

AN INVENTORY OF THE ADULT STUDENT
25 YEARS OF AGE AND OLDER
AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

by

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I recommend acceptance of this seminar paper in partial fulfillment of this candidate's requirements for the degree Master of Science in Education: Student Personnel Services.

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Abstract

The purpose of this paper was to inventory the demographic data of students 25 years of age and older enrolled at the University of Wisconsin-La Crosse for the second semester 1973-74, and to seek information from these students regarding their reasons for seeking higher education, what services they had occasion to use, how satisfied they were with their experiences at the University and what their overall evaluation of their experience was. A 10 percent random sample of undergraduate students 25 years of age and older and a 10 percent random sample of graduate students 25 years of age and older were used in this study. A total of 119 students were sent identical questionnaires of which 58 (49 percent) were returned.

Of the 10 percent random sampling returning the questionnaires, 27 (36 percent) were undergraduates and 31 (68 percent) were graduate students. Fifty-five percent were female, and 68 percent were married. The largest age group represented ranged from 25 to 35 years (58.6 percent). The largest group of students (31 percent) were graduates working in special categories. The next largest group were undergraduates (24 percent) working toward a degree. The credit load was evenly divided among students - one-third was taking 1 to 3 credits, one-third was taking 3 to 12 credits, and another third was taking 12 credits and more.

Answers were charted as to why students 25 years and older were seeking further education, what services they had had occasion to use, how satisfied they were with various facets of their University experience, and their overall evaluation. Each question was discussed with regard to age, sex, and University status.

Table of Contents

	Page
Abstract	1
Chapter I	1
Introduction	1
Purpose	1
Importance of the Study	3
Definition of Terms	3
Procedure	4
Chapter II	6
Related Literature	6
Chapter III	17
Method	17
Sample	17
Instrumentation	17
Chapter IV	19
Results and Discussion	19
Demographic Data	19
Why are Students 25 years and Older Seeking Further Education?	20
What Services of the University Did the Students 25 Years of Age and Older Have the Occasion to Use?	23
How Satisfied are the Students 25 years and Older with the University?	26
What is the Students Over-all Evaluation of their Experience?	32
Discussion	34

Chapter V	40
Conclusions and Recommendations	40
Appendix A	43
Appendix B	45
Appendix C	49
Appendix D	62
Appendix E	70
Appendix F	78
Bibliography	86

Chapter I

Introduction

At the University of Wisconsin-LaCrosse the entire student enrollment for the second semester of 1973-74 was 6,143 students. Of these students 1,012 or one sixth the total student population, graduate and undergraduate combined, were 25 years of age or older. Who are these students? Why are they attending the University? What are their demographic characteristics? What are their attitudes regarding their experiences as older adult students at the University? Are they satisfied with the academic work they are taking? Are they satisfied with their relationships with faculty and other students? Have they used the services provided by the University outside the classroom? Is there a difference among various age categories of the students and the kinds of demands they make upon the University? Is there a difference to be found between age and reason for seeking further education? What are the differences between the responses to these questions by the undergraduate student 25 years of age and older and the graduate or continuing student 25 years of age and older?

Purpose

The purpose of this study was to inventory the demographic data of students 25 years of age and older at the

University of Wisconsin-La Crosse, and to seek information from these students regarding the degree of satisfaction they have experienced in various facets of their life at the University.

There has not been a study of the older student at the University of Wisconsin-La Crosse. One sixth of the student body has been relatively unidentified. The University, its professors, administrators, policy makers, and guidance personnel are concerned daily with the growing numbers of students who do not fit into the 1950-60 stereotype of student who was 18 to 25 years of age. Giles (1973, p. 50) states that "For years colleges and universities have ignored the older student. ... the word student to most university personnel means a person engaged in formalized educational activity during most of the first 18 to 25 years of life." It is difficult to obtain statistics which are based on age, but statistics available indicate that the number of graduate students nationwide has increased 161 percent from 1960 to 1970 and that graduate enrollment has been increasing at a more rapid rate than undergraduate enrollment during the present century (Carnegie, Oct., 1971, p. 13). At the University of Wisconsin-La Crosse graduate student enrollment has increased from 49 in the second semester of 1964-65 to 470 in the second semester of 1973-74.

Basic to the items on the questionnaire and to the writing of this paper was an attempt to identify unanswered questions regarding the older student: who he is? why he

is seeking formal education within the University format? and what his feelings are regarding higher education? To this end, this study sought demographic information from students 25 years of age and older at the University of Wisconsin-La Crosse, and also sought information in four basic categories:

1. Why are students 25 years old and older seeking further education?
2. What services of the University did they have the occasion to use?
3. How satisfied are they with their experiences at the University?
4. What is their over-all evaluation of their experiences?

Importance of the study

The decision to undertake a study of this kind was reinforced by the fact that no such study had been undertaken before at the University of Wisconsin-La Crosse. At present there are 1,000 students enrolled at the University who do not fit the student prototype in that they are 25 years of age and older. Their numbers continue to grow. If the total phenomenon of continuing adult participation in higher education is to be understood, one place to begin is by finding out who the students are who take part in it.

Definition of terms

Graduate Student - A student who has completed all course requirements for a Bachelors degree and who is enrolled in a graduate program of the University.

Older Student - Any student 25 years of age and over enrolled at the University of Wisconsin-La Crosse.

Adult Education - General education for adults. This includes vocational education, any education carried on in groups at school or in other meeting places. Education may be vocational, may be related to health, welfare, family living, parenthood, consumer relations, child care and other similar subjects. It may be education for civic and political and community competence, and it may be education for self improvement.

Adult Higher Education - That education obtained through a formal institution of higher learning such as a university or college.

Non-traditional Student - Students studying part time at home or off campus, and taking courses by television, tape, radio, individual study with a tutor or advisor, and correspondence packages.

Procedure

Lists of graduate and undergraduate students and their addresses were obtained as previously outlined from the computer center. Each of 119 students (47 graduates and 72 undergraduates) was sent an identical questionnaire and requested to return it by a given deadline. Of the 119 questionnaires mailed a total of 58 responded (49 percent).

The University of Wisconsin-La Crosse Computer Center computed the results numerically and by percentage.

Thirty-four or 58.6 percent of those responding were 25 to 35 years of age, 12 or 20.6 percent of those responding were 36 to 45 years of age. Ten or 17.2 percent of those responding were 46 to 64 years of age. Two or 3.4 percent were 65 years and older. For further statistics computed with age as the prime factor see Appendix D.

Of the total group responding 26 (44.8 percent) were male, 32 (55.2 percent) female. Men outnumbered women in only one age category, 25 to 35 years. Sixteen (27.7 percent) men were married, 13 (22.4 percent) of the women. For further tabulations with sex as a prime factor, see Appendix E.

Sixteen (59.3 percent) of the total responding undergraduates were male, 11 (40.7 percent) were female; of the total graduate students responding, 4 (40.0 percent) were males and 6 (60.0 percent) female; and 6 (28.6 percent) of the non-degree oriented students were male and 15 (71.4 percent) were female. The majority of students responding in each of the three categories, undergraduate, graduate, and non-degree, were married - 14 (51.9 percent) undergraduates, 9 (90.0 percent) graduate, and 17 (80.9 percent) non-degree oriented. For further information see Appendix F.

Chapter II

Related Literature

Little, if any, research has been done toward identifying the student 25 years of age and older at the University of Wisconsin-La Crosse.

While the amount and variety of material on adult education is considerable, when this researcher narrowed her field to adult higher education the amount and variety of information narrowed also. Many reports are available to explain and diagram new plans for the direction of education, the substance of the degree, and the circumstances under which it can be obtained, but there is a lack of information on the older adult student, his reaction to his education, and his reaction to those things being planned in his name.

The Carnegie Commission on Higher Education has issued three reports which involve the older student in a variety of ways. In Reform on Campus (1972, p. 69), the commission compared the college satisfaction of graduate students and undergraduate students and found that 66 percent of all undergraduates in all institutions were satisfied with their colleges and that 77 percent of the graduate students were satisfied. No age differential was made among the students.

In the Carnegie publication New Students and New Places (Oct., 1971, p. 58) it is pointed out that it is highly

likely that adult enrollment will grow in institutions of higher learning. The commission reported on the need for reform in traditional policies regarding adult higher education, and urged American educators to study the external degree. Research involved examination of the growth of institutions, the maintaining of innovation and diversity in higher education, the needs of new institutions, and the encouraging of more flexible patterns of participation in higher education.

The Carnegie Commission in its publication, Less Time More Options (Jan., 1971, pp. 9-10), examined and made recommendations concerning the general flow of students into and through the formal structure of higher education in the United States. This report dealt with 9 major themes. Three of these dealt with the older student. One theme stated that opportunities for higher education and the degrees it affords should be available to persons throughout their lifetimes and not just immediately after high school. Another theme stated that the length of time spent in undergraduate college education can be reduced roughly by 1/4 without sacrificing educational quality, and another theme regarding the making available more educational, and thus career, opportunities to all those who wish to study part-time or return to study later in life, particularly women and older persons. No study was made here of who the older person is.

Counseling services for the older student in continuing higher education as discussed by Williams et al (1973, pp.

501-506) indicated that the majority, 60 percent, of the students who sought help were seeking advice and information regarding administrative, educational, and career planning problems. These authors found that the traditional on-campus counseling services for the developing adolescent is not effective for the majority of part time-continuing education credit students. Williams et al seemed to reaffirm a study done by Ferguson (1966, pp. 345-348) which suggested that adults in undergraduate college programs have specialized needs for guidance and counseling. In the area of admissions, Waters (1971, pp. 464-466) advocated an adult specialist in the admissions office to advise older students and to make certain that they realize the options open to them.

Ferguson (1966, p. 348) found in her survey of 134 older students who were undergraduates at the University of Illinois, that the reason most responsible for interruption of education was financial and that the return to college was most often related to job improvement. She found that the prevailing feeling among the older student was one of impatience to finish formal education and to be free from irrelevant requirements. She found that older students on the whole were in better academic standing than were the younger.

In assessing satisfaction with adult higher education Sturtz (1971, pp. 220-222) in her study, age differences in college student satisfaction, found that adult women are

more satisfied basically because they regard college attendance as a privilege not an obligation. They are more sure of their direction and are more strongly motivated than the younger college woman. Sturtz found that the adult group is more satisfied with the quality of education than the younger group. She also found that the older group is more satisfied with policies and procedures than the young.

Houle, in four publications, explored the field of adult higher education. Houle (1948) in a paper presented before the Institute of Administrative Officers of Higher Institutions urged examination of the programs for adult education and asked for assessment of their future importance in development of higher education. Houle (1961, p. 6) wrote that every adult educational program however or wherever it is carried on has been developed in terms of more or less explicit conditions which limit its clientele. People served are drawn chiefly or entirely from the middle class and are relatively highly educated in professional, managerial, or clerical occupations. Age is an important factor. Houle (1961, p. 7) found that statistics showed that the very young adult seldom takes part, but that an upturn of interest is shown in the late 20's, and a fairly constant level of interest is shown until the age of 50, after which a decline of interest is shown. Married people participate more than single people, and families with school-age children more than families without them. Many more professional, managerial, and technical people take part relative to

their number in the population than to people from other occupational groups. Houle states that the most universally important factor is schooling. The higher the formal education of the adult the more likely it is that he will take part in continuing education. In general, Houle found three categories of learners: goal oriented, activity oriented, and learning oriented. In his efforts to explore reasons why some people become continuing learners he found no simple answer. "Each person is unique and his actions spring from highly individualized interaction of personal and social factors." Houle (1972 and 1973) included extensive bibliographies of selected writings on adult education in general and also adult higher education.

