisfied.

Theoretical Implications

Houle (1972 p. 59) has observed that adult education is actually an egalitarian process. Melanson (1973) has stated the problem succinctly:

> "Democratic ideals emphasize the necessity of rational, informed citizens and enlightened, competent leaders. Furthermore, there is the ideal that leaders should in some sense be 'responsible' to citizens for their actions and decisions. These ideals are severely strained in contemporary America.

> "The problems of political life and the options of public choice have become so technical and complex that not only citizens, but political leaders themselves find the ideals of information and competence extremely difficult (or impossible) to achieve." (p. 12)

Certainly, adult and continuing education is not the only solution to the dilemma Melanson describes, but it is one element which mitigates the effects of the explosion of knowledge and the resultant increased rate of change. The decision of who will be provided with educational opportunity is significant because it affects not only individual students, but the extent to which various groups within society will have input into the political process. Within this context, the emergent non-traditional learners are placing increasing demand upon educational institutions at the very time when the number of traditionally aged students is projected to decline. Given the goal of sustaining or increasing enrollment levels in the years ahead, educational institutions such as UW-L would benefit from increased programming designed to meet the needs and expectations of this new clientele.

Educational policy is made in many different ways at levels ranging from the classroom to the Congress. As outlined in the review of literature, national commissions (HEAD I 1947, Newman Report, 1971, Carnegie Commission 1973) have stressed the importance of creating equal access to education regardless of age. The mission statement of the University of Wisconsin-La Crosse mandates service to the state and community, not a particular age group. The University already has responded to some of the expressed

needs of non-traditional learners through the creation of the Division of University Outreach. Thus, the infrastructure for flexibility in time of change already exists. The capacity to serve returning and continuing students need not come at the expense of traditionally aged students. Continuing emphasis on serving La Crosse and its surrounding area through evening and extension classes both on and off campus, investigation of the population to determine needs and priorities, and a willingness by University decision makers to pursue policy consistent with demographic realities as well as exploration of creative programs at times and places available to the non-traditional student can be a continuing process.

Extrinsic Conclusions

The following conclusions are made on the basis of the researcher's review of literature, exposure to students, administration and faculty involved with the education of non-traditional learners, and the results of the present study. The present population being served by UW-L Outreach extension is already well educated and goal directed. They are, in a sense, products of the system which serves them. Viewed in terms of a potential market for additional course offerings, they exhibit relatively little elasticity. The demand from this market may be expected to remain fairly stable over time as professional requirements (in health fields, education, social services) encourage continued enrollment. There remains a large part of the population

which has not to date impacted the educational system. This includes individuals whose educational needs do not coincide with the expressed needs of professional or organized groups which serve to focus requests and demands on educational policy-makers.

Because non-users of educational services have yet to be identified for this area, the makeup of this constituency can only be hypothesized. The researcher's experience suggests that this group may include: blue collar employees, middle and low level service personnel, farmers, homemakers, small business persons, and significantly, the aged. It is conceivable that the educational needs of this constituency are being met through other institutions within the community. Western Wisconsin Technical Institute (WWTI), area high schools, Viterbo College, the public library system, religious education, and County Extension Service are all involved to some extent in serving the learning needs of the La Crosse area. Yet the University has facilities and personnel unique in potential for a wide range of educational offerings. The University must determine just what services it can provide to these groups and attract new learners by creative programming.

Further Research

(1) The learning orientations utilized in this study provide a meaningful assessment of individual attitudes toward the learning process. A comparative study of traditional students, non-traditional students, and non-students employing the learning orientation approach is recommended to determine

significant differences and approximate size of non-traditional potential student population.

(2) A marketing survey to include both employer and employee educational needs is recommended.

(3) Further research is recommended to discern the importance of adult life stages as hypothesized by Gould to determine how education can best meet changing needs throughout life.

(4) Further research is recommended to determine course offerings and policy of all educational institutions which serve La Crosse and its surrounding area.

(5) Further research is recommended encompassing demographic variables beyond those included in the present study. For example, number of dependents, socio-economic status, marital status, etc. may be significant indicators of who benefits from present educational activity.

