

A SURVEY OF SERVICES FOR ADULT STUDENTS
AND FACULTY AT THE UNIVERSITY
CENTER AT TULSA

By

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PREFACE

This study was focused on three major areas: (1) a study of the adult college students' utilization of existing student services and the usefulness of these services; (2) a study of the services needed, but currently not provided, and (3) a study of the faculty's perception of needs and usefulness of the services. The main objective was to research the students and faculty for needs data which can be used to assist in resolution of problems and development of an effective learning environment for students and faculty at the University Center at Tulsa (UCT).

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CHAPTER I

INTRODUCTION

College and universities have traditionally focused their attention primarily toward providing educational opportunities for adolescent college students. However, emerging emphasis is being placed on the needs of adult learners by professional educators. Many adult college students are comprising a large portion of enrollment thus paying tuition and fees which are helping lend needed financial support to colleges and universities. These more mature students, however, are expecting these institutions to provide appropriate assistance in meeting needs that are unique to adult learners.

The composition of the student body on college campuses across the nation is changing. In 1965, students over 24 years old represented 20.5 percent of the enrollment in higher education. By 1982, the figure had grown to 38 percent (National Center for Educational Statistics [NCES], 1982). By 1990 the Census Bureau (1982) predicts a further increase in the number of older students of approximately one million (age 25-64) and a decline in the number of younger students (14-24) during the same period, with the potential enrollment decrease of 25 percent in traditional age (18-22) students by the year 2000 (Zeik, 1980). The increase in the age of college students reflects both changing demographic pattern in the general population and the increased participation of adults over the age of 25 years.

The United States is becoming a nation of adults. In 1970 the median age of the population was 28 years. By the year 2000 it is predicted to be 32.5 (Bureau of the Census, 1982). The number of 18 year olds in the population peaked in 1979 and is expected to decline through 1992 when there will be 26 percent fewer 18 year olds in the United States than in 1979 (Cross, 1979).

According to Keppel (1980), adult participation in formal education is increasing more than twice as fast as the adult population itself. The increase in the number of adult students enrolling in colleges and universities since the early 1970's has been dramatic. According to the United States Census data for the period 1970-77, more than 50 percent of the increase in enrollment at two-year colleges was due to an increase in the number of older students. At four-year institutions, the increase was 33 percent. The Carnegie Council on Policy Studies (1980) emphasized the changes occurring in higher education in their description of the student body of the year 2000: "There will be more women than men, as many people over 21 as 21 and under, and nearly as many part-time as full-time attendees" (p. 53).

The influx of older adult students represents an opportunity for continuing vitality within higher education as they bring their experiences, expertise, and enthusiasm to the classroom. Older students also bring the challenge of the different clientele that may require accommodation in traditional higher education policies, administration, curriculum, and support services (Cross, 1982).

According to Cross and McCartan (1984), adult education is the most rapidly growing segment in all education, increasing by 17 percent between 1978 and 1981. Only about half of the growth can be attributed

to larger number of adults in the population; the remaining half is attributed to the increased need and desire of adults to continue learning. In 1981, the National Center for Education Statistics (NCES) estimated that 21 million adults participated in some organized educational activity.

Adults are attending institutions of higher education in record numbers. Except for the post-World War II influx of veterans into colleges and universities, at no time in history have so many adults come under the influence of formal educational agencies (Long, 1983). A number of factors have emerged to produce this burgeoning adult enrollment including: job obsolescence and the subsequent need for re-training; increased numbers of women wishing to enter or reenter the job market; and the increased availability of leisure time. There may also be large numbers of adults who would like to attend college but are deterred at various points of the decision making process. Higher education planners speculate that recruiting these adult students will be necessary to offset the decline in the proportion of traditionally college aged youth in the population (Cross and McCartan, 1984).

Today, about 12 million people attend colleges and universities in the U.S. However, another 46 million adults are being educated by another service provider. If one quarter of these 46 million adults now being educated had decided to take their education programs at a college or university, there would be no decline in enrollments in higher education. However, the pressure for further education has basically gone around colleges and universities; there has been built a second system of post-secondary education in the U.S. whose total investment per year is about what is invested in colleges and

universities put together--about \$50 million (Hodgkinson, 1983).

The U.S. adult population is considerably better educated than it was only a few decades ago. High school completion rates rose from 50 percent in 1950 to 75 percent in 1962, and today 85 percent of the 25-year-olds nationwide have completed four years of high school (U.S. Bureau of the Census, 1982). The largest educational gaps now exist, not between those of different races, sexes, or income where recent efforts have gone to increase educational opportunity, but between different age groups. People 25 to 29 years of age are twice as likely to be high school graduates (85 percent) as people 60 years of age and older (42 percent).

Cross and McCartan (1984), indicated that it is highly improbable that the present education gap between age groups in the United States will be closed, but as the years pass, the generation gap will narrow as younger people who have had the benefit of widespread educational opportunity begin to replace older, less well-educated adults in the population. The gap, however, between the well educated and the poorly educated will probably continue to grow.

Virtually every study undertaken to describe adult learners shows that the more formal education people have, the more likely they are to participate in adult education (Cross, 1982). It, therefore, could be understood that almost everything a college graduate does adds to the probability of further education, while almost everything the high school dropout does militates against it. The college graduate frequently enters an employee training program or works for a company or in an occupation that is likely not only to support but also to require further education.

College graduates typically belong to social and professional groups that discuss educational opportunities; spouses and friends were supportive and admiring of educational accomplishments. Those who continue in school long enough to graduate from college were usually happy and successful in school. They were also familiar with procedures and people that inhabit educational institutions and were therefore likely to continue their education throughout their life span (Long, 1983). Thus, as the opportunities--and pressures--for adult education grow, institutions interested in the needs of adult students are examining service availability in an attempt to minimize barriers to adult participation.

Adult students tend to experience challenges which are different from younger students. Academia is not as easy for persons who have been away from formal schooling as it is for students who have continued their education directly from high school. The adjustment to this new student role, generally causes additional hardships on the adult.

The ability of many institutions to accommodate the needs of adult learners must be examined. Serving a large adult student population may require a fundamental transformation of the entire university community. These adult learners may require a shift toward the use of andragogical approaches rather than the pedagogical techniques commonly associated with the adolescent college student.

Although the study of the needs of adult college students is becoming more widespread, Cross (1982) suggests that the major need in adult education is not more opportunities but a better system of linking potential learners to already existing options. Some coordination of format is essential if adults are to be able to compare and to

select the alternatives that are best for them.

Many of the adult students enroll in college with little or no idea of any goals other than to learn something new and/or to prepare for a new career or for career improvement. Often there is a lack of understanding of the educational requirements to enter a career field once it has been identified. To help these individuals there is a need for adequate educational and career counseling and placement (Dewey, 1980).