Guidepost publication of February 11, 1974 carried an article "Adult Education is Booming Field." This was representative of the kind of article found in many current publications. The article stated that one of every 50 men and women 25 or older is going back to school; and also stated that more than 1.5 million adults over 35 are attending school, over 50 percent were in college while 40 percent attended trade or vocational school. In American Education (1969, p. 7) J. E. Welden stated that students in continuing education total more than all other levels of learning combined. One in every 8 adults was going to class and 1 in 4 took part in adult education last year. Kiester (1974, p. 61) noted that 1/2 community college freshmen are 21 years and older and that it is predicted that

by the year 2000 half the freshmen in community colleges will be over 30 years of age.

Academic credit given by colleges and universities for work completed or engaged in by older students outside formal education received through a university is handled in 4 basic ways. The first is the high school equivalency test called The General Educational Development Test (GED). Houle (1973, p. 56) wrote that "This is a battery of 5 comprehensive examinations ... designed to measure as directly as possible major generalizations, ideas, and intellectual skills that are the outcome of 4 years of high school programs of instruction. Emphasis is placed on intellectual power rather than detailed content and on the ability to comprehend exactly, evaluate critically and to think clearly in terms of concepts and ideas." Houle (1973, p. 57) wrote that the number taking the GED tests increased from 39,016 in 1949 to 387,733 in 1971. Houle further cited figures to show that the percentage of those taking the examination who plan further study rose from 31 percent in 1960 to 41 percent in 1971.

The second test available for students entering or re-entering the academic world is that provided by the Commission of Accreditation of Service Experiences. Houle (1973, p. 70) points out that this was established in 1945 to evaluate military educational programs and to provide material to college registrars necessary in their consideration in granting of credit toward degrees. The individual

university has the option as to whether or not it will accept the recommendation of the commission.

The third concerns the formal assessment of an individual student's experience and whether it is deserving of credit. This is usually handled in 1 of 2 ways. The first is experience in the field which is planned with the guidance of an academic advisor. This sort of experience is found in the field of law, medicine, and education and is not a new concept in education. The second is experience or past accomplishment for which a student would like consideration toward his degree. This takes the form of individual interviews and has met with uncertain results because of the time involved and because of uncertain criteria and guide lines upon which to base an opinion.

The fourth basic method used to assess student ability and determine his proficiency in a field is by written exam. The College Proficiency Exam Program began in 1963 and the College Level Examination in 1967. In 1971-1972 half the number taking the exam are 20 years old or less, but that of a total of 73,559 general exams and 6,570 subject exams, 631 general exams and 139 subject exams were taken by people 50 years of age and older (Houle, 1973, p. 76).

Many recent studies made in the state of Wisconsin concern the older student continuing in higher education, even though he was not specifically included in all of them. It was interesting to this researcher that in The Wisconsin

College Bound Student (1974), a publication that concerns the academic potential, special educational needs and desires, and college plans of Wisconsin College bound students who wrote the College Assessment Battery, no age groupings were made. This is also true to a major degree on the national level. The American College Testing program in Assessing Students on the Way to College (1972, pp. 10-11) used 1 testing category for all older students 25 years and older because "not enough older people had taken the test to give more than 1 subsample of adequate size."

In January of 1974 the Division of Program and Staff Development of the University of Wisconsin Extension published a special report. Entitled Background Information, Survey Report No. 18, it is to be used along with the Southeast Adult Education study and describes a special cooperative project in Kenosha, Racine, Walworth and Waukesha counties. A telephone survey dealt with people who indicated that they had no interest in taking college courses as reported in the original report #1. This was 62 percent of the men and 55 percent of the women originally surveyed in the Southeast Adult Education Study. "The study was to have 3 basic uses: (1) to bring one down to earth with the fact that adults won't be flocking to campuses because the majority aren't considering courses, (2) to stimulate thought about means other than courses to be used by the University of Wisconsin system, and (3) to raise questions about why

many adults aren't considering college courses as a resource for themselves (p. 1)." The majority of those indicating no interest in taking college courses were over 40 years old, were women, lived in the country for more than 20 years and had a family income of less than \$13,000 (p. 9-10). Three-quarters of them were from northwest or central Europe backgrounds (p. 13).

In the Report of the Joint Vocational Technical and Adult Education - Wisconsin System Committee of Continuing Education (1973, p. 1) guidelines were set up determining the parameters of the responsibilities of the 2 systems as they affect the older student seeking higher education. All advanced standing baccalaureate and all graduate degree credit was designated the responsibility of the University of Wisconsin System. Lower division baccalaureate credit for the part time student will be offered by the University System or by joint arrangement of both institutions. Lower degree baccalaureate work also will be offered by Madison area, Milwaukee area, and Nicolet Technical Colleges. The major role played in adult education in Wisconsin by the Extension Division is well documented. It includes degree credit courses, continuing education offerings, and public service programs (pp. 1-9).

New concepts of the learning process are found in the planning prospectus for the Open University (1973, p. 13). This report was prepared by the Planning Task Force, Regents Statewide University, and the University of Wisconsin System.

In Wisconsin, using the 1970 U.S. census there were 346,601 persons aged 25 years and older who were not in college and could be. The report of the New Market Committee serves as the base upon which much of the planning for the Regents College has been made. It indicated that there is a potentially significant group of persons: housewives, veterans, blue collar workers, elderly and retired persons, and college and high school drop outs, who may be seeking higher education. The great majority are over 25 and will require a variety of new learning options rather than a mere extension of existing programs (p. 31).

Another report on non-traditional education is The Open School (1971, p. 1) prepared by the Kellet Commission as a supplement to the Final Report of the Governor's Commission on Education. This report concentrates on "the social, educational, statistical, and humanistic foundations of the Open School proposal." This report, as others, is an indication of the kind of planning and thinking that is being done in Wisconsin toward meeting the needs of the non-traditional student.

In many ways this presentation of related literature has shown samples of the variety of material available on adult education, and more specifically on adult higher education. In the printed medium, press, magazine, pamphlet, book, and special report, there is much information and background reading on adult education; however, material on adult higher education for older students is lacking.

Future study needs to be undertaken toward the understanding of the older student and what he brings to the educational institution as well as what he receives. Adult higher education can be a great positive force in the future of education.

Chapter III

Method

Sample

A 10 percent random sample of undergraduate students 25 years of age and older and a 10 percent random sample of graduate students 25 years of age and older were used in this study. These students were enrolled at the University of Wisconsin-La Crosse for the spring term 1974.

Instrumentation

The data were compiled from information recorded on a questionnaire sent to each student in the sample. The questionnaire was categorized into 5 areas: Demographic data, Reasons as to why the Student was Seeking Further Education, Whether the Student had used Services Provided by the University, How Satisfied the Student was with various aspects of his University Experience, and What was the Overall Evaluation of the Experience.

The demographic data sought was information about sex, marital status, and age grouping, whether the respondent was 25 to 35 years old, 36 to 45 years old, 46 to 65 years old and 65 years and older. The questions also concerned the number of credits the students were carrying at the University and their employment status. In order to answer the question of why students were seeking further

higher education they were asked to rank in order of importance from 1 to 6 their reasons. The 6 choices given were: 1. To earn a degree; 2. To follow a great interest in a particular field; 3. To prepare for the job market; 4. For self enrichment; 5. Bored - to get out of the house; and 6. Other.

Whether or not the older student had the occasion to use the services provided by the University was asked in a 5 part question giving the respondent the opportunity to answer yes or no as to their use of: the Housing Office; the Counseling Service; the Health Service; the Student Center; and the Placement Center. The degree of student satisfaction with their University experience was sought in 11 questions asking whether the student was very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied with specific parts of the University. Finally the students were asked to evaluate their total experience at the University by checking the same satisfaction scale, and by commenting in an open-ended question as to why they felt as they did.

The questionnaire appears in Appendix B.

Chapter IV

Results and Discussion

A total of 119 students, a random sampling of 10 percent of the undergraduate students and 10 percent of the graduate students 25 years of age and older enrolled at the University of Wisconsin-La Crosse for the second semester of 1973-1974 produced a list of 74 undergraduate students and 45 graduate students who were sent identical questionnaires. Of these 58 (49 percent) were returned, 27 (36 percent) undergraduates and 10 graduate and 21 (68 percent) non-degree oriented students.

Demographic Data

Of the 10 percent random sampling, 26 (44.8 percent) were male, 32 (55.1 percent) were female, 40 (68.9 percent) were married, 18 (31 percent) were single. The largest age group represented was from 25 to 35 years, 34 (58.6 percent). There were 12 (20.6 percent) in the 36 to 45 age group, and 10 (17.2 percent) in the 46 to 64 age group, and 2 (3.4 percent) in the 65 and over age group.

In reply to the question regarding their present status at the University: 14 (24.1 percent) indicated they were undergraduate students working toward a degree, 1 (1.7 percent) was an undergraduate student not degree oriented, 12 (20.6 percent) were returning students working

toward a bachelor's degree, 3 (5.1 percent) were returning students not degree oriented, 10 (17.2 percent) were returning graduate students working toward a master's degree, 18 (31 percent) were graduates working in special categories (See Appendix C).

Of the total responding to the questionnaire, 20 (34.4 percent) students were carrying 3 credits or less, 19 (32.7 percent) were carrying 4 to 12 credits, and 19 (32.7 percent) were carrying 13 credits or more. Current employment status as indicated by the students was as follows: 21 (36.2 percent) worked full time, 40 hours a week or more; 10 (17.2 percent) part time, 20 to 40 hours a week; 9 (15.5 percent) 10 to 20 hours a week; and 2 (3.4 percent) worked part time, 1 to 10 hours a week. Six students (10.3 percent) were full time housewives, unemployed outside the home, 6 (10.3 percent) were full time housewives doing part time work, and 11 (18.9 percent) were not employed.

Why are Students 25 years and Older Seeking Further Education?

Students were asked to rank, in order of importance, 6 reasons for attending the University. Approximately 1/4 of the total number of students failed to answer this question properly. The following conclusions are based on the 35 who did. Eleven (18.9 percent) of the total number of students indicated that their prime reason for seeking an education was to prepare for the job market, 9 (15.5 percent) students indicated that they were interested primarily in earning a degree, 8 (13.7 percent) indicated

that they were following a particular interest, 6 (10.3 percent) indicated that they were seeking self enrichment, and 1 indicated his prime interest in college was to get out of the house.

Sex. Differences in rank, in order of importance, as conceived by males and females tended to indicate that more men, 6 (23 percent), rank the earning of a degree of greater importance than preparing for the job market, 4 (15.35 percent). More women, 7 (21.8 percent) indicated that they were more interested in preparing for the job market than in earning a degree, 3 (9.3 percent). One (1.7 percent) student, male, indicated he was seeking further education because he was bored and wanted to get out of the house. Twelve women (37.5 percent) ranked this category fifth. Figures tended to indicate that both men and women are more interested in getting degrees, preparing for jobs and following a particular field than they are in self enrichment. Eleven men and 12 women rank this of medium importance (See Appendix D).