Recommendations for Policy

(1) The cost of University Outreach/Extension courses needs to be kept within financial reach of potential non-traditional learners. In addition, opportunities for financial aid for adult and continuing students needs to be explored in the interest of making educational opportunity available to all.

(2) Registration procedures need examination and clarification to facilitate ease of processing. Advance registration, registration by mail, reservation of space in basic studies and other course offerings, and increased flexibility

of times and places for registration would serve to improve current procedures.

(3) The policy of the University in regard to which courses are offered and when and where they will be held needs clarification and coordination. The present mechanism for course selection largely serves a proven market of already well educated individuals within the community. Identification of community needs and interest will facilitate service to a broader demographic base.

(4) Current teaching loads prevent some academic departments from granting release time to instructors to teach Outreach and Extension courses. Many faculty members with an interest in non-traditional students and creative programming are not able to pursue involvement with Outreach. This policy needs review at both departmental and administrative levels.

(5) Within the limits of available resources, it is recommended that seminars or workshops designed to sensitize faculty to the theory and dynamics of adult education be made available.

(6) Existing policy in regard to the enrollment cap should be examined in view of the changing demographic pattern expected to affect enrollment in the near future. Within this context, increased emphasis should be placed on attracting and retaining non-traditional students through advertising, public service announcements, and printed material as well as other media sources.

(7) Present policy presents Extension courses on a self-sustaining basis (the cost of the course is met by the fees paid by the students who enroll). It is recommended that this policy be examined.

(8) More emphasis should be placed upon providing educational opportunities at times and places available to adult learners including evening, weekend, and seminar classes.

(9) Administrative support is recommended for the proposed "Office" of Regional Studies. Although still in the planning stages, this concept provides a vehicle (an addition to Outreach/Extension) through which many of the research and policy recommendations listed here could be implemented.

APPENDIX A

APPENDIX B

Selected Comments

* Summer school, courses applied to requirements at another university.
* To improve my coaching competence.
* I would like to see more workshops or institutes taught in Summer session - and I feel the majority of teachers returning to summer school would agree. It could be special course offerings or doubling up eight week course into four.
* I felt I could do a better job if I gained the offerings of the course.
* The only course I took was a metric course for my own interest and improvement.
* I needed credits to be certified to teach.
* Interested in music courses - is now a second job.
* Update computer skills. Keep professionally trained.
* Part time and grad work are too expensive. WWTI offers the same hobby type class for less money. Course material was satisfactory. Motivation-wise interest-wise rather poor. Teachers good except they were so boring - so very boring.
* The priviledge has been appreciated greatly.
* My job is in-service nurses training so I arranged courses and then audited them.
* Just wanted degree, but decided not worth it.
* Handy place to take courses. Testing - poor. Disorganized execution of TV course and inefficient use of 5-session course.
* To complete requirements for certification in Equador.
* As a requirement of the Department of Public Instruction.
* When grad. and UG are in the same course with the same requirements, why are grad. credits more expensive?
* I went to summer scholl to finish off my basic requirements so I could take fewer credits during the year.
* Received stipend and all expenses were paid. This was an incentive.
* As a senior citizen, auditor, I cannot overstate my appreciation of the courses taken under: Dr. Ruebel and Dr. Hirsh. To observe this generation of college students.
* Lack of discipline permeated both instructor and student body - lack of purpose to (sic) the whole spectrum of education with emphasis on social environment at the expense of the acquisition of knowledge.
* I needed something to take my mind off serious illnesses in the family at the time I enrolled. This reason no longer applies.
* Instructors technically average, but bordering on illiterate.
* The educational system is going to have to change to meet needs. It is too costly in terms of time and money to have to take courses that are not useable. The older student has expectations which the university fails to meet. Thank you for asking.
* I took the course in athletic prevention and treatment of