College costs place an additional financial burden on most people who attend. For older students with family responsibilities, especially those who take part-time jobs to attend classes full-time, going to school represents a loss of income. The same is true for those on fixed incomes, primarily senior citizens. Therefore, there is a need for financial aid among older adult students (Malin, Bray, Dougherty, and Skinner, 1980).

Adult students frequently require special considerations for recruitment and have special needs for admissions (Brodzinski, 1980). Evening students often cannot take time from their jobs to make applications or receive academic advisement or register for classes. Offering these services in the evenings or in off-campus locations gives adult students alternative opportunities for enrollment.

There are also needs which should be addressed after students are in classes. The need for such benefits as tutorial services, learning skills assistance, peer support groups, and child care exist because older students, many of whom have responsibility for children, have been away from formal education for varying periods of time. Special student support services can help them renew their learning skills,

while offering the opportunity to have children cared for while parents are in class (Kasworm, 1980).

Research studies have identified the needs of adult students, the adequate institutional response to which could attract nearly 40 million more students (Levitz and Noel, 1980). The problem, therefore, is to identify how colleges and universities are attempting to meet those needs.

Statement of the Problem

Research shows that the number of persons under 25 years of age, traditionally the bulk of college enrollments, has decreased as a percentage of the total enrollment. As a result of this shift in age distribution, colleges and universities are placing an increased emphasis on the needs of the student over the age of 25 years. This potential source of new students in the education market has previously been overlooked by higher education institutions.

In order for UCT to be competitive in attracting students from the potential source, the needs of adults who are returning to institutions of higher education should be assessed. The collection, interpretation and classification of this data are paramount to the delivery of adult student services, sound academic planning, and the wise use of institutional resources.

Acknowledging that the enrollment at UCT has steadily increased since its opening in the fall of 1982 with over 2,900 students 25 years of age and older presently enrolled in undergraduate and graduate courses, it is evident this student clientele should be considered in the planning of the new educational facility.

Purpose of the Study

The purpose with which this research was focused concerned three major areas: (1) a study of the adult college students' utilization of existing student services and the usefulness of these services; (2) a study of the services needed, but currently not provided, and (3) a study of the faculty perception of needs and usefulness of the services. This study should provide helpful information for decision making by educators involved in planning and developing an effective learning environment for adult students and faculty.

Specifically, this study attempted to accomplish the purpose by completing the following objectives:

1. Gain information related to the current status of student services offered at UCT.
2. Gain information related to services currently not available but are potentially desired by students and faculty at UCT.
3. Provide recommendations for desired services for students and faculty at UCT to the administration and Advisory Board of Citizens of Tulsa.

Assumptions

The following assumptions were made for this study:

1. Adult students bring unique characteristics and a different set of life experiences to the learning situations.
2. The adult student population, over age 25, will increase.
3. Student services addressing the needs of adults have not been systematically assessed in the learning environment.

4. Student and faculty selected for the study were representative of the UCT population.

Limitations

In conducting this study, the following limitations were taken into consideration:

1. The population was limited to those adult learners who were enrolled at UCT during the fall semester of 1985 and to the faculty scheduled to teach during the fall semester of the 1985 year at UCT.

2. This study was concerned with an assessment of the student services needs of adult college students and faculty at UCT.

3. This study was concerned with the degree of utilization of existing student services by adult college students and faculty at UCT.

4. This study was concerned with an analysis of the degree of usefulness with existing student services by adult college students.

5. Questions concerned with attitudes and opinions subject to respondent's interpretation and truthfulness in answering are contained in the data gathering instrument.

6. Failure on the part of the respondents to answer certain questions due to oversight or by design could introduce bias into the findings.

Definition of Terms

Several terms were used in the course of the investigation which require definition. These definitions offered are not an attempt to

formulate universal definitions, but are simply an elaboration of the manner in which terms were used in the present study.

Adult: ". . . A person who has come into that stage of life in which he has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community" (Verner, 1965, p. 29).

Adult Education:

. . . a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills (Darkenwald and Merriam, 1982, p. 2).

Lifelong Learner: ". . . a process that continues in one form or another throughout life and that its purposes and forms must be adopted to the needs of individuals at different stages in their development" (Knowles, 1980, p. 19).

Adult Learner: ". . . an adult person who takes the personal responsibility of learning" (Knowles, 1980, p. 20). For the purpose of this study it is the student 25 years or older.

Adult Student:

. . . one who has completed or interrupted his/her schooling and is entering a college or university after an interval away from the classroom (Harrington, 1977, p. 23). For the purpose of this study it is the student who is 25 years or older.

Formal Education: ". . . education which includes elementary, secondary, and higher education and held in a traditional school setting (Houle, 1972, p. 35).

Informal Education: ". . . education which includes all education outside the formal educational structure and held outside the traditional school setting" (Houle, 1972, p. 35).

Traditional Student:

. . . a student who participates in learning which takes place through established structured educational programs, conducted in a classroom setting typical in a K-12 setting (Fellenx and Coker, 1980-81, p. 3).

Non-Traditional Student: ". . . students enrolled in courses on a part-time basis for goal-oriented reasons and are over the age of 21 years with family responsibilities (Cross, 1982, p. 30).

Adult Learning: ". . . a major continuing mode of adult behavior permeating the major categories of human experience and the major sectors of society" (Long, 1983, p. 267).

Andragogy: ". . . the art and science of teaching adults" (Knowles, 1980, p. 40).

Pedagogy: ". . . the art and science of teaching children" (Knowles, 1980, p. 41).

Student Support Services: ". . . the supportive, non-instructional programs conducted by an institution to assist students in utilizing academic offerings" (Knowles, 1977, p. 529a).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The literature related to this study was approached from a broad perspective and addresses the following areas:

1. Adult learners in education
2. Adult student needs
3. Services for adult students in higher education

Adult Learners in Education

Adults are destined to be the growing population of learners of the future and of educational institutions (Rauch, 1981). As Fellenz and Coker (1981) point out, the educational commitment has been to provide young people with education to last a life time. This commitment has changed since the end of World War II with the number of adult learners increasing and with the recognition that education for adults is referred to as adult education, continuing education or lifelong learning (Gooler, 1981).

Advocates of lifelong learning assert that education is a process that continues in one form or another throughout life, and that its purposes and its forms should be adapted to the needs of individuals at different stages in their growth. As the society changes, so too

do individuals, and education is an important vehicle for helping to meet individual change. It would be a mistake to assume the lifelong education is or should be merely a mechanism for adapting the individual to inexorable social and technological forces (Darkenwald and Merriam, 1982).