Age. Students 25 to 35 years of age appear to be equally divided between interest in earning a degree and preparing for a job. Eight (23.5 percent) ranked each first. They are equally divided in their interest in seeking education because of interest in the field and for self enrichment. Three (8.8 percent) marked each first. As second choice, 9 (26.4 percent) indicated interest in a particular field, 7 (20.5 percent) indicated interest in preparing for

a job, 4 (11.7 percent) indicated interest in earning a degree, and 2 (5.2 percent) indicated interest in personal enrichment. No students ranked boredom or any other reason for seeking further education second.

It appears from the tabulation that in age bracket 36 to 45, students ranked first among reasons for seeking further education: 2 (16.6 percent) to prepare for a job, and 1 student (8.3 percent) ranked in each of the other categories first: to earn a degree, because of interest in a field, for self enrichment, and boredom. No students indicated other. Three (25 percent) students indicated interest in a particular field as second choice, 2 (16.6 percent) indicated that they were degree bound, and 1 (8.3 percent) that he was preparing for a job.

In the age bracket 46 to 65, 4 (40 percent) students indicated that their prime reason for seeking university education was interest in a particular field, 2 (20 percent) were interested in self enrichment, and 1 (10 percent) was preparing for a job. Three (29.9 percent) students in this age bracket marked of secondary importance, interest in a particular field, 2 (20 percent) marked self enrichment and 1 (8.3 percent) to earn a degree.

In the oldest age bracket, 65 and older, there was no response to this question.

Graduate, Undergraduate, Non-Degree Oriented Students.

Is there a difference in the reasons for seeking further university education among graduate students, undergraduate

students and non-degree oriented students who are 25 years of age and older? Twelve (44.4 percent) of the undergraduates indicated that their primary interest was to earn a degree, as they marked this category either first or second. Preparing for a job was also important to 11 (40.7 percent) who ranked this category either first or second. Graduate students indicated more interest in the field of study. Four (40 percent) ranked it first or second, while only 2 (20 percent) rated interest in obtaining a degree either first or second. The non-degree oriented students were equally divided, 4 (19.4 percent) indicated interest in further education for preparing for a job and 4 (19.4 percent) in order to follow a particular interest. Nine (42.8 percent) non-degree oriented students ranked interest in a particular field either first or second. That they were not interested in a degree was evidenced by the fact that 5 (23.8 percent) ranked it fourth in importance. Fourteen (48.8 percent) undergraduate students, 4 (40 percent) graduate students, and 7 (32.8 percent) non-degree oriented students ranked returning to education because of boredom fifth or sixth. The percentage of those not answering the last 2 questions was 11 (40 percent) of the undergraduates, 6 (60 percent) of the graduate students, and 14 (66.7 percent) of the non-degree oriented students.

What Services of the University Did the Students 25 Years of Age and Older Have the Occasion to Use?

A study of the total responses indicated that the majority

of older students did not use University services. Four (6.8 percent) of the students had the occasion to use the Housing Office, 53 (89.6 percent) did not. Ten (17.2 percent) had the occasion to use the Counseling Service, 46 (79.3 percent) did not. Twenty (34.4 percent) had the occasion to use the Health Service, 38 (68.5 percent) did not. Fifteen (25.8 percent) had the occasion to use the Placement Center, 43 (74.1 percent) did not.

Age. When the use of services was factored by age, the following became apparent: The Housing Office was used by 2 (5.8 percent) in the 25-35 age group, by 1 (8.3 percent) in the 35-45 age group, by 1 (10 percent) in the 46-65 age group and by 0 in the 65 and over age group. The Counseling Service was used by 8 (23.5 percent) in the 25-35 age group, by 1 (8.3 percent) of the 36-45 age group, by 1 (10 percent) of the 46-65 age group, and by 0 in the 65 years and older age group. The Health Service was used by 11 (32.3 percent) of the 25-35 age group, by 5 (50 percent) of the 65 years and over age group. The Student Center was used by 18 (52.9 percent) of the 46-65 age group and by 2 (100 percent) of the 65 years and older age group. The Placement Center was used by 11 (32.3 percent) of the 25-35 age group, by 3 (25 percent) of the 36-45 age group, by 0 in the 46-65 age group, and by 1 (50 percent) in the 65 years and older age group.

Sex. When the use of services provided by the university were factored by sex, the following became apparent: Of the

58 responses to the questionnaire, 26 were male and 32 female. Generally more males than females made use of the services offered. The Housing Service was used by 3 (11.5 percent) males and 1 (3.1 percent) females. The Counseling Service was used by 6 (23 percent) males and 4 (12.5 percent) females. The Health Service was used by 11 (42.3 percent) males and 9 (28.1 percent) females. The Student Center was used by 13 (50 percent) males and 12 (37.5 percent) females, and the Placement Center was used by 10 (38.4 percent) males and 5 (15.6 percent) females. Figures seemed to indicate that the Student Center was the service most used by the older student, with the Health Center and Placement Center following in that order.

Undergraduate, Graduate, and Non-Degree Oriented Students. Undergraduate students 25 years and older have made more use of the Health Center, 15 (55.6 percent), than have the graduate students, (10 percent), or the non-degree oriented students, 4 (19.4 percent). Graduate students, however, made more use of the Student Center, 7 (70 percent), than did undergraduate students, 14 (15 percent) or non-degree oriented students, 4 (19.4 percent). Figures also indicate that about the same percentage of students in all categories used the Placement Center: Seven (25 percent) undergraduate students, 3 (30 percent) graduate students and 5 (23.8 percent) non-degree oriented students. The Counseling Service was used by more undergraduate students, 7 (25 percent), than by graduate students, 1 (10 percent), or non-degree oriented

students, 2 (9.5 percent). As might be expected, among the older students, few had the opportunity to use the Housing Office: 2 (7.4 percent) undergraduate students, 1 (10 percent) graduate student, and 1 (4.8 percent) non-degree oriented student.

How Satisfied are the Students 25 years and older with the University?

Eleven questions were asked concerning the degree of satisfaction students felt about their University experience. Students checked whether they were very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied with the following: Academic standards set by the faculty; Their relationship with their instructors; The variety of courses made available to them; Their professional relationship with other students; Their personal relationship with other students; Guidance in planning their academic course work; Recognition of themselves as an individual; Personal counseling - problems outside the University; Credit given them for previous academic work done; Credit given them for experience and knowledge gained outside formal education; and the relevance of their course work as it pertains to their goals. The totals are recorded in Appendix C.

A pattern appeared in the responses. The larger number of answers in each category indicates general satisfaction with the University. Many more students are very satisfied than are very dissatisfied. For comparison purposes this researcher combined the number of students satisfied and very

satisfied. In the following categories 70 percent more students indicated satisfaction: 72.3 percent were satisfied with academic standards set by faculty; 93 percent were satisfied with relationship with instructors; 72 percent were satisfied with professional relationship with other students; 81 percent were satisfied with their personal relationship with students; 74 percent were satisfied with recognition of themselves as students; and 72 percent were satisfied with relevance of their course work as it pertained to their goals. These students seemed satisfied with their personal relationship with the students and faculty.

Almost two-thirds (60.2 percent) of the students were satisfied with 2 of the remaining 5 categories, the variety of courses made available, and the credit given previous academic work completed. Student satisfaction was lower in 3 areas: 48 percent were satisfied with academic guidance; 32 percent were satisfied with credit given experience and knowledge gained outside formal education; and 25.8 percent were satisfied with personal counseling. Nine (15.4 percent) students did not answer this particular question and 32 (55.1 percent) were neutral.

Age. Does the amount of satisfaction experienced by older students differ within the 4 age groupings? It would appear that differences in age among older students made little differences in their feelings about their university experience (See Appendix D). This researcher combined the percentages of the satisfied and very satisfied students in

the 3 younger age groups for purposes of comparison. The 65 year and older group was handled separately.

In categories such as relationship with instructors 90 to 100 percent of the students in the 3 categories were satisfied or very satisfied, and in the category of relevance of course work as it pertains to goals, 70 to 79 percent of the students in the 3 lower age brackets rated it satisfactory or very satisfactory. Thirty percent of the 3 lower age categories were satisfied or very satisfied with credit given for experience and knowledge gained outside formal education. Also 16.6 percent to 30 percent of the lower 3 categories felt satisfied with the personal counseling. Similarly 46.9 to 60 percent of the students in the 3 lower categories were satisfied with guidance in their academic course work. Sixty to 90 percent of the students in all age categories were satisfied or very satisfied with academic standards set by faculty, with their relationship with other students and with recognition of themselves as individuals. Seventy to 90 percent of the students are satisfied with their relationship to other students. It would appear that the 36-45 year is more pleased with the variety of courses than either of the other age groups.

The oldest age group was treated separately because there were only 2 respondents. These 2 are satisfied or very satisfied in questions which dealt with how they felt in regard to their own relationships with faculty and students.

They indicated they were neutral and satisfied, or neutral and very satisfied to questions regarding academic standards set by the faculty, recognition of themselves as individuals and the relevance of their course work as it pertains to their goals. They indicated neutral and dissatisfied feelings in regard to the guidance they received in academic course work. The 2 students have opposite feelings about the variety of courses made available to them, 1 was very satisfied and 1 was dissatisfied. This same split is seen in regard to credit given for previous academic work done and in regard to credit given for experience and knowledge gained outside formal education. Both students in this age category had neutral feelings about personal counseling (previously they had indicated that they had not used the counseling service).

Sex. What differences seemed apparent in satisfaction with the University when the factor is sex? This researcher combined satisfaction with very satisfied for purposes of comparison. In every category a higher percentage of women was satisfied with her University experience than men (See Appendix E). In many questions the answers of both sexes were within 10 percent of each other. These were questions regarding their relationship with instructors, personal relationship with other students, recognition of themselves as individuals, and relevance of their course work as it pertains to their goals. Those within 15 percent of each other were the variety of courses made available, and credit given for

previous academic work done. The greatest differences are seen in that 81.2 percent of the women are satisfied with their professional relationship with students and 61.4 percent of the men are satisfied. Other differences between 15 and 20 percent are in questions regarding academic standards set by faculty (16.7 percent difference), guidance in planning academic course work (17.8 percent difference), personal counseling (19 percent difference), credit for experience and knowledge gained outside formal education (17.6 percent).

Undergraduate, graduate and non-degree oriented students.

Differences and similarities appear in the response of the students to the question of how satisfied they were with their University experience. This researcher combined the percentage of student replies in 2 brackets, very satisfied and satisfied, in order to make comparisons. In 4 instances among the non-degree oriented students and 1 in the graduate student group did the number of responses indicate very satisfied total more than the number indicating satisfaction. Nine (42.9 percent) of the non-degree oriented were very satisfied with standards set by the faculty, 7 (33.3 percent) were satisfied. Ten (47.6 percent) of the non-degree oriented students were very satisfied with relationships with instructors, 9 (42.9 percent) were satisfied. Seven (33.3 percent) of the non-degree oriented were very satisfied with credit given previous academic work, 5 (23.8 percent) were satisfied. Four (19.4 percent) of the non-degree oriented

very satisfied with credit given for experience and knowledge outside formal education, 1 (4.8 percent) was satisfied. Four (40 percent) of the graduate students were very satisfied with recognition given them as individuals, 3 (30 percent) were satisfied.