injury - for grad. credit to know more about injuries which I come accross as a coach.
* To help me teach better.
* Making films.
* To learn more about music and I knew how much I could learn in Terry Barham's class.
* As a sub-teacher, I took the course to learn about the new (G.E.) program in the schools.
* I took a trip with the geography club to South America - purely for pleasure.
* The instructor and his unpreparedness was the bad part, not the class or University plan. Glad to help another grad. student.
* To learn more about this area and the people.
* I am thrilled of UW Outreach's affiliation with Sons of Norway and Right to Read. Competent personnel.
* Superior Outreach.
* Most of the studying was totally on your own - the teachers were the test givers, not influential instructers.
* I was interested in the course and took it for my own pleasure.
* This course helped me in the type of work I do. Very good.
* I took a music course because I love music. Terry Barham was great.
* I took the courses for my own enjoyment and to improve my teaching kindergarten.
* Dr. Fish is excellent. Registration - you get pushed and ---- from one person to another.
* As a supervisor, I'm looking for ways to improve. Finding time for school is a big problem.
* I can't go to UW/L. - has no good art courses.
* Took course to renew teaching certification.
* G.I. Bill
* Nrsing, attended several colleges for varying scholastic opportunities and trends of ideas.
* Expense compares to creit/per at Winona, but liked the courses better.
* The course did not fulfill the catalogue description of the course, specifically the physics dept.
* I wish a larger variety of courses were offered in the evening -freshman and sophomore level - for $3.25/credit. With a family, it is impossible to pay the current fees.
* Needed course in cirriculum to be certified in nursing.
* To be a more well rounded guy.
* To gain teaching certification in another subject area.
* Enjoyment and mental stimulation.
* Your "reasons" seem terribly redundant.
* Needed courses for my work at Iowa State, Ames.
* G.I. Bill pays for it.
* Human anatomy course above average, others average.
* The fun and excitement of learning a new appraoch to a subject.
* Seeking techniques applicable to classroom needs.

* Repeating the questions is a waste of time. People are getting tired of all these questionnaires.
* To improve my ability to be effective as a teacher.
* Convenient location of course offered.
* To have fun. I was a summer school music student to Symphony School of America.
* Still waiting for a compiled book of teachers ideas for using metrics in the classroom as promised by our instructor.
* Graduate level courses too expensive.
* To be better prepared for my work.
* I hope more education courses can be brought out to the people in the Elroy-Kendall-Wilton area. We are interested.
*I have taken photography coureses for the enjoyment. I don't need the credits, but its a greater challenge than to audit (sic).
* To gain credits for a double minor in English.
* Student teaching, Hinton Elem. GREAT!
* Cost about right when I took course, now too high.
* For nurses training.
* Metric System - great class.
* Only problem with La Crosse is that its too far from here. I'd like to take graduate courses and be able to stay at home. Instructors were, in my estimation, outstanding people.
* Attended course free as COP student.
* Not enough class participation.
* The only class I attended was immunology - I was very pleased.
* I like the short easy classes with no lengthy papers to write. Registered by phone - very nice and simple.
* Too much red tape at registration. Too long lines. Oshgosh has a much better registration program.
* I took a course to keep me on track for graduation at Madison.
* Staff was fine, but the system stinks.
* We use the Inside-Out series in school - became more familiar with its goals.
* To cover areas I teach.
* Please have my name removed from your mailing list. I am 73 years young.
* In answer to #28, I would like to answer Good to Excellent save for one category.

Registration has too often been a fiasco - due I believe to lack of organization & effective communication. In fact, I would appreciate your passing on this note, which I hope will not simply be critical, but with constructive suggestions - to the people in charge of registration procedures.

Repeatedy over 5 times in registering I found it was next to impossible to ask & find out if I was on the "line" in the right group. Noone personally or via a P.A. set up announces the group being handled into the first pick-up

of Permits! Even when I've inquired unless I have gone up to the 1st Station to check I have been unable to find out at what part of the alphabet they were working.

Despite arriving to get on line a bit before the scheduled time to register - several times I got to the 1st Station only to find out they had already "finished" and proceeded to the next section of the alphabet! It should not be too difficult to set up a microphone & announce which group is being processed - only once in 5 times of registering did I hear an attempt at that - and it was done vocally by a guard who had been requested many times by many students for information. I think that announcements of that sort over a P.A. system would help move the line - and certainly would make the waiting on line easier -

A friend of mine, who has expressed similar dissatisfaction finally was able one time to get the last class card for an upper class EM course and was shaken to realize if he'd been delayed behind underclassmen a little longer on the first line, he might have been unable to take the course!