Mee and Wiltshire (1978) point out in their concept of education that there is an element of design, of human contrivance, that is not integral to the meaning of learning. By their definition, education is a purposeful, organized and consequential transmission of attitudes, values, and knowledge for completion of a desired goal. The work related to their definition emphasizes the fact that education includes self-directed learning that is deliberate, systematic and sustained. Other definitions of education and adult education mentioned by various other resources emphasize the role of an educational agent, but as described by Mee and Wiltshire (1978) the defining characteristic of education is the element of deliberateness or design, not the presence of a teacher or leader.

If defining education is at best problematic, defining an adult is no less so. Biological maturity is a necessary but hardly sufficient condition for adult status in most modern societies (Knowles, 1980). The word adult connotes not only biological but also social and psychological maturity in regard to judgment, autonomy, responsibility and the assumption of adult life roles. Recognizing that an age or trait specific definition of adulthood is of little use, most adult educators adopted a more functional definition based on social roles (Cross, 1982). This definition acknowledged that an adult is a person who performs socially productive roles and who has assumed primary

responsibility for his or her own life.

It is important to recognize that no universally acceptable definition is possible, for any definition might be based on certain assumptions and value judgements that would not be acceptable to everyone. Rather than arbitrarily selecting a definition of adult education, it may be useful first to ask how the functions of adult education differ from those of preparatory schooling. Evans and Herr (1978) write that adult education is concerned not with preparing people for life, but rather with helping people to live more successfully. They feel adult education is to assist adults to increase their competence or to negotiate transitions in their social roles (worker, parent, retiree, etc.), to help them gain greater fulfillment in their personal lives, and to assist them in solving personal and community problems.

Cross (1982) feels that the essence of adult education is not to be found in remedial or second-chance programs which are associated with formal schooling. She stresses, adult education is the kind of education addressed to adults as adults and designed to assist them to live more successfully.

There seems to be increasing agreement that the maturity of the adult learner and the needs and problems of adulthood are factors that give adult education its special quality. Some of these needs, interests and problems are met by academic and vocational programs which are sponsored by schools and colleges, but are identified by many different names and definitions, therefore not falling under the classification label of adult education.

Cross (1979, p. 20) implies that the "Century of the Adult" is expected to have major implication for all parts of society, modifying

institutions, norms, and values. One institution on which the population shifts will place pressure for change is the public school system, and each part of that system will have to decide to what extent it will modify or change its traditional approaches to incorporate the mature adult clientele.

Evans and Herr (1978) postulated that if public schools do extend their services to an adult clientele due to declining youth enrollment and the closing of schools, they may be tempted to offer adult programs merely to justify their continuation. The disadvantage of this might be that the central mission of the school would continue to be children oriented and the mature student would be a marginal client within the system.

Between 1969 and 1980 total college enrollment increased from 7.5 million to 12.1 million. Enrollment for students of typical college age, 18 to 24 years old, accounted for only two million of the five million increase. The greatest growth has been for enrollments of persons 30 years of age and older. Enrollments of persons 30 to 34 years old increased more than two fold from less than half a million in 1968 to over 1.2 million in 1980. Enrollment of persons over 35 years old grew almost as much, from .66 million in 1972 to 1.4 million in 1980 (NCES, 1982).

The traditional age for post-secondary education enrollment is considered to be 18 to 24 years old. However, the total population of this age group will decrease over the current decade by 4.3 million persons. During this same time period, the 25 to 49 year old group will increase by 18.6 million persons. In 1970, 72 percent of the post-secondary student population was below 25 years of age. By 1980,

the number had dropped to 62 percent. If current trends continue, the number will drop to 53 percent by 1990 (NCES, 1982).

The seventies ushered in the era of the part-time learner. From 1966 to 1976, there was a 120 percent increase in part-time college students, compared to a 51 percent increase for full-time students (Cross, 1982). The National Center for Education Statistics predicts that there will be a 45 percent increase of full-time students between 1976 and 1986. This expansion has been reached. As Jackson (1978) points out that for the first time, institutions for both credit and non-credit work are encouraging adult students to continue their education on a part-time basis.

Various factors contribute to the return of adults to college. Job related reasons are the most frequently mentioned by adults for either beginning to attend or returning to institutions of higher education (Solomon, 1981). Many adults are finding it increasingly necessary to upgrade their work performance or retrain for new occupations as they find their present occupations obsolete. Research conducted by Aslanian and Brickell (1980) found that more adults return to the classroom in order to make a career change than for all other reasons combined. Congested career ladders are part of the reason large numbers of individuals are considering new mid-life alternatives. Those most dedicated to their careers often seek a competitive advantage through further education and specialization. Research by Eldred and Marieanau (1979) found some adults are motivated by the need to achieve personal satisfaction through additional schooling. Others seek the social status of a college degree (Gordon, 1980).

These recent trends indicate our society is moving away from the traditional mode of education for the young, work for the middle-aged, and enforced leisure for the elderly (Hu, 1985). Today's lifestyle demands a blended life-plan in which all of these activities are concurrent.

Palmer (1985) writes that Congress has become more concerned about the non-traditional student in higher education as they recognize the dramatic changes in the nation's work places and in the life styles of many Americans. Palmer (1985) also reflects the concern of Congress of how the country will retain workers in light of predictions that most of the students now in high school will change careers at least four times in their lives. He also writes that Congress showed concern about the shifts in family patterns that have caused a dramatic surge in the number of children being raised in single-parent families and in the number of parents, particularly women, who need to upgrade their job skills while supporting and taking care of their families (Palmer, 1985).

While most of these concerns were new, Palmer (1985) reports that Congress felt that higher education had not done enough to accommodate the demands of adult learners, and that the federal government needed to encourage colleges and universities to upgrade services for the non-traditional student and recognized that higher education needed to redesign curricula, and facilities, and develop telecommunications for alternative learning modes and to provide support services and aid. These efforts stressed by Palmer (1985) should increase the competitiveness of higher education with other institutions in the business of educating adults.

Adult Student Needs.

The higher education communities have historically developed programs and services based on the premises that college and university students were under 25 years of age, were from high schools or junior colleges and had needs compatible with established programs and services already existing at institutions (Rauch, 1981). As post-secondary institutions actively seek adult students, it is of paramount importance that the ". . . institutions of higher education must assess their needs and motivations, understand the differences between adult learners and the traditional age college student. . ." (Wolfgang and Dowling, 1981, p. 640). A knowledge of needs was emphasized by Knowles' seven step androgogical theory for teaching adults. This theory indicated that the adult learners' needs for learning must be known and programs must be developed to satisfy these needs. Knowles' theory regarding teaching adults is indicative of the importance of knowing the students' learning needs (Knowles, 1977).

The research showed that when program planners or researchers have assessed the needs of adult students, they have used a variety of techniques to gather research data. Investigators have used survey instruments and interview schedules, including personal interviews, to acquire this data. Some of the instruments have been designed by researchers for specific institutions while other researchers have used instruments developed by commercial research services.