The undergraduate students indicated that they were very dissatisfied in more instances (4) than the graduate students and the non-degree oriented student. Two (7.4 percent) undergraduate students were very dissatisfied with academic guidance. One (3.7 percent) was very dissatisfied with credit given for previous work done. Two (7.4 percent) were very dissatisfied with credit given for outside experience and knowledge gained outside formal education. Of the non-degree oriented students 1 was very dissatisfied with credit given for knowledge and experience gained outside formal education. For purposes of comparison, categories of very dissatisfied and dissatisfied were combined. Among the undergraduate students 4 (14.8 percent) are dissatisfied with academic standards as set by faculty, 5 (18.5 percent) dissatisfied with the variety of courses, 10 (36 percent) are dissatisfied with academic guidance, 2 (7.4 percent) are dissatisfied with recognition of themselves as individuals, 1 (3.7 percent) was dissatisfied with personal counseling, 3 (11.1 percent) were dissatisfied with credit given for previous academic work done, 7 (33.4 percent) were dissatisfied with credit given for experience and knowledge, 4 (14.8 percent) were dissatisfied with the relevance of course work.

Among the graduate students 2 (20 percent) were dissatisfied with variety of courses offered, 1 (10 percent) was dissatisfied with academic guidance, 2 (20 percent) were dissatisfied with credit given for previous academic work done, 1 (10 percent) was dissatisfied with credit given for knowledge and experience gained outside formal education. Among the non-degree oriented 1 (4.8 percent) was dissatisfied with academic standards set by the faculty. Two (9.5 percent) were dissatisfied with the variety of courses available, 1 (4.8 percent) was dissatisfied with personal relationships with other students, 1 (4.8 percent) was dissatisfied with guidance and planning in academic course work, 1 (4.8 percent) was dissatisfied in the credit given for previous academic work completed, 2 (9.5 percent) were dissatisfied in the credit given for knowledge and experience gained outside the university, and 1 (4.8 percent) was dissatisfied with the relevance of course work as it pertained to his goals.

What is the students over-all evaluation of their experience?

Students were asked to indicate the degree of satisfaction they felt with their University experience by checking 1 of 5 categories: very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. They were also asked to comment in an open ended question of why they felt as they did. Seventeen (29.3 percent) of the students indicated that they were very satisfied. Thirty-one students (53.4 percent) indicated that they were satisfied. Seven students (12 percent) indicated that they were neutral.

Two students (3.4 percent) indicated that they were dissatisfied and 0 students indicated that they were dissatisfied.

In answer to why they felt as they did, 18 students (31 percent) declined to comment; 16 (27.6 percent) indicated that they were satisfied; 5 (8.5 percent) indicated they had no feelings 1 way or the other; 2 (3.4 percent) indicated that they had had problems with the administration; 5 (8.5 percent) felt that there were some good things about their experience and some bad things; 5 (8.5 percent) indicated that they would like to have had more opportunities open to them both in variety of course work and variety of scheduling; 4 (6.8 percent) were critical of the faculty, 1 (1.7 percent) was looking for more vocational emphasis, and 2 (3.4 percent) were critical of the questionnaire or answered in jest (See Appendix C for comments).

Age. When the overall evaluation of University experience was factored by age the following trends were indicated. In the 25 to 35 age group 9 students (26.4 percent) were very satisfied, 18 (52.9 percent) were satisfied, 6 (17.6 percent) were neutral, 1 (2.9) was dissatisfied, and 0 were very dissatisfied. The age group 36 to 45 listed 4 students (33.3 percent) were very satisfied, 7 (58.3 percent) were satisfied, 0 were neutral, 1 (8.3 percent) was dissatisfied and 0 was dissatisfied. In the age group 46 to 65, 4 students (40 percent) were very satisfied, 4 students (40 percent) were satisfied, 1 student (10 percent) was neutral, 0 students were dissatisfied and very dissatisfied. In the age group 65 years and older, the 2 students were satisfied.

Sex. When the question of overall satisfaction was factored by sex the following became apparent: 5 males (19.2 percent) were very satisfied, 12 females (37.5 percent); 15 males (57.6 percent) were satisfied and 16 females (50 percent); 5 males (19.2 percent) were neutral and 2 females (6.2 percent); 1 male (3.8 percent) and 1 female (3.1 percent) were dissatisfied. There were no very dissatisfied students.

Undergraduate, graduate and non-degree oriented students.

When overall satisfaction is factored by whether a student is a graduate, undergraduate or non-degree oriented student the following trends are indicated. Five undergraduate students (18.5 percent) are very satisfied with their overall experience at the university, 16 (59.3 percent) are satisfied with their experience, 4 (14.8 percent) are neutral, 2 (7.4 percent) are dissatisfied with their experience and 0 were very dissatisfied. Of the graduate students, 3 (30 percent) were very satisfied with their experience, 6 (60 percent) were satisfied, and 1 was neutral. There were no dissatisfied or very dissatisfied graduate students in the sampling. Of the non-degree oriented students, 9 (42.9 percent) were very satisfied, 9 (42.9 percent) were satisfied, and 2 (9.5 percent) were neutral. There were no dissatisfied or very dissatisfied students in the sampling.

Discussion

The purpose of this study was to find basic information about the student 25 years and older at the University of

Wisconsin-La Crosse enrolled for the second semester 1973-74. The question of who the students are and why they are at the University is answered in the demographic material. In summary there are approximately 10 percent more women than men seeking higher education at the University of Wisconsin-LaCrosse. More students (37.9 percent) seeking higher education are married than are single and a majority (58.6 percent) are from 25 to 35 years old. Of the total number of students in the survey 46 percent were in the undergraduate category, either working for a degree, or not degree oriented. Nearly three-quarters (73.9 percent) were returning students. This figure is of interest in light of Houle's writing that he has found that the most likely candidate for continuing education is the person who has had some previous university or college experience. The largest percent of returning graduate students were non-degree oriented (36.1 percent), as compared to those working for a masters degree (17.2 percent).

In regard to the number of credits taken at the University, it appears from this research that approximately one-third of the students surveyed are taking 3 credits or less, one-third are taking 4 to 12 credits and one-third, 12 credits or more. Older students working full time represent 36.2 percent, 20.6 percent are housewives, and 18.9 percent of the students are not employed. One might surmise that these are full time students.

Another question asked in this research was why are you seeking further education? It appeared from the answers

returned that generally students seek further education for the following reasons, in this order: 1) To prepare for the job market; 2) To earn a degree; 3) To follow an interest in a particular field; 4) For self enrichment; and 5) Boredom - to get out of the house. This finding would tend to agree with Ferguson's finding that the return to school is allied to job placement or job improvement. Men ranked first that they sought a college education to obtain a degree, while women ranked first the desire for education to help secure a job. Both men and women seek education because they desire a degree or are job oriented rather than because they have a particular interest in a subject or are bored. However, within various age brackets it would seem that the younger students are most interested in earning a degree and preparing for the job market. The 36 to 45 year old group are fairly evenly divided in the reasons for seeking further higher education. In the 46 to 65 year group only 1 person ranked preparation for the job market of first importance, and 0 marked interest in a degree. Forty percent of students in this age group are seeking education because of interest in the field and 20 percent for self enrichment. This difference in reasons for seeking higher education among the age groups may become of increasing importance as the percentages of older students seeking higher education increase. Even though Ferguson's general statement is supported statistically because of the larger numbers of students in the youngest age bracket, it is not supported when differentiations are made among the ages.

The greater percent of undergraduate and graduate students rank either first or second that they are either degree bound or preparing for the job market. The non-degree oriented student was primarily interested in a job or work in a particular field. About a third of all 3 groups ranked boredom 5th in importance of reasons for seeking more education. These figures would seem to indicate that the idea that many older women seek higher education because they are bored and want to get out of the house is an erroneous one.

Results of the study would tend to indicate that a majority of older students do not have the occasion to use the services provided by the University. Of those services used, the Health Center and the Student Center were the most used, and the Counseling Center and the Housing Office were the least used. The Placement Center was used by more younger than older students. It might be speculated that the services are not appropriate to the needs of the older student, that they were not designed to meet his needs. Houle provided research that would tend to confirm this opinion. He noted that today's University was planned to serve the student stereotype of the 1950's and 1960's. It might also be speculated that the older student is unaware of the extent of the services that the University does offer.

How satisfied were the students 25 years old and older with the University? The larger number of answers in each category seem to indicate satisfaction with the various

facets of the University program. In general, older students seem satisfied with their personal relationships with students and faculty. They seem satisfied with recognition they receive as students and they, by and large, are satisfied with the relevance of their course work. They were less satisfied with academic guidance, with credit given them for experience and knowledge gained outside formal education, and with personal guidance. Perhaps the dissatisfaction with guidance, both academic and personal, is an indication that the traditional services offered by the University are not meeting the needs of the older students. This would confirm the findings of Williams, et al.

Among the various age groups within the study there is little variation in the pattern of satisfaction. Individual age groups did not appear to have special findings that could be categorized.

With regard to differences of satisfaction indicated by the different sexes, the results would tend to indicate that more women are satisfied with their educational experience than men in every category. The least difference between the responses of men and women is in regard to their relationship with their instructors, personal relationships with other students, recognition of themselves as individuals, and relevance of course work. The greatest difference is seen in the category of professional relationship with other students. Sturtz in her study also stated that she found older women more satisfied than other students.

The degree of satisfaction indicated by the older students, undergraduate, graduate, and non-degree oriented students, tend to show that the non-degree oriented student is more satisfied with his experience than the undergraduate or graduate student. The undergraduate student indicated he was more dissatisfied in 4 more instances than the graduate and non-degree oriented student.

A large percent (82.7 percent) of the older students indicated that they were either very satisfied or satisfied with their overall University experience. When divided by age groups, 100 percent of the 65 year age group indicated they were very satisfied or satisfied. Ninety-one percent of the 36 to 45 year age group was satisfied or very satisfied, 80 percent of the 45 to 65 year age group were either very satisfied or satisfied, and 79.3 percent of the 25 to 35 year age group were very satisfied or satisfied. More women were very satisfied with their overall experience than were men (37.5 percent to 19.2 percent). When one combines very satisfied with satisfied, 87.5 percent of the women and 76.8 percent of the men are included.

Chapter V

Conclusions and Recommendations

A number of conclusions seem to be in order. The great majority of students 25 years and older are satisfied with their experience at the University of Wisconsin-La Crosse. The degree of satisfaction does not for the most part seem to be linked to age or University standing. It would seem to be individually oriented. It appears that older students may tend to be more satisfied and that this might possibly be linked to the fact that they are seeking further education for personal enrichment or because of particular interest in a particular field, and not because it is a requirement to get them somewhere else. The women students are more satisfied than male students with their University experience.

Reasons for seeking an education differ with age, as might be expected. The younger student, 25 to 35, is seeking higher education to earn a degree and prepare for a job. The student 36 to 45 is seeking education first to prepare for a job, and secondly, to earn a degree, and thirdly because he is interested in a particular field. The student 46 to 65 is interested in higher education primarily because of a special interest in a field, and secondly, for self enrichment. Job preparation is not a prime interest, nor is the attainment of a degree.

The majority of older students do not use University services.

The population of older students is divided almost equally in thirds in regard to the number of credits carried. A third is carrying a relatively light load of 3 credits; a third is carrying 3 to 12 credits; and a third is carrying 12 or more credits.

Of interest is the seeking of further education by those who already have masters degrees and bachelors degrees.

Recommendations

This paper is just a beginning. It is the first study of older students at the University of Wisconsin-La Crosse. Any part of it might be expanded. More demographic material could be designed to show the relation of background to the performance or attitude of the student. Studies might be designed to explore economic, social, religious backgrounds and their relation to the continuing student and his expectations, and interests. A study might be done as to the reasons why many older students do not use the University services. Are they inappropriate? not accessible? not needed? uncomfortable for the older student to use? or is the older student unaware of their existence?