Please - balance this criticism & suggestion against the fact that in personal contact with Admissions Faculty, and Students at any other time other than registration I would say that UWL is outstanding in courtesy & service.

APPENDIX C

TABLE 13

The Relationship of Learning Orientation to Sex, Age, and Level of Education

Variable		Learning Orientation: Cognitive Low	Cognitive High	Personal Low	Personal High	Societal Low	Societal High	Social Low	Social High	External Low	External High	Escape/Stimulation Low	Escape/Stimulation High	Total
Sex														
Male	N	68	180	67	181	75	73	84	64	85	63	98	50	148
	%	36	36	35	37	36	35	35	37	36	35	38	31	36
Female	N	121	145	127	139	131	135	157	109	149	117	157	109	266
	%	64	61	65	63	64	65	65	63	63	65	62	69	64
	X^2		.008		.233		.077		.200		.077		2.080	
	d.f.		2		2		2		2		2		2	
Age														
16-24	N	33	23	25	31	32	24	28	28	31	25	27	29	56
	%	17	10	13	14	16	12	12	16	13	14	11	18	13
25-29	N	44	48	38	54	47	45	46	46	49	43	54	38	92
	%	23	21	19	25	23	22	19	27	21	24	21	24	22
30-34	N	28	36	28	36	34	30	43	21	36	28	46	18	64
	%	14	16	14	16	17	14	18	12	15	15	18	11	15
35-44	N	37	49	32	54	38	48	52	34	38	48	58	28	86
	%	20	22	16	25	18	23	21	20	16	27	23	18	21
45+	N	47	69	72	44	55	61	73	43	79	37	71	45	116
	%	25	31	37	20	27	29	30	25	34	20	28	28	28
	X^2		5.719		*15.472		2.899		7.466		*12.062		**8.685	
	d.f.		4		4		4		4		4		4	
Education														
H.S. Diploma or G.E.D.	N	7	5	9	3	5	7	4	8	8	4	3	9	12
	%	4	2	5	1	2	3	2	5	4	2	1	6	3
Education Beyond H.S. But No Degree	N	18	31	23	26	23	26	25	24	32	17	22	27	49
	%	10	14	12	12	11	13	11	14	14	9	9	17	12
2 Year, A.A. or Technical Degree	N	10	14	9	15	19	5	12	12	15	9	17	7	24
	%	5	6	5	7	9	2	5	7	7	5	7	5	6
4 Year College Degree	N	116	114	96	134	108	122	141	89	118	112	149	81	230
	%	62	51	51	61	54	59	59	52	52	62	59	52	55
Graduate Degree	N	36	58	52	42	46	48	56	38	55	39	63	31	94
	%	19	26	28	19	23	23	24	22	24	22	25	20	23
	X		6.669		*9.732		**9.461		5.735		4.969		*15.627	
	d.f.		4		4		4		4		4		4	

*Significant at .05 level
**Significant at .10 level

TABLE 14

The Relationship of Sex, Age, and Level of Education to Satisfaction

Variable		Satisfaction Low	Medium	High	Total
Sex					
Male	N	41	50	57	148
	%	38	35	35	36
Female	N	68	92	106	266
	%	62	65	65	64
	X^2			1.226	
	d.f.			4	
Age					
16-24	N	23	20	13	56
	%	21	14	8	13
25-29	N	27	34	31	92
	%	25	24	19	22
30-34	N	21	20	23	64
	%	19	14	14	15
35-44	N	18	31	37	86
	%	17	22	23	21
45+	N	20	38	58	116
	%	18	27	36	28
	X^2			*19.417	
	d.f.			8	
Education					
H.S. Diploma or G.E.D.	N	2	5	5	12
	%	2	4	3	3
Education Beyond H.S. But No Degree	N	17	14	18	49
	%	16	10	11	12
2 Year, A.A. or Technical Degree	N	11	4	9	24
	%	10	3	6	6
4 Year College Degree	N	57	92	81	230
	%	53	65	51	55
Graduate Degree	N	21	26	47	94
	%	19	18	29	23
	X^2			*15.987	
	d.f.			8	

*Significant at .05 level

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