The literature relating to adult needs indicates that some researchers have collected data from populations at specific institutions while others have approached the issue from a global perspective.

Furthermore, a variety of needs have been assessed such as: emotional needs, psychological needs, academic needs, personal needs; and needs for improved facilities, special services, and more effective scheduling of programs.

The literature emphasized the necessity of gathering relevant data regarding the needs of adult students who are representative of all walks of life.

As institutions have opened their doors to new populations--veterans, housewives, second-careerists--they have been challenged to provide appropriate and flexible curricula. However, little information exists about their personal characteristics and modes of learning (Astin, 1976, p. 56).

Another researcher stated:

. . . All we have said supports the notion that adults can benefit from expanded education opportunities, but that proposals for developing these opportunities have not accurately assessed the needs of adult students (Paralius, 1979, p. 190).

It is evident from research that there will be increased adult participation in educational involvement of some nature. It is, therefore, essential that educators, educational institutions, and policy makers become aware of not only the needs of these adults but also to be alert to barriers that often interfere with their learning.

To identify barriers to participation in education by adults Cross (1982) classifies the barriers under three headings: situational, institutional, and dispositional. Situational barriers are those arising from one's situation in life at a given time. Lack of time due to job and home responsibilities, for example, deters large numbers of potential learners in the 25-to-45 year age group. Under this heading, Cross (1982) states that time and cost are the main obstacles to education as revealed from interviews and questionnaires completed by

adults she had surveyed. She notes, "the people who have time for learning frequently lack the money, and the people who have the money often lack the time" (p. 100).

Cross (1982) writes that institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities. These include inconvenient locations or schedules, lack of courses that are interesting, practical or relevant, procedural problems, and time requirements and lack of information about programs and procedures

Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner. This area is often referred to as the social desirability issue:

. . . it is far more acceptable to say that one is too busy to participate in learning activities or that they cost too much than it is to say that one is not interested in learning, is too old, or lack ability (Cross, 1982, p. 107).

Cross (1982) further points out that adults with poor educational background frequently lack interest in learning or lack confidence in their ability to learn. Another example might be older persons who would feel they were too old to learn. Lack of interest was the leading barrier attributing to dispositional barriers.

As Cross (1982) discusses in her findings relating to barriers to adult participation in education, familiarity with these barriers should enable planners of courses and programs to predict which groups of potential learners would be deterred by which barriers and to then plan accordingly.

As Cross (1984) states in more recent research, even though the barriers are recognized, motivation for adult learning is inevitably

complex and consists of a combination of variables. She indicates a belief:

. . . that States have a limited number of options for lowering the barriers. The most common statewide approaches to increasing access to educational opportunities for adult part-time learners are offering special programs for targeted subpopulations perceived to "need" education, making information available about existing opportunities, adjusting costs for students, and taking education to learners in isolated or underserved areas through technological means (pp. 38-39)'.

In a study conducted by Horten (1983) relating to the attitudes of higher education administrators toward non-traditional student services, results showed that the administrators surveyed were receptive to non-traditional initiative necessitated by the changing student profile. Receptivity was positively related and compatible with innovativeness and the traditional goals of higher education: teaching and public service.

Adult students are a heterogeneous population and needs of these individuals are influenced by many unique factors. Their historical time spans are longer and they have had more life experiences than younger students. Furthermore, their "social clocks" are late.

Neugarten (1976) provided some insight into this phenomenon:

Men and women are aware not only of the social clocks that operate in various areas of their lives but also of their own timing; and then, readily describe themselves as 'early', 'late' or 'on time' with regard to the major life events(p. 16).

Based on Neugarten's (1976) philosophy, traditional students would be "on time" with their educational endeavor while adult students would be "late". Education is one of the life's major events and society has traditionally designated the early years of the individual's life as the time to acquire this education. "There is a time for study,

play, and entering the world of work; there is a time for marriage, for one's children to leave home, and to become grandparents" (Kennedy, 1978, p. 34).

Understanding the adult student from the perspective of Kennedy's (1978) concept of "timeliness of adult activities", it was evident that the time for study has now been extended to include the total life span. The impact of the individual's "social clock" and the time society dictates that human beings undertake certain life events make contributing factors to adult students' perceptions of their needs. Adult students perceived themselves to have very different sets of needs relating to their educational experiences than did traditional students (Rawlins, 1978).

Rawlins (1978) interviewed 50 students who were full-time, undergraduate students at the University of Nebraska-Lincoln:

The over-thirty student perceived himself as being different and having differing needs from his younger colleague. The main areas of difference perceived included: family, home and work responsibilities; difficulties arising from the break in formal learning; life and /or work experience which helps the adults with the student roles; social needs; the adults' limited time; the professors' lack of awareness of adult's uniqueness (p. 122).

Cross (1982) added a word of caution regarding attempts to determine the needs of adults on campuses. She indicated that institutions may be more interested in meeting institutional needs than serving the educational needs of adult students. Caution should be taken not to confuse these two issues and to be cognizant of the differences when reviewing literature relevant to adult learner needs.

As the numbers of adult students increase, institutions have become concerned in redefining services and programs to meet the needs

of the evermore prevalent adult learner (Levitz and Noel, 1980). Since colleges and universities are currently active in recruitment of adult students, the institutions of higher education must determine their needs and motivations and understand the differences between adult learners and the traditional aged college student (Wolfgang and Dowling, 1981). "The needs and circumstances of every community, indeed every campus are different" (Levitz and Noel, 1980, p. 15). Cross (1982) emphasized the economic aspect of assessing needs of the adult students.

Many adults do seem to be finding what they want in both credit and non-credit programs offered by colleges, and it is fairly clear that, in the highly competitive buyer's market of the 1980's, colleges that place institutional needs above those of the adults they are trying to attract will probably lose out in the long run (p. 38).

Rawlins and Davies (1981) conducted a study pertaining to adult students' attitudes toward their experiences at Eastern Illinois University. Their study showed that over half of the adult students returned to Eastern Illinois University for career related reasons. Seventy-nine percent of the students perceived themselves as having needs different from those of their younger colleagues, particularly in their responsibilities of family, home, work, and in time. The majority of the students (64 percent) wanted designated counselors whose primary responsibility would be to help adult learners, a service which respondents requested as an effective information source for adult students. They concluded that major changes were not required to meet the needs of adult students, but sensitivity and flexible policies and procedures could accomplish improvements in meeting adult students' needs.

Erickson (1970) studied the needs of 1,100 men and women over 26 years of age who returned to Michigan State University to complete undergraduate degrees. Special academic advisement, counseling, scholarships, financial aid, orientation programs, and more night class offerings were identified as needed and desired by older students in this study.