Financing education for the older student is a field omitted in this paper. The effect that money, or lack of it, has upon the older student is an important area to research. Where do government funds fit into educating the student? The low profile of the older student is also an

interesting area of speculation. Is it low because the older student wishes it that way, does he value his anonymity, or is he self conscious of his position in a University world designed primarily for the 18 to 25 year old?

Another area of possible research is a study of the planning being done now state and nationally toward providing new educational opportunities. How will education be extended to make college level study and baccalaureate degrees available to adult students who cannot undertake full time on-campus programs? The new terms Open University and Regents College, External Degree, and Non-traditional student are all a part of the educator's vocabulary indicating his awareness that a change in the type of student will require a change in educational program.

This study does point out areas for study and action for improvement in the existing system, particularly in the area of making university services more usable for the older student and also in areas of academic guidance and assessing the amount of credit given for knowledge gained outside the university structure.

Appendix A



April 26, 1974

Dear Student:

Of the 6,143 students at the University of Wisconsin-La Crosse you are one of the 1,012 who are 25 years of age or older. Of this group you have been selected at random to participate in this survey. Some of you are new students, some returning students, some of you are working toward a degree and some of you are not. You represent a wide variety of backgrounds and you are coming to the University for a wide variety of reasons. Some of you have very positive feelings about your experiences in continuing education and some of you have not. To help us to assess your various attitudes will you please fill out the enclosed questionnaire and return it in the envelope provided by Friday, May 3, 1974. Your participation in this study is extremely important.

Sincerely,

Signe Schroeder
Candidate for a Masters Degree in
Student Personnel Services

NAS:SS:vk

Norene A. Smith
Associate Dean of Student Affairs

Appendix B

AN INVENTORY OF OLDER UNIVERSITY STUDENT ATTITUDES

Demographic data

46

1. Sex ____ (1) Male, ____ (2) Female.
2. Marital status ____ (1) Married, ____ (2) Single.
3. Age group ____ (1) 25 to 35, ____ (2) 36 to 45, ____ (3) 46 to 64, ____ (4) 65 and over
4. Present status at the University? (Check one).
____ (1) Undergraduate student working toward a degree.
____ (2) Undergraduate student - not degree oriented.
____ (3) Returning student working toward a bachelor's degree.
____ (4) Returning student - not degree oriented.
____ (5) Returning graduate student working toward a master's degree.
____ (6) Other _____.
5. Credits carried at the University? (Check one).
____ (1) 3 credits or less.
____ (2) 4 - 12 credits.
____ (3) 13 credits or more.
6. Current employment?
____ (1) Full time - 40 hours a week or more.
____ (2) Part time - 20 to 40 hours a week.
____ (3) Part time - 10 to 20 hours a week.
____ (4) Part time - 1 to 10 hours a week.
____ (5) Full time house wife unemployed outside the home.
____ (6) Full time house wife employed as checked above.
____ (7) Not employed in any of the above.

Why are you seeking further education? (Please rank in order of importance from 1 to 6).

- ____ (7) To earn a degree
- ____ (8) To follow a great interest in a particular field.
- ____ (9) To prepare for the job market.
- ____ (10) For self enrichment.
- ____ (11) Bored - to get out of the house.
- ____ (12) Other _____.

Have you had the occasion to use the services provided by the following: (Please check)

13. The Housing Office ____ (1) Yes, ____ (2) No

47

14. The Counseling Service ____ (1) Yes, ____ (2) No.

15. The Health Service ____ (1) Yes, ____ (2) No.

16. The Student Center ____ (1) Yes, ____ (2) No.

17. The Placement Center ____ (1) Yes, ____ (2) No.

During your University experience, how satisfied have you been with the following?
(Check the proper one).

18. Academic standards set by faculty

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

19. Your relationship with your instructors

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

20. The variety of courses made available to you

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

21. Your professional relationship with other students

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

22. Your personal relationship with other students

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

23. Guidance in planning your academic course work

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

24. Recognition of you as an individual

- ____ (1) Very satisfied
- ____ (2) Satisfied
- ____ (3) Neutral
- ____ (4) Dissatisfied
- ____ (5) Very dissatisfied

25. Personal counseling - problems out side the _____ (1) Very satisfied
_____ (2) Satisfied 48
_____ (3) Neutral
_____ (4) Dissatisfied
_____ (5) Very dissatisfied

26. Credit given you for previous academic work done _____ (1) Very satisfied
_____ (2) Satisfied
_____ (3) Neutral
_____ (4) Dissatisfied
_____ (5) Very dissatisfied

27. Credit given you for experience and knowledge gained outside formal education _____ (1) Very satisfied
_____ (2) Satisfied
_____ (3) Neutral
_____ (4) Dissatisfied
_____ (5) Very dissatisfied

28. The relevance of your course work as it pertains to your goals _____ (1) Very satisfied
_____ (2) Satisfied
_____ (3) Neutral
_____ (4) Dissatisfied
_____ (5) Very dissatisfied

29. What is your overall evaluation of your University experience? (Check one) _____ (1) Very satisfied
_____ (2) Satisfied
_____ (3) Neutral
_____ (4) Dissatisfied
_____ (5) Very dissatisfied

Why? Please comment.

Appendix C

Demographic Data

Grand Total

		N	%
Sex	Male	26	44.8
	Female	32	55.1
Marital Status	Married	40	68.9
	Single	18	31.0
Age Group	25-35 Years	34	58.6
	36-45 Years	12	20.6
	46-64 Years	10	17.2
	65 and Over	2	3.4

Present Status at University

Grand Total

		N	%
Undergraduate student working toward a degree		14	24.1
Undergraduate student - not degree oriented		1	1.7
Returning student working toward a bachelor's degree		12	20.6
Returning student - not degree oriented		3	5.1
Returning graduate student working toward a master's degree		10	17.2
Other	Medical Field	2	
	Masters Plus	6	
	Bachelors Plus	7	
	Special	3	
		18	31.0

Credits Carried at the University

Grand Total

	N	%
3 credits or less	20	34.4
4 - 12 credits	19	32.7
13 credits or more	19	32.7

Current Employment

Grand Total

	N	%
Full time - 40 hours a week or more	21	36.2
Part time - 20 to 40 hours a week	10	17.2
Part time - 10 to 20 hours a week	9	15.5
Part time - 1 to 10 hours a week	2	3.4
Full time housewife unemployed outside the home	6	10.3
Full time housewife employed as checked above	6	10.3
Not employed in any of the above	11	18.9

Reasons for Seeking Further Education

**Ranked In Order of Importance
From 1 to 6**

Grand Total

	1st		2nd		3rd		4th		5th		6th		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To Earn a Degree	9	15.5	7	12.0	4	6.8	10	17.2	1	1.7	1	1.7	26	44.8
To Follow a Great Interest in a Particular Field	8	13.7	15	25.8	8	13.7	2	3.4	2	3.4	0	0.0	23	39.6
To Prepare for the Job Market	11	18.9	8	13.7	7	12.0	4	6.8	1	1.7	1	1.7	26	44.8
For self enrichment	6	10.3	4	6.8	11	18.9	12	20.6	1	1.7	0	0.0	24	41.3
Bored - to get out of house	1	1.7	0	0.0	0	0.0	1	1.7	19	32.7	6	10.3	31	53.4
Other	0	0.0	0	0.0	2	3.4	2	3.4	3	5.1	9	15.5	42	72.4

Use of University Services

Grand Total

	Yes		No		No Response	
	N	%	N	%	N	%
Housing Office	4	6.8	52	89.6	2	3.4
Counseling Service	10	17.2	46	79.3	2	3.4
Health Service	20	34.4	38	68.5	0	0.0
Student Center	25	43.1	33	56.8	0	0.0
Placement Center	15	25.8	43	74.1	0	0.0

Degree of Satisfaction

Grand Total

	N	%
Academic standards set by faculty		
Very satisfied	16	27.5
Satisfied	26	44.8
Neutral	10	17.2
Dissatisfied	5	8.6
Very dissatisfied	0	0.0
No Response	1	1.7
Relationship with your instructors		
Very satisfied	22	37.9
Satisfied	32	55.1
Neutral	3	5.1
Dissatisfied	0	0.0
Very Dissatisfied	0	0.0
No Response	1	1.7
Variety of courses made available		
Very satisfied	11	18.9
Satisfied	24	41.3
Neutral	12	20.6
Dissatisfied	8	13.7
Very dissatisfied	1	1.7
No Response	2	3.4
Professional relationship with other students		
Very satisfied	12	20.6
Satisfied	30	51.7
Neutral	14	24.1
Dissatisfied	0	0.0
Very dissatisfied	0	0.0
No Response	2	3.4
Personal relationship with other students		
Very satisfied	17	29.3
Satisfied	30	51.7
Neutral	8	13.7
Dissatisfied	1	1.7
Very dissatisfied	0	0.0
No Response	2	3.4

Degree of Satisfaction Cont.

Grand Total

	N	%
Guidance in planning academic course work		
Very satisfied	7	12.0
Satisfied	21	36.2
Neutral	16	27.5
Dissatisfied	10	17.2
Very dissatisfied	2	3.4
No Response	2	3.4
Recognition of you as an individual		
Very satisfied	16	27.5
Satisfied	27	46.5
Neutral	10	17.2
Dissatisfied	3	5.1
Very dissatisfied	0	0.0
No Response	2	3.4
Personal counseling - problems outside the (academic)		
Very satisfied	5	8.6
Satisfied	10	17.2
Neutral	32	55.1
Dissatisfied	2	3.4
Very dissatisfied	0	0.0
No Response	9	15.7
Credit given for previous academic work		
Very satisfied	16	27.5
Satisfied	19	32.7
Neutral	15	25.8
Dissatisfied	4	6.8
Very dissatisfied	2	3.4
No Response	2	3.4
Credit given you for experience and knowledge gained outside formal education		
Very satisfied	5	8.6
Satisfied	14	24.1
Neutral	25	43.1
Dissatisfied	7	12.0
Very dissatisfied	3	5.1
No Response	4	7.1

Degree of Satisfaction Cont.

Grand Total

	N	%
Relevance of course work as pertains to your goals		
Very satisfied	15	25.8
Satisfied	27	46.5
Neutral	11	18.9
Dissatisfied	5	8.6
Very dissatisfied	0	0.0
No Response	0	0.0
Overall evaluation of University experience		
Very satisfied	17	29.3
Satisfied	31	53.4
Neutral	7	12.0
Dissatisfied	2	3.4
Very dissatisfied	0	0.0
No Response	1	1.9

Degree of Satisfaction

Comments

Grand Total

What is your overall evaluation of your University experience?

Comment: Neutral - I have only put effort towards the courses which interest me, especially in art. I also feel there are some courses outside my interest which have nothing to do with preparing me for the future and they are not relevant to my field of interest. I manage to get through the courses but they mean nothing to me. I'm just following the system, which bothers me more than anything. It's a living for me right now, so I go. (Thank you)

Comment: Satisfied - I am satisfied with the variety of courses offered here, but I would like to see more credit hours given to the .5 and 1 credit courses. In those courses we do many term and research papers, oral reports and other work for only 1 credit or .5 credit. This isn't right. P.E. 210 is a good example. It is a 1 credit course but we meet twice a week, plus put in at least 2 hours of practice time outside the regular class meetings. I am referring to the 1 credit courses in the P.E. department. Why can't those courses be given more credit hours?