The implementation of evening and weekend classes has been one widely accepted method of responding to the needs of adult students (Gould and Cross, 1972). As the response and demand for alternative instructional schedules increased, some institutions began offering short, intensive courses, seminars, institutes, off-campus locations for classes, and home-based independent studies (Wedemeyer, 1981; Peterson, 1979). Eldrid and Marienau's (1979) survey revealed that three out of four colleges and universities now permit students to earn their degrees by part-time attendance. According to Eisele (1980), counseling was as essential as contract learning, flexible scheduling, decentralized locations, assessment of prior learning, and developmental skills offering.

Special admission policies have been developed by many institutions to provide easier entrance to higher education for adults. While they may drop the requirement of a grade-point average or a minimum score on an entrance exam, most requirements, according to Eldrid and Marienau (1979) are not substantially different for adult degree programs than for other baccalaureate degree programs. Most programs still require a high school diploma or general education diploma as one of the admission requirements.

Mangano and Corrado's (1979) study in New York found significant

differences in the needs that adults felt they had, and the needs that faculty and staff perceived them to have. The faculty and staff perceived the needs of re-entry adults as much more important than the adults themselves had indicated. Their study was based on the premise that adult student enrollments have increased but educational planners have not made comparable increases in their understanding of the new population.

Given the current fiscal condition of higher educational institutions, coupled with the influx of older students, it behooves colleges to accept the challenge created by these re-entry adults. This challenge, however, is not simply to absorb adult students into extant academic programs, but to re-cast the total institutional effort to facilitate adults' successful return to, participation in, and completion of formal study (Mangano and Corrado, 1980, p. 5).

These researchers examined five areas of needs and used a rating scale to prioritize the needs. Based on these prioritized needs, institutional changes were recommended which would enhance the institutions' ability to serve the adult population.

Mangano and Corrado (1980) considered both male and female adult students in their research; however, many researchers have considered women as a unique population and assessed their needs without considering the needs of other sub-groups of students. Women are entering the institutions in larger numbers than any other study sub-group and there are clear indications of existing differences in needs of adult undergraduate females and other undergraduate students.

A study by Johnson, Weiss, and Sedlacek (1977) conducted at the University of Michigan compared the needs of adult women, adult men, traditional men and traditional women. In making the comparison of these sub-groups within the student population many demographic

differences were found between returning women, returning men, traditional women and traditional men. In general, their study, however, did not indicate the needs of returning women to differ from those of traditional students. The researchers indicated that heterogeneity of needs and characteristics of subjects should be considered prior to planning programs for student sub-groups. Other research indicated that as women are entering the work force in increasing numbers and because of the narrow view they have regarding what is available to them in the working world, their career needs may need special attention.

Typically these women return to school with a narrow view of the fields available to them. They would profit from a consideration of the broad range of courses, majors, and occupations possible. The women want and need to learn the realities of the job market (Astin, 1976, p. 56).

Services for Adult Students in Higher Education

There is diversity of opinion among leaders in higher education as to just how much change and how many new programs are needed to provide adults access to higher education. Although adults have been attending colleges and universities throughout the higher education movement in America, very little has been done to enhance their participation in terms of student support services.

Studies pertaining to the needs of adult college students are very limited. However, colleges and universities concerned with offsetting the decline in the traditional college aged youth in the population are beginning to place an increased emphasis on the needs of adult students.

In Kennedy's (1984) study of integrated student life programs for

non-traditional students, he found that the administrative services and persons employed to serve the non-traditional students were limited. Forty-three percent in his study responded that the institution had student service programs designed for the non-traditional student. Among the institutions in the five states surveyed, 26 percent responded they did not have such programs and 84 percent reported that fewer than ten percent of the individuals were employed to serve the non-traditional students at their institution.

Kennedy's (1984) study also revealed that 97 percent of the respondents agreed that student service programs need to include programs for the non-traditional student and that colleges and universities should prepare student service personnel to work with the non-traditional students.

One of the most important yet often neglected steps in developing student support services for adults is the accomplishment of a needs assessment (DiSilvestro, 1978). Hu (1985) indicated that the successful assessment of programs which seek to fulfill the educational requirements of a target population is dependent upon the reliable information concerning the nature of the unmet needs and interests of that group. Institutions generally assume that the service provided for younger students will accommodate adult student needs as well.

The identification of these needs is very important in the development of new programs and services, and adult educators should seek out the unique needs of their students if they want to be competitive in education. Knowles (1980) stressed the importance of understanding the needs of adults when he wrote: ". . . the highest expression of the art of the adult educator is skill in helping adults discover or

become interested in their needs" (p. 7).

The Age Discrimination Act of 1975 as reported by Sandler (1978) should be helpful in eliminating some of the inequities older students may face in educational institutions. The Act does not define age to limit coverage; it merely prohibits discrimination on the basis of age. The major benefits of the Act for adults in education are likely to be in areas such as admissions, financial aid, counseling and health care.

Sandler (1978) also stated that since financial aid is usually limited to at least half-time students, many adults who participate in education on a part-time basis do not qualify for aid. Some scholarships also may be restricted to persons under specific ages. In addition, the arbitrary definitions of dependent and independent status used in determining eligibility for financial aid frequently hurt adults, especially those married women with children. In many cases, counseling, admissions, tutoring, and related services do not address the needs of the adult students.

Barriers to participate were also identified by Giles (1978) who pointed out that for years colleges and universities have ignored the older college student whose work and/or family responsibilities have prevented participation in educational programs. He referred to an estimate that between 25 and 30 million older adults are actively involved in continuing education programs while fewer than one-fourth are in college and university programs.

Richter (1983) studied the anticipated and experienced barriers which affect learning of adult students at the college level and found that the lack of time to learn was the greatest identified deterrent for learning. Of the 111 students over the age of 25 he surveyed, the

study revealed cost, length of time required to complete the program and inconvenient class scheduling were the greatest problems for adults in learning environments.

Approximately 200 adult students 25 years of age and over who were enrolled as undergraduates of Northern Kentucky University were surveyed on their level of satisfaction with existing services (Alford, 1980). The study found that adult students were employed full-time and attended evening classes, support services were not accessible in that time frame, thus contributing to the low utilization rate.

Alford (1980) also concluded from his study that adult students generally do not become socially involved in university sponsored activities. This may be attributed to the general lack of communication between student support service providers and adult students who might access these services.

Bedner (1983) studied adult evening students and student service professionals on campuses in the Purdue University and Indiana University regional campus systems. He found that adult evening students were likely to use services which would help them adjust to the academic surroundings or which would help them in developing personal identity and direction in the university setting. He also found that the evening students desired services such as academic counseling, financial aid counseling, remedial programs and orientation programs which would help the beginning or re-entry adult student adjust to academic demands. Also revealed in his study was a difference in the student service needs of adult male and female evening students.

The students in Bedner's (1983) study indicated that the student services staff or professionals should serve as advocates for adult

evening students to obtain services. The professionals indicated they were aware of adult students' needs but that many services were often not available due to adherence to traditional operational hours.

In a recent study of the reasons, needs and attitudes of 960 adult students with respect to higher education in the Northeastern Ohio area, Hu (1985) reports a substantial demand for higher education in the non-traditional student market. The non-traditional student market in his study was categorized into three sub-segments: current, prospective, and non-prospective students.

Hu's (1985) survey revealed that 14 percent of the adults in the sample of 960, indicated they were currently taking courses at a college or university. Thirty-three percent of those who were not attending indicated they were either "very likely" or "likely" to enroll within the next 12 months, and the rest reported "not likely".

Important reasons shown in the study as given by current and prospective students were "career advancement" or "career changes" as reasons why they were back in school. In addition to these two reasons, prospective students also considered "for education sake" and "keeping up with new knowledge" to be important. In light of rapidly changing technology and job requirements, these findings were not surprising and were very much in support of previous research results in this area.

Results for non-prospective students showed that "the lack of time" element was by far the most frequently reported reasons for not taking classes. Thirty-six percent in this group selected it as the most important factor.

The results of the Hu (1985) study showed that there was

substantial demand for higher education in the non-traditional student market. Demand for higher education, as indicated in this study, has the potential for being stimulated by establishing separate programs and promotional strategies for each of the three defined market segments.

According to Palmer (1985) unless colleges and universities adapt to an increasing older age student population and their needs they may find themselves out of business. Colleges and universities must be aware of their image with these older consumers of education; they purchase their own education directly through taxes or fees and are more likely to disassociate from institutions that do not comfortably and adequately serve their needs.

Palmer (1985) further stated that colleges and universities currently disregard the specific requirements of adult students when designing publicity, admission and registration procedures, health services, and other student support services. Unless colleges and universities adjust their procedures and services to accommodate older adult students, they may find themselves losing their share of the estimated 11 million students over age 35 who are expected to be studying throughout the country in the late 1980's.

Summary

This literature review has the dual aim of summarizing what has been done in education in regard to adult students and developed a generalized framework for thinking about the various roles that colleges and universities are playing or might play in ensuring appropriate educational services for adults.

Reece (1985) mentioned that "Demand for education is actually

going up, not down. What is going down, and fairly fast, is the demand for traditional education in traditional schools" (p. 30). Today there is considerable evidence that this assessment was correct. It is visible, especially among the adult population, that there are growing interests and demands for educational programs and services.

According to Palmer (1985), adult and continuing education has become the fastest growing kind of instruction in the United States, and the most common reason why adults return to the classroom was to obtain job or career related instruction. The increase in demand for adult education is assured because the population of older Americans will continue to expand. She states the current median age of Americans in higher educational institutions is 30 years of age and she predicts that by the year 2000, the median age will be in the vicinity of 50 years.

CHAPTER III

METHODOLOGY

The purpose of this study was concerned with three major areas: (1) a study of the adult college students' utilization of existing student services and the usefulness of these services; (2) a study of services needed, but currently not provided, and (3) a study of the faculty perceptions of needs and usefulness of future services at the University Center at Tulsa (UCT) in Tulsa, Oklahoma.

Demographic Profile of the Center

The Oklahoma State Regents for Higher Education accepted the recommendation of the Advisory Board of Citizens for the University Center at Tulsa for permanent site of the Center in the Spring of 1985. Prior to accepting the recommendation, the Regents received a report, Site Evaluation for the University Center at Tulsa, conducted by Arthur D. Little, Incorporated (Oklahoma Higher Education Report, 1985).

Both the Little study and the Advisory Board recommended that preference be given to the north downtown site contingent on four conditions being met. The first condition was that a total of approximately 200 acres in the area just north of downtown Tulsa be made available for the eventual growth of the University Center. Approximately 80 acres of the urban renewal site has been cleared, although another 120 acres in the area has been designated for development by the Tulsa

Urban Renewal Authority.

A second condition was that the first 80 acres of land be assured by June 30, 1985, and the remainder in three years. The third contingency was that the entire tract be donated to the University Center or equivalent funds be made available for its purchase. The concern is that funds intended for the construction of University Center facilities might be diverted for property acquisition if the site were not donated. The second choice site, in the Cherokee Expressway Industrial District, had been offered free of charge. The fourth condition to be met for the use of the north downtown site was that time and funds be made available for careful planning of the site. The proximity of the north downtown site was cited in the Little Company report as one of its chief attractions because the majority of the students expected to enroll at the University Center will be employees of downtown businesses. It would also mean that students from suburban Tulsa would be able to travel quickly and easily to the campus by access of Interstate Highway 244.

The criteria used in evaluating the campus site included accessibility to students, faculty, and labor forces by public transportation, cost of site, ease of site development, financing, availability of infrastructure, benefits of development and opportunities for related development, community and sponsor support, zoning, adjacent land uses and nearby services. The consultant's report envisioned a campus eventually encompassing over 200 acres of land and serving approximately 20,000 students in facilities estimated to cost over \$65 million in 1984 dollars by the turn of the century (Oklahoma Higher Education Report, 1985).

The survey of literature indicates the number of adult students attending colleges and universities will continue to increase in the 1980's. The students are either full-time workers becoming part-time students or full-time students becoming part-time workers. Without considering the balance of these groups, the majority of students are of part-time status; therefore, challenging the educational functions, procedures, and policies of traditional educational institutions.

Population of the Study

This research was conducted at UCT during the 1985 Fall academic semester. UCT is a consortium arrangement of four universities which offer upper division and graduate courses and programs at Tulsa. Class offerings at the Center are administered by the Oklahoma State Board of Regents through the cooperating universities. The Oklahoma universities involved in the consortium included Langston University, Northeastern Oklahoma State University, Oklahoma State University, and the University of Oklahoma. Most students attending UCT live in Tulsa County and areas surrounding Tulsa.

The Center which opened in 1982, had a Fall 1985 enrollment of over 2,900 students, 55 percent of whom were taking graduate courses. Because of extensive acceptance of the educational center at UCT, it has become necessary for expansion of the Center to a new location.

During the Spring of 1985 the Oklahoma State Regents of Higher Education accepted the recommendation of the Tulsa Advisory Board of Citizens for UCT to build a permanent site for the Center in north Tulsa. Since a new facility is being planned and service to students and faculty is a vital part of the functions of the Center, assessing

(Appendix A). The questionnaires were printed on eight and one-half by 14 inch, 110 pound weight, buff colored paper, then folded in half to form a leaflet. The heavier weight paper was used so respondents could answer the questionnaires without the use of support i.e., clip board or book, as they enrolled for Fall courses.