Comment: Neutral - The courses could be designed to be of more value to your particular area of study.

Comment: Satisfied - In general I am quite satisfied. My greatest dissatisfaction is the variety of courses offered in education at the graduate level. There should be a broader range of courses plus some specifically on IGE topics (Individually Guided Education). Further I am disappointed that this University does not offer more workshops for special groups such as the NASH Science Workshops available through UW-Superior. These workshops are offered at cost-for 25 students this would amount to about \$12 per credit. An excellent way for the University to encourage continuing education in my opinion.

Comment: Dissatisfied - An adult student who works full time to support a family finds it extremely difficult to schedule courses when the great majority of them are only offered days. I think it would be a step in the right direction if more classes were offered in the evening; and I don't mean a "token few." At present nobody gives a damn about this and believe me that's discouraging. Thanks for asking my opinion.

Degree of Satisfaction Cont.

Comments

Comment: Very satisfied (academically) - Dissatisfied with bureaucracy of Admin. officer (offices) in seeking help from University is a remedy for shoddy WPS insurance.

Comment: Satisfied - I have no complaint with the faculty or courses, but I have been very disgusted with the other aspects of college life. For instance: When I arrived at my first class three semesters ago, I was not on the list for that class. There had been a goof up and I had to go over to drop and add. I received a notice that my medical record and TB test were incorrect - They were correct on checking up - again someone goofed.

Being a new returning student I didn't learn of the time of closing for the text book library. I went to return my book at 1:00 P.M. the Friday of final exams only to learn that the library was closed until summer school opened. I had to pay a \$2.00 fine.

I was very angry and to make sure I didn't have to pay another fine, I returned my text book immediately after mid December finals 1973. Imagine my surprise when I received a notice from the business office that I owed \$8.95 for an unreturned text book.

When I checked with the text book librarian, she wouldn't believe that I had returned the book and said if I had returned the book I had returned it through improper channels. (The improper channel was that one of her workers had neglected to check my name off.) The only alternative she (the librarian) gave me was to look for myself until I had checked every English Anthology book left on the shelves in hopes that it was not checked out. I exploded!

On last check with the business office I have been credited with \$8.95.

Comment: Satisfied - There are some lower number courses designed to weed out average and below average students. I feel that everyone is entitled to try an education at least. They have spent time and money to even get to the threshold of the university and should receive something for that time and money spent.

Many instructors answer with questions. It almost appears that they are trying to preserve the sanctions of their minds by not relating a learning experience to the student. I would like at times to be able to sit in with an instructor and two or three students occasionally just to talk over business issues and economic issues and world issues relating to my field of study. So far I have found no-one with whom I could do these things.

Degree of Satisfaction Cont.

Comments

Comment: Dissatisfied - Most instructors take the easy (lecture and testing) way out instead of providing a learning experience.

Comment: Neutral - TV course - Discipline and Human Relations not very good.

Comment: Satisfied - Educ. experience has been very satisfying in a general sense, but specific vocational training has been less than I expected.

Socially, I abhor the frat/p.e. orientation of most students.

Comment: Satisfied - I came to get a degree and to be more than the ordinary member in society. Which will receive a Gold Watch when he retires and a pat on the back for 40 years of work and (k)nothing to show for it.

As for the pscy. courses - after the one I am taking now, I will not take another at this school!!

Comment: Satisfied - Always received what I put into my subjects.

Comment: Satisfied - I got out of it as much as I put into it.

Comment: Neutral - I can't think of anything about the University that is outstanding or anything that is really negative. I hardly associate with the University except going to classes so I can't really make much of a comment. (Her son was 25 to 35 years old taking 13 or more credits.)

Comment: Very satisfied - All I have taken is an extension course offered at Jefferson School - "The Metric System."

Comment: Satisfied - I am now taking a TV class which is the only one taken from LaCrosse.

Comment: Satisfied - Don't know what the "why" relates to so - Some professors are excellent, some are very poor - now with the cut-back in salary too many good ones are going and the poor ones are staying.

Comment: Satisfied - Creative Writing 1st semester. Professor John Judson teacher. I very much enjoyed the course. He is an excellent teacher, and a very fine man. His work was always so well planned, that it was a pleasure to work with him.

Degree of Satisfaction Cont.

Comments

Theatrical Costuming - 2nd semester - Joan Richman teacher. I didn't care much for the class. To me it was terribly amateurish for a university class. I had the occasion to see and examine a piece of work done by the man who taught the class last year. A red velvet period coat with silk brocaded vest. It was beautifully done, and as fine a piece of work I've seen any professional costumer turn out. I wish I might have had the chance to study with him.

Comment: Neutral - Depends on individual classes and instructors.

Comment: Satisfied - I cannot say I am completely satisfied or dissatisfied. I find the dept. and instructors in my major very competent and willing to help. The depart. is understaffed though, I find the students very uninvolved in getting more say in the decisions, curriculum, etc. We take to graduate and prepare as individuals for the job market. Many of the teachers are very rigid and do little to encourage more self exploration and enjoyable learning through questioning, etc.

Find the social climate and university members friendly. Enjoy the free university courses offered stimulating and many programs such a minorities program, etc. nice for social science and education majors.

Comment: Very satisfied - Go nuts Go naked.

Comment: Neutral - The difficulty in responding to these questions lies in their subjectivity and generality.

Comment: Very satisfied - Excellent Biology and Chemistry departments.

Comment: Very satisfied - I feel my undergraduate coursework was rather basic and general and prepared me for no career. (Major in psyc, minor in biology) My graduate coursework and fieldwork assignments throughout were meaningful and well chosen. They gave me a feel for the career I was pursuing and a chance for me to see if I really wanted the job I was preparing for; And I do. (Level I School Psych.)

Comment: Very Satisfied - It has been wonderful to be able to reach out and add to my credits with your extension services. They have always been very satisfactory.

Degree of Satisfaction Cont.

Comments

Comment: Very Satisfied - LaCrosse has very professional and competent staff in my area. They are concerned about you as a person.

Comment: Very Satisfied - It offers enrichment and an opportunity to achieve goals I desire.

Comment: Satisfied - Everyone has been most helpful.

Comment: Very satisfied - I will graduate in August and have enjoyed my time spent at UW-La Crosse.

Comment: Satisfied - I attended WSU in '64 and '65. I returned in '71. I feel that the quality of the instructors and the relevancy of the courses have increased and I am fairly well satisfied with everything.

Comment: Satisfied - I met many interesting people. I do not in most cases consider myself a number but a human person. It has allowed me to see myself through the eyes of others. All in all I am very satisfied not only with UW-L but also with myself.

Comment: Very satisfied - Worthwhile and enjoyable.

Comment: Satisfied - This university has provided me with the opportunity to get an education which enables one to teach school. It has provided me with the opportunities to do further in my interest area (Education). I'm all for extension courses for people other than full time students.

Comment: Very satisfied - Impressed with teaching staff and administration.

Comment: Very satisfied - The school, especially the faculty accepted me, when they knew I'd be a part time student, whole and entirely - as if I'd be a student forever. Loved every minute I've spent at the college - and if I were younger I'd continue coming - (46 to 64 age group).

Comment: Satisfied - Generally good - Since coming back to school after the service I've lived with students from ages 20-24. There's been no conflicts age wise, or anything else! My course work in Physical Ed. has been satisfactory and most of the instructors are willing to give me a hand.

Comment: Very Satisfied - Dr. Jordan made the health ed. course very interesting and it was a pleasure attending his classes.

Comment: Only one workshop which was very fine.

Appendix D

Demographic Data

By Age

	25 to 35 Years		36 to 45 Years		46 to 64 Years		65 and Over	
	N	%	N	%	N	%	N	%
Sex								
Male	21	61.7	4	33.3	1	10.0	0	0.0
Female	13	38.2	8	66.6	9	90.0	2	100.0
Marital Status								
Married	23	67.6	8	66.6	8	80.0	1	50.0
Single	11	32.3	4	33.3	2	20.0	1	50.0

Present Status at University

By Age

	25 to 35 Years		36 to 45 Years		46 to 64 Years		65 and Over	
	N	%	N	%	N	%	N	%
Undergraduate working toward a degree	10	29.4	4	33.3	0	0.0	0	0.0
Undergraduate not degree oriented	1	2.9	0	0.0	0	0.0	0	0.0
Returning student working toward bachelors degree	7	20.5	4	33.3	1	10.0	0	0.0
Returning student not degree oriented	1	2.9	0	0.0	1	10.0	1	50.0
Returning graduate student working toward a masters degree	8	23.5	1	8.3	1	10.0	0	0.0
Other	7	20.5	3	25.0	7	70.0	1	50.0

Credits Carried at the University

By Age

	25 to 35 Years		36 to 45 Years		46 to 64 Years		65 and Over	
	N	%	N	%	N	%	N	%
3 credits or less	9	26.4	3	25.0	7	70.0	1	50.0
4 - 12 credits	13	38.2	4	33.3	2	20.0	0	0.0
13 credits or more	12	35.2	5	41.7	1	10.0	1	50.0

Current Employment

By Age

	25 to 35 Years		36 to 45 Years		46 to 64 Years		65 and Over	
	N	%	N	%	N	%	N	%
Full time - 40 hours a week or more	9	26.4	4	33.3	8	80.0	0	0.0
Part time - 20-40 hours a week	6	17.6	3	25.0	1	10.0	0	0.0
Part time - 10-20 hours a week	8	23.5	0	0.0	1	10.0	0	0.0
Part time - 1-10 hours a week	1	2.9	1	8.3	0	0.0	0	0.0
Full time housewife unemployed outside the home	0	0.0	0	0.0	0	0.0	0	0.0
Full time housewife employed as checked above	0	0.0	0	0.0	0	0.0	0	0.0
Not employed in any of the above	0	0.0	1	8.3	0	0.0	0	0.0

Reasons for Seeking Further Education

Ranked in Order of Importance
From 1 to 6

Age

		1st				2nd				3rd				4th				5th				6th				No Answer					
		25-35	36-45	46-64	65+	25-35	36-45	46-64	65+	25-35	36-45	46-64	65+	25-35	36-45	46-64	65+	25-35	36-45	46-64	65+	25-35	36-45	46-64	65+	25-35	36-45	46-64	65+		
To Earn a Degree	N	8	1	0	0	4	2	1	0	2	1	1	0	N	7	1	2	0	1	0	0	0	0	1	0	0	0	12	6	6	2
	%	23.5	8.3	0.0	0.0	11.7	16.6	10.0	0.0	5.8	8.3	10.0	0.0	%	20.5	8.3	20.0	0.0	2.9	0.0	0.0	0.0	0.0	8.3	0.0	0.0	35.2	50.0	59.9	100.0	
To follow a great interest in a particular field	N	3	1	4	0	9	3	3	0	7	1	0	0	N	2	0	0	0	1	1	0	0	0	0	0	0	12	6	3	2	
	%	8.8	8.3	40.0	0.0	26.4	25.0	29.9	0.0	20.5	8.3	0.0	0.0	%	5.8	0.0	0.0	0.0	2.9	8.3	0.0	0.0	0.0	0.0	0.0	0.0	35.2	50.0	29.9	100.0	
To prepare for the job market	N	8	2	1	0	7	1	0	0	2	2	3	0	N	3	1	0	0	1	0	0	0	1	0	0	0	12	6	6	2	
	%	23.5	16.6	10.0	0.0	20.5	8.3	0.0	0.0	5.8	16.6	29.9	0.0	%	8.8	8.3	0.0	0.0	2.9	0.0	0.0	0.0	2.9	0.0	0.0	0.0	35.2	50.0	59.9	100.0	
For self enrichment	N	3	1	2	0	2	0	2	0	9	2	0	0	N	7	3	2	0	1	0	0	0	0	0	0	0	12	6	4	2	
	%	8.8	8.3	20.0	0.0	5.2	0.0	20.0	0.0	26.4	16.6	0.0	0.0	%	20.5	25.0	20.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.2	50.0	40.0	100.0	
Bored - to get out of house	N	0	1	0	0	0	0	0	0	0	0	0	0	N	1	0	0	0	13	3	3	0	6	0	0	0	14	8	7	2	
	%	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	%	2.9	0.0	0.0	0.0	38.2	25.0	29.9	0.0	17.6	0.0	0.0	0.0	41.1	66.6	70.0	100.0	
Other	N	0	0	0	0	0	0	0	0	1	0	1	0	N	2	0	0	0	3	0	0	0	6	1	2	0	22	11	7	2	
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	0.0	2.9	0.0	%	5.8	0.0	0.0	0.0	8.8	0.0	0.0	0.0	17.6	8.3	20.0	0.0	64.7	21.6	70.0	100.0	

Use of University Services

By Age

		25-35 Years		36-45 Years		46-64 Years		65 and Over		No Answer	
		N	%	N	%	N	%	N	%	N	%
Housing Office	Yes	2	5.8	1	8.3	1	10.0	0	0.0	2	16.6
	No	32	94.1	9	75.0	9	90.0	2	100.0		
Counseling Service	Yes	8	23.5	1	8.3	1	10.0	0	0.0	2	16.6
	No	26	76.4	9	75.0	9	90.0	2	100.0		
Health Service	Yes	11	32.3	6	50.0	2	20.0	1	50.0	2	16.6
	No	23	67.6	6	50.0	8	80.0	1	50.0		
Student Center	Yes	18	52.9	5	41.6	2	20.0	0	0.0	2	16.6
	No	16	47.0	7	58.3	8	80.0	2	100.0		
Placement Center	Yes	11	32.3	3	25.0	0	0.0	1	50.0	2	16.6
	No	23	67.6	9	75.0	10	100.0	1	50.0		

Degree of Satisfaction

By Age

	25-35 Years		36-45 Years		46-64 Years		65 and Over	
	N	%	N	%	N	%	N	%
Academic standards set by faculty								
Very satisfied	7	20.5	4	33.3	4	40.0	1	50.0
Satisfied	15	44.1	6	50.0	5	50.0	0	0.0
Neutral	8	23.5	0	0.0	1	10.0	1	50.0
Dissatisfied	4	11.7	1	8.3	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	1	8.3	0	0.0	0	0.0
Relationship with your instructors								
Very satisfied	12	35.2	4	33.3	5	50.0	1	50.0
Satisfied	20	58.8	7	58.3	4	40.0	1	50.0
Neutral	2	5.8	0	0.0	1	10.0	0	0.0
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	1	8.3	0	0.0	0	0.0
Variety of courses made available to you								
Very satisfied	7	20.5	3	25.0	0	0.0	1	50.0
Satisfied	12	35.2	7	58.3	5	50.0	0	0.0
Neutral	9	26.4	0	0.0	3	29.9	0	0.0
Dissatisfied	5	14.7	1	8.3	1	10.0	1	50.0
Very dissatisfied	1	2.9	0	0.0	0	0.0	0	0.0
No Response	0	0.0	1	8.3	1	10.0	0	0.0
Professional relation- ship with other students								
Very satisfied	5	14.7	3	25.0	3	29.9	1	50.0
Satisfied	18	52.9	5	41.6	6	59.9	1	50.0
Neutral	11	32.3	3	25.0	0	0.0	0	0.0
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	1	8.3	1	10.0	0	0.0
Personal relationship with other students								
Very satisfied	6	17.6	6	50.0	4	40.0	1	50.0
Satisfied	20	58.8	5	41.6	4	40.0	1	50.0
Neutral	7	20.5	0	0.0	1	10.0	0	0.0
Dissatisfied	1	2.9	0	0.0	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	1	8.3	1	10.0	0	0.0

Degree of Satisfaction Cont.

By Age

	25-35		36-45		46-64		65 and	
	Years		Years		Years		Over	
	N	%	N	%	N	%	N	%
Guidance in planning academic course work								
Very satisfied	4	11.7	1	8.3	2	20.0	0	0.0
Satisfied	12	35.2	5	41.6	4	40.0	0	0.0
Neutral	11	32.3	1	8.3	3	29.9	1	50.0
Dissatisfied	6	17.6	3	25.0	0	0.0	1	50.0
Very dissatisfied	1	2.9	1	8.3	0	0.0	0	0.0
No Response	0	0.0	1	8.3	1	10.0	0	0.0
Recognition of you as an individual								
Very satisfied	10	29.4	3	25.0	3	29.9	0	0.0
Satisfied	16	47.0	6	50.0	4	40.0	1	50.0
Neutral	7	20.5	0	0.0	2	20.0	1	50.0
Dissatisfied	1	2.9	2	16.6	0	0.0	0	0.0
Very dissatisfied	0	0.0	1	8.3	1	10.0	0	0.0
Personal counseling - problems outside the (academic)								
Very satisfied	3	8.8	1	8.3	1	10.0	0	0.0
Satisfied	7	20.5	1	8.3	2	20.0	0	0.0
Neutral	18	52.9	6	50.0	6	59.9	2	100.0
Dissatisfied	1	2.9	1	8.3	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	5	14.7	3	25.0	1	10.0	0	0.0
Credit given you for experience and knowledge gained outside formal education								
Very satisfied	2	5.8	1	8.3	2	20.0	0	0.0
Satisfied	9	26.4	3	25.0	1	10.0	1	50.0
Neutral	15	44.1	5	41.6	5	50.0	0	0.0
Dissatisfied	5	14.7	1	8.3	1	10.0	0	0.0
Very dissatisfied	1	2.9	1	8.3	0	0.0	1	50.0
No Response	2	5.8	1	8.3	1	10.0	0	0.0

Degree of Satisfaction Cont.

By Age

	25-35 Years		36-45 Years		46-64 Years		65 and Over	
	N	%	N	%	N	%	N	%
Relevance of course work as it pertains to your goals								
Very satisfied	6	17.6	4	33.3	5	50.0	0	0.0
Satisfied	18	52.9	5	41.6	3	29.9	1	50.0
Neutral	6	17.6	2	16.6	2	20.0	1	50.0
Dissatisfied	4	11.7	1	8.3	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	0	0.0	0	0.0	0	0.0
Your overall evaluation of University experience								
Very satisfied	9	26.4	4	33.3	4	40.0	0	0.0
Satisfied	18	52.9	7	58.3	4	40.0	2	100.0
Neutral	6	17.6	0	0.0	1	10.0	0	0.0
Dissatisfied	1	2.9	1	8.3	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	0	0.0	1	10.0	0	0.0

Appendix E

Demographic Data

By Sex

		Male		Female	
		N	%	N	%
Sex		26	44.8	32	55.2
Marital Status	Married	16	27.7	24	41.2
	Single	10	17.2	8	13.8
Age Group					
	25-35 Years	21	36.2	13	22.4
	36-45 Years	4	6.9	8	13.8
	46-64 Years	1	1.7	9	15.5
	65 and Over	0	0.0	2	3.5

Present Status at University

By Sex

		Male		Female	
		N	%	N	%
Undergraduate student working toward a degree		9	15.5	5	8.7
Undergraduate student - not degree oriented		1	1.7	0	0.0
Returning student working toward bachelor's degree		6	10.3	6	10.3
Returning student - not degree oriented		2	3.5	1	1.7
Returning graduate student working toward master's degree		4	6.9	6	10.3
Other		4	6.9	14	24.2

Credits Carried at the University

By Sex

	Male		Female	
	N	%	N	%
3 credits or less	7	12.2	13	22.4
4 - 12 credits	10	17.2	9	15.5
13 credits or more	9	15.5	10	17.2

Current Employment

By Sex

	Male		Female	
	N	%	N	%
Full time - 40 hours or more a week	8	13.8	13	22.4
Part time - 20-40 hours a week	3	5.2	7	12.2
Part time - 10-20 hours a week	5	8.7	4	6.9
Part time - 1-10 hours a week	0	0.0	2	3.5

Reasons for Seeking Further Education

By Sex

Category	1st		2nd		3rd		4th		5th		6th		No Response	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
To Earn a Degree	6 23.0	3 9.3	4 15.3	3 9.3	2 7.6	2 6.2	2 7.6	8 25.0	1 3.8	0 0.0	1 3.8	0 0.0	10 38.4	16 50.0
To Follow a great interest in a particular field	3 11.5	5 15.6	5 19.2	10 31.2	6 23.0	2 6.2	1 3.8	1 3.1	2 7.6	0 0.0	0 0.0	0 0.0	9 34.6	14 43.7
To prepare for the job market	4 15.3	7 21.8	6 23.0	2 6.2	1 3.8	6 18.7	3 11.3	1 3.1	1 3.8	0 0.0	1 3.8	0 0.0	10 38.4	16 50.0
For self enrichment	3 11.5	3 9.3	1 3.8	3 9.3	5 19.2	6 18.7	6 23.0	6 18.7	1 3.8	0 0.0	0 0.0	0 0.0	10 38.0	14 43.7
Bored-to get out of house	1 3.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.8	0 0.0	7 26.9	12 37.5	5 19.2	1 3.1	12 46.1	19 59.3
Other	0 0.0	0 0.0	0 0.0	0 0.0	1 3.8	1 3.1	2 7.6	0 0.0	2 7.6	1 3.1	5 19.2	4 12.5	16 61.5	26 81.2

Use of University Services

By Sex

	Yes		No		No Answer	
	N	%	N	%	N	%
Housing Office						
Male	3	11.5	22	84.6	1	3.89
Female	1	3.1	30	93.7	1	3.1
Counseling Service						
Male	6	23.0	19	73.0	1	3.8
Female	4	12.5	27	84.3	1	3.1
Health Service						
Male	11	42.3	15	57.6	0	0.0
Female	9	28.1	23	71.8	0	0.0
Student Center						
Male	13	50.0	13	50.0	0	0.0
Female	12	37.5	20	62.5	0	0.0
Placement Center						
Male	10	38.4	16	61.5	0	0.0
Female	5	15.6	27	84.3	0	0.0

Degree of Satisfaction

By Sex

	Male		Female	
	N	%	N	%
Academic standards set by faculty				
Very satisfied	4	15.3	12	37.5
Satisfied	11	42.3	15	46.8
Neutral	7	26.9	3	9.3
Dissatisfied	4	15.3	1	3.1
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	1	3.1
Relationship with your instructors				
Very satisfied	8	30.7	14	43.7
Satisfied	16	61.5	16	50.0
Neutral	2	7.6	1	3.1
Dissatisfied	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	1	3.1
Variety of courses made available to you				
Very satisfied	4	15.3	7	21.8
Satisfied	10	38.4	14	43.7
Neutral	8	30.7	4	12.5
Dissatisfied	3	11.5	5	15.6
Very dissatisfied	1	3.8	0	0.0
No Response	0	0.0	2	6.2
Professional relationship with other students				
Very satisfied	2	7.6	10	31.2
Satisfied	14	53.8	16	50.0
Neutral	10	38.4	4	12.5
Dissatisfied	0	0.0	2	6.2
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	2	6.2
Personal relationship with other students				
Very satisfied	5	19.2	12	37.5
Satisfied	15	57.6	15	46.8
Neutral	6	23.0	2	6.2
Dissatisfied	0	0.0	1	3.1
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	2	6.2

Degree of Satisfaction Cont.