A pilot study of the student questionnaire was administered to students enrolled in the researcher's university during the 1985 Summer term. Students in that group indicated the print on the pilot questionnaire was too small thus making it difficult to read (Appendix D). They also indicated the need to allow additional space between response areas to assure answering on the correct line. Length of completion time was not of major concern of the pilot group respondents.

To increase expected response rate of the student questionnaire, the forms were distributed to UCT students as they waited in line to enroll. As they completed the questionnaires, the researcher collected them. A collection box was also placed by the entrance to the computer room where each student had to enter for final enrollment processing. The box was for those students who needed more completion time or were not able to personally give the questionnaire to the researcher.

Essential in the analysis of data is the completion of the questionnaire (Van Dalen, 1979). Threatening and personal items were eliminated and anonymity was guaranteed to encourage the respondents to answer the questions. Another procedure used to encourage the respondent to answer all questions was the presentation of each item. Each question or statement was clearly presented with all possible responses clearly indicated with the use of a Likert Type Scale. Questions and statements were typed with small letters, while main headings or

these needs is the basis for the research.

Description of the Instrument

The measuring instrument used in the study was the structured questionnaire (Appendix A). The rationale for choosing the questionnaire as the method of data collection and measurement was that the questionnaire is recognized as an appropriate tool for describing a population that is too large to observe in full (Van Dalen, 1979). It was very difficult to observe or interview every student attending UCT. In such a large population data are often obtained through the use of a survey method. The questionnaire is one type of several survey methods and questionnaires are the usual method to collect data for descriptive studies (Kerlinger, 1973).

There are several problems, however, in the use of the questionnaire. First, there is a high rate of non-response to questionnaires. Secondly, respondents may not answer all the questions. Third, there is the problem of the structure of the questionnaire itself. These problems can be minimized by following guidelines established by previous research in the construction and administration of questionnaires (Van Dalen, 1979). In this study, the stated problems were minimized by the following methods.

Research by Van Dalen (1979) indicates the response rate can be influenced by, (1) length of the questionnaire, (2) time and monetary costs to the respondent, and (3) the use of threatening, personal or confusing items in the questionnaire. Taking these factors into consideration the length of the student questionnaire used in this research was limited to 33 items in Part I and 13 items in Part B

categories were capitalized.

Demographic data to profile the student respondents were presented on the front of the leaflet form along with an explanation of the purpose of the study. The message conveyed to the respondents was that the study pertained to UCT, that their opinions were important, and concluded with a message of appreciation for participation in the study.

The questionnaire consisted of two parts. Part A (Appendix A) consisted of 33 items relating to potential services at the Center. Responses indicated whether the services would be used by the student and to what degree they were perceived to be useful. Part B (Appendix A) related to services currently available at the Center. Responses indicated their usefulness and the degree of student satisfaction with the services. Open-ended response space was allocated to allow the respondents to discuss ideas or opinions not included in the questionnaire (Appendix E).

The faculty questionnaires (Appendix B) were given to each of the four university representatives who distributed one questionnaire to each faculty member teaching at UCT for the Fall 1985-86 semester. Monetary costs to the faculty respondents were reduced by including a postage-paid, self-addressed envelope. Time cost to the respondents was reduced by constructing the items within the questionnaire in a clear and concise manner and arranging them on an eight and one-half by 14 inch, folded in half (leaflet form), 110 pound weight buff colored paper. The use of the leaflet form made the questionnaire appear short in length, possibly reducing the amount of time a respondent might believe would be needed to complete the questionnaire.

The importance of the opinion of the faculty respondents,

anonymity, and a message of appreciation for participation in the study were conveyed on the front of the leaflet. Inside the leaflet, instructions to the respondents on how to complete each item were presented with questions or statements in small letters and main categories capitalized. The response pattern followed the Likert-Type Scale with respondents circling their reaction to each item.

Return of faculty responses was slow, thus indicating to the researcher that either the faculty did not receive the questionnaires or the questionnaires were set aside for later responses. This is quite possible due to the many demands required of faculty during the first few days of the academic semester. To promote a greater faculty response rate, each of the four university representatives were contacted by phone by the researcher. Each representative was asked to notify faculty members teaching at UCT during the 1985 Fall semester to encourage them to complete the questionnaire and return it in the postage-paid, self-addressed envelope as soon as possible.

The questionnaire was divided into two parts. Part A (Appendix B) pertained to academic and curricular services existing at UCT and the faculty satisfaction with the services. Part B (Appendix B) related to support services currently not provided but which might be useful to the faculty if they were provided. These services included secretarial services (typing, copying, message service), library access, audio-visual services, and computer access. Support benefits such as cafeteria, parking, and lounge areas were also included. Open-ended response space was allocated to allow the respondents an opportunity to discuss ideas or opinions not included elsewhere in the questionnaire (Appendix F).

Validity of the Instrument

Validity and legibility of the student instrument were enhanced by submitting the questionnaire to three groups of people before being administered to the research population. The first group was academicians who served as members of the researcher's doctoral committee. The second group who reviewed the items included the computer consultant, Associate Vice Chancellor for Educational Outreach and Acting Director for UCT, and selected academic colleagues of the researcher who had previously used questionnaires in their own research. The third group of people was students enrolled at the researcher's university during the 1985 Summer term. Students in that group took part in a pre-test of the questionnaire and the evaluation of the general presentation and structure of the questionnaire.

The objective of the pre-test and evaluation of presentation and structure was to expose questions which did not measure academic and support service needs, alert the researcher of biased or poorly constructed questions, check the legibility of the instrument and become aware of the approximate time needed for completion of the questionnaire.

To check the validity and legibility of the faculty instrument, the questionnaire was submitted to two groups before being administered. The researcher's doctoral committee composed one group. The second group consisted of the computer consultant, Associate Vice Chancellor for Educational Outreach and Acting Director of UCT, and researcher's academic colleagues who used questionnaires in their own previous research. Colleagues of the researcher also filled out the questionnaire to check for clarity of information asked, instrument structure,

and time needed to complete the questionnaire.

Data Collection

The student questionnaire in its final form was administered during the week of the 1985 Fall enrollment to students enrolling for courses at UCT. A questionnaire was distributed by the researcher to students as they waited to enroll. As questionnaires were completed the researcher collected them. Personnel of UCT working at the various processing stations and university advisors also collected completed questionnaires as students progressed through the enrollment process. A collection box was provided near the final part of the enrollment process to capture questionnaires not previously collected by other means.

The faculty questionnaire in its final form was given to each faculty member who was teaching courses at UCT during the 1985 Fall semester. Each faculty member from each university received a questionnaire from their home university representative. A postage-paid, self-addressed envelope was included in an attempt to secure prompt return of the faculty questionnaire.