By Sex

	Male		Female	
	N	%	N	%
Guidance in planning your academic course work				
Very satisfied	1	3.8	6	18.7
Satisfied	9	34.6	12	37.5
Neutral	9	34.6	7	21.8
Dissatisfied	6	23.0	4	12.5
Very dissatisfied	1	3.8	1	3.1
No Response	0	0.0	2	6.2
Recognition of you as an individual				
Very satisfied	5	19.2	11	34.3
Satisfied	14	53.8	13	40.6
Neutral	5	19.2	5	15.6
Dissatisfied	2	7.6	1	3.1
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	2	6.2
Personal counseling - problems outside the (academic)				
Very satisfied	1	3.8	4	12.5
Satisfied	3	11.5	7	21.8
Neutral	18	69.2	14	43.7
Dissatisfied	2	7.6	0	0.0
Very dissatisfied	0	0.0	0	0.0
No Response	2	7.6	7	21.8
Credit given for previous academic work done				
Very satisfied	5	19.2	11	34.3
Satisfied	9	34.6	10	31.2
Neutral	9	34.6	6	18.7
Dissatisfied	2	7.6	2	6.2
Very dissatisfied	1	3.8	1	3.1
No Response	0	0.0	2	6.2
Credit given for experience and knowledge gained outside formal education				
Very satisfied	1	3.8	4	12.5
Satisfied	5	19.2	9	28.1
Neutral	13	50.0	12	37.5
Dissatisfied	4	15.3	3	9.3
Very dissatisfied	2	7.6	1	3.1
No Response	1	3.8	3	9.3

Degree of Satisfaction Cont.

By Sex

	Male		Female	
	N	%	N	%
Relevance of course work as it pertains to your goals				
Very satisfied	2	7.6	13	40.6
Satisfied	16	61.5	11	34.3
Neutral	5	19.2	6	18.7
Dissatisfied	3	11.5	2	6.2
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	0	0.0
Your overall evaluation of your University experience				
Very satisfied	5	19.2	12	37.5
Satisfied	15	57.6	16	50.0
Neutral	5	19.2	2	6.2
Dissatisfied	1	3.8	1	3.1
Very dissatisfied	0	0.0	0	0.0
No Response	0	0.0	1	3.1

Appendix F

Demographic Data

Graduate, Undergraduate, and Non-Degree Oriented

		Graduate		Under- Graduate		Non-Degree Oriented	
		N	%	N	%	N	%
Sex	Male	4	40.0	16	59.3	6	28.6
	Female	6	60.0	11	40.7	15	71.4
Marital Status	Married	9	90.0	14	51.9	17	80.9
	Single	1	10.0	13	48.1	4	19.4
Age Group							
	25-35 Years	8	80.0	18	66.7	8	38.1
	36-45 Years	1	10.0	8	29.6	3	14.3
	46-64 Years	1	10.0	1	3.7	8	38.1
	Over 65 Years	0	0.0	0	0.0	2	9.5

Credits Carried at the University
Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Under- Graduate		Non-Degree Oriented	
	N	%	N	%	N	%
3 credits or less	3	30.0	4	14.8	13	62.0
4 - 12 credits	7	70.0	8	29.6	4	19.0
13 credits or more	0	0.0	15	55.6	4	19.0

Current Employment
Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Under- Graduate		Non-Degree Oriented	
	N	%	N	%	N	%
Full time - 40 hours a week or more	5	50.0	7	25.9	12	57.0
Part time - 20-40 hours a week	3	30.0	5	18.5	2	9.5
Part time - 10-20 hours a week	0	0.0	6	22.2	3	14.3
Part time - 1-10 hours a week	0	0.0	2	7.4	0	0.0
No Response	2	20.0	0	0.0		

Reasons for Seeking Further Education

Ranked in Order of Importance
From 1 to 6

Graduate, Undergraduate and Non-Degree Oriented

		1st			2nd			3rd			4th			5th			6th			No Response		
		Grad.	Under Grad.	Non-Degree	Grad.	Grad.	Degree	Grad.	Under Grad.	Non-Degree	Grad.	Under Grad.	Non-Degree	Grad.	Under Grad.	Non-Degree	Grad.	Under Grad.	Non-Degree	Grad.	Under Grad.	Non-Degree
To earn a degree	N	2	6	1	0	6	1	2	2	0	1	4	5	0	0	1	0	1	0	5	8	13
	%	20.0	22.2	4.8	0.0	22.2	4.8	20.0	7.4	0.0	10.0	14.8	23.8	0.0	0.0	4.8	0.0	3.7	0.0	50.0	29.6	62.0
To follow a great interest in a particular field	N	2	2	4	2	8	5	1	5	2	0	2	0	0	2	0	0	0	0	5	8	10
	%	20.0	7.4	19.4	20.0	29.6	23.8	10.0	18.5	9.5	0.0	7.4	0.0	0.0	7.4	0.0	0.0	0.0	0.0	50.0	29.6	47.6
To prepare for job market	N	1	6	4	2	5	1	1	3	3	1	3	0	0	1	0	0	1	0	5	8	13
	%	10.0	22.2	19.4	20.0	18.5	4.8	10.0	11.1	14.3	10.0	11.1	0.0	0.0	3.7	0.0	0.0	3.7	0.0	50.0	29.6	62.0
Self-enrichment	N	0	4	2	1	0	3	1	7	3	3	7	2	0	1	0	0	0	0	5	8	11
	%	0.0	14.8	9.5	10.0	0.0	14.3	10.0	25.9	14.3	30.0	25.9	9.5	0.0	3.7	0.0	0.0	0.0	0.0	50.0	29.6	52.4
Bored - get out of house	N	0	1	0	0	0	0	0	0	0	0	1	0	4	9	6	0	5	1	6	11	14
	%	0.0	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.0	40.0	33.3	28.6	0.0	18.5	4.8	60.0	40.7	66.7
Other	N	0	0	0	0	0	0	0	1	1	0	1	1	0	3	0	3	2	4	7	20	15
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	4.8	0.0	3.7	4.8	0.0	11.1	0.0	30.0	7.4	19.4	70.0	74.1	71.4

Use of University Services
Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Under Graduate		Non-Degree	
	N	%	N	%	N	%
Housing Office						
Yes	1	10.0	2	7.4	1	4.8
No	9	90.0	23	85.2	20	95.2
No Response			2	7.4		
Counseling Center						
Yes	1	10.0	7	25.9	2	9.5
No	9	90.0	18	66.7	19	90.5
No Response	2	7.4	2	7.4		
Health Service						
Yes	1	10.0	15	55.6	4	19.4
No	9	90.0	12	44.4	17	80.9
Student Center						
Yes	7	70.0	14	51.9	4	19.4
No	3	30.0	13	48.1	17	80.9
Placement Center						
Yes	3	30.0	7	25.9	5	23.8
No	7	70.0	20	74.1	16	76.2

Degree of Satisfaction

Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Under Graduate		Non-Degree	
	N	%	N	%	N	%
Academic standards set by faculty						
Very satisfied	2	20.0	5	18.5	9	42.9
Satisfied	5	50.0	14	51.9	7	33.3
Neutral	3	30.0	4	14.8	3	14.3
Dissatisfied	0	0.0	4	14.8	1	4.8
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					1	4.8
Relationship with your instructors						
Very satisfied	4	40.0	8	29.6	10	47.6
Satisfied	6	60.0	17	63.0	9	42.9
Neutral	0	0.0	2	7.4	1	4.8
Dissatisfied	0	0.0	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					1	4.8
Variety of courses made available to you						
Very satisfied	1	10.0	5	18.5	5	23.8
Satisfied	4	40.0	12	44.4	8	38.1
Neutral	3	30.0	5	18.5	4	19.4
Dissatisfied	2	20.0	4	14.8	2	9.5
Very dissatisfied	0	0.0	1	3.7	0	0.0
No Response					2	9.5
Professional relationship with other students						
Very satisfied	2	20.0	5	18.5	5	23.8
Satisfied	6	60.0	13	48.1	11	52.4
Neutral	2	20.0	9	33.4	3	14.3
Dissatisfied	0	0.0	0	0.0	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					2	9.5
Personal relationship with other students						
Very satisfied	3	30.0	9	33.4	5	23.8
Satisfied	6	60.0	14	51.9	10	47.6
Neutral	1	10.0	4	14.8	3	14.3
Dissatisfied	0	0.0	0	0.0	1	4.8
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					2	9.5

Degree of Satisfaction Cont.

Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Under Graduate		Non-Degree	
	N	%	N	%	N	%
Guidance in planning your academic course work						
Very satisfied	2	20.0	0	0.0	5	23.8
Satisfied	3	30.0	11	40.7	7	33.3
Neutral	4	40.0	6	22.2	6	28.6
Dissatisfied	1	10.0	8	29.6	1	4.8
Very dissatisfied	0	0.0	2	7.4	0	0.0
No Response					2	9.5
Recognition of you as an individual						
Very satisfied	4	40.0	6	22.2	6	28.6
Satisfied	3	30.0	16	59.3	8	38.1
Neutral	3	30.0	3	11.1	4	19.4
Dissatisfied	0	0.0	2	7.4	1	4.8
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					2	9.5
Personal counseling - problems outside the (academic)						
Very satisfied	1	10.0	1	3.7	3	14.3
Satisfied	0	0.0	8	29.6	3	14.3
Neutral	4	40.0	15	55.6	13	62.0
Dissatisfied	0	0.0	1	3.7	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response	5	50.0			2	9.5
Credit given for previous academic work done						
Very satisfied	3	30.0	6	22.2	7	33.3
Satisfied	3	30.0	11	40.7	5	23.8
Neutral	2	20.0	6	22.2	7	33.3
Dissatisfied	2	20.0	2	7.4	1	4.8
Very dissatisfied	0	0.0	1	3.7	0	0.0
No Response					1	4.8

Degree of Satisfaction Cont.

Graduate, Undergraduate and Non-Degree Oriented

	Graduate		Undergraduate		Non-Degree	
	N	%	N	%	N	%
Credit given you for experience and knowledge gained outside formal education						
Very satisfied	1	10.0	0	0.0	4	19.4
Satisfied	4	40.0	9	33.4	1	4.8
Neutral	2	20.0	11	40.7	12	57.1
Dissatisfied	1	10.0	5	18.5	1	4.8
Very dissatisfied	0	0.0	2	7.4	1	4.8
No Response	2	20.0			2	9.5
Relevance of course work as it pertains to your goals						
Very satisfied	4	40.0	3	11.1	8	38.1
Satisfied	2	20.0	16	59.3	9	42.9
Neutral	4	40.0	4	14.8	3	14.3
Dissatisfied	0	0.0	4	14.8	1	4.8
Very dissatisfied	0	0.0	0	0.0	0	0.0
Your overall evaluation of University experience						
Very satisfied	3	30.0	5	18.5	9	42.9
Satisfied	6	60.0	16	59.3	9	42.9
Neutral	1	10.0	4	14.8	2	9.5
Dissatisfied	0	0.0	2	7.4	0	0.0
Very dissatisfied	0	0.0	0	0.0	0	0.0
No Response					1	4.8

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