Treatment of the Data

Prior to administering the questionnaires, the instruments were coded in preparation for tabulation using the Statistical Package for the Social Sciences (SPSS).

The SPSS (Nie, Hull, Jenkins, Steinbremer, and Bent, 1985) is an integrated system of computer programs designed for the analysis of social science data. Since the data collected were not measurable

with known sample means the SPSS statistical sub-programs used in the analysis were: frequencies which were used to produce measures of central tendency and frequency distributions for use with variables that assume only a limited number of values; and dispersion for use to measure the breadth of responses around the central tendency (Adams and Schvaneveldt, 1985).

Summary

Descriptive survey techniques were used in this study with the use of a student questionnaire and a faculty questionnaire to collect data. The questionnaires were designed to simplify responses and to facilitate the tabulation of data. A pre-test of the data gathering instruments was conducted to refine the general presentation and organization, and to eliminate or revise ambiguous questions.

The student questionnaires were distributed to adult students enrolling for courses at UCT during the 1985 Fall semester. As students waited in line to complete the enrollment process, they answered the information and returned the questionnaires to the researcher or deposited them in a collection box.

The faculty questionnaires were given to each of the four university representatives who distributed one instrument with a postage-paid, self-addressed envelope to each faculty member teaching at UCT during the 1985 Fall semester.

Data contained on the useable questionnaires were tabulated and analyzed by the Statistical Package for the Social Sciences (SPSS).

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

This chapter presents the findings of the research. A profile of the adult college students utilization of existing student services and the percent of usefulness of those service, a profile of services needed but currently not provided, and a profile of the faculty perception of needs and usefulness of services will be contained in this chapter.

Demographic data were investigated in order to profile the students. Many of the observations made in the study were linked to the general characteristics of the adult learners and to the specific factors pertinent to those students utilizing the Center.

The following sections will be presented in this chapter: demographic profiles of responding student, utilization of existing student services, and level of usefulness of these services, services needed but currently not provided, faculty perception of needs and usefulness of services, and a summary.

A total of 1,800 student questionnaires were distributed during the 1985 Fall enrollment at UCT. The questionnaires were given to students as they stood in line for enrollment. Questionnaires were also given to each home university representative for late enrollees.

The total returned responses numbered 1,329 (73.8 percent). The number and percentage of questionnaires distributed and returned are presented in Table I.

Demographic Profiles of the Responding Adult Students

Sex

The majority (67.7 percent) of the students responding during the 1985 Fall enrollment at UCT were female as illustrated in Table II. Approximately 32 percent of the responding students were male.

As depicted in Table II and Table III the female enrollment is considerably higher than male enrollment. Discrepancy may appear in Table III and Table IV but "sex of students" is considered optional information. Optional means that students were not obligated to provide that information unless they so desire, and subsequently different totals appear in different tables.

Age

The majority of the respondents were in the 25-35 age category. As indicated in Table IV slightly more than half of the respondents fell in this range.

Table V depicts the actual 1985 Fall enrollment as segregated by age categories. As indicated in Table IV and Table V the 25-35 age group is the largest age group enrolled at UCT.

TABLE I
DISTRIBUTION AND RETURN OF QUESTIONNAIRES

Function	Total	Percentage
Questionnaires distributed	1,800	100.0
Questionnaires returned	1,329	73.8
Number and Percentage Returned	1,329	73.8

TABLE II
SEX OF RESPONDENTS

Sex Category	Numbers	Percentage
Female	897	67.7
Male	<u>428</u>	<u>32.3</u>
Total Responding	1,325	100.0

TABLE III
UCT 1985 FALL ENROLLMENT SEX OF STUDENTS

Sex Category	Number	Percentage
Female	1,575	63
Male	<u>944</u>	<u>37</u>
Total (optional report)	2,519	100

TABLE IV
AGE OF RESPONDENTS

Age Category	Number	Percentage
25-35	666	50.9
35-45	382	29.2
Under 25	153	11.7
Over 45	<u>107</u>	<u>8.2</u>
Total Responding	1,308	100.0

TABLE V
UCT 1985 FALL ENROLLMENT AGE OF STUDENTS

Age Category	Number	Percentage
25-35	1,277	49
36-45	699	27
Under 25	352	13
Over 45	<u>301</u>	<u>11</u>
Total Enrolled	2,629	100

Employment

Table VI indicates that the majority (87.9 percent) of the responding students were employed. Seventy-five percent of the students listed "full-time" employment. Students "not employed" or "retired" totaled slightly more than 12 percent.

Academic Level

Thirty-two percent of the responding students were undergraduates as displayed in Table VII and over 67 percent of the students were taking courses for graduate credit. To determine the correlation between academic level and the use of the library refer to Table VIII.

Academic Level and Library Use

The data presented in Table VII show that there was not a significant difference between the percentage of undergraduate students (N=319; 87.1 percent) and graduate students (N=660; 85.3 percent) who would use a library facility if it were offered. A Chi-square of these percentages shows no significant relationship between academic level and library use at the .05 level of confidence.

The most important thing to notice about the results illustrated in Table VIII is that a highly significant percentage of all students, graduate and undergraduate, would use library facilities, with a significance level of .001.

Degree University

According to data presented in Table IX approximately 30 percent

TABLE VI
EMPLOYMENT OF RESPONDENTS

Employment Category	Number	Percentage
Employed full-time	995	75.8
Employed part-time	159	12.1
Not employed	153	11.7
Retired	<u>5</u>	<u>.4</u>
Total Responding	1,312	100.0

TABLE VII
ACADEMIC LEVEL OF RESPONDENTS

Academic Level	Number	Percentage
Graduate	800	67.5
Undergraduate	<u>426</u>	<u>32.5</u>
Total Responding	1,226	100.0

($X^2=0.165$; $df=1$; $p>.05$)

TABLE VIII
ACADEMIC LEVEL AND LIBRARY USE

Academic Level	<u>No Use</u>		<u>Would Use</u>		<u>Total</u>
	N	%	N	%	N
Undergraduate	47	(12.8)	319	(87.1)	366
Graduate	<u>113</u>	<u>(14.6)</u>	<u>660</u>	<u>(85.3)</u>	<u>733</u>
Total Responding	160	(14.0)	979	(86.0)	1,139
Total Returned					1,329

($X^2 = 51.84$; $df=1$; $P>.001$)

TABLE IX
UNIVERSITY AFFILIATION OF RESPONDENTS

Degree University	Number	Percentage
Northeastern Oklahoma State University	583	45.2
Langston University	313	24.2
Oklahoma State University	257	19.9
Oklahoma University	<u>138</u>	<u>10.7</u>
Total Responding	1,291	100.0

of the students were receiving their degrees from Oklahoma University and Oklahoma State University. The majority (69.4 percent) of the students were receiving their degrees from Northeastern Oklahoma State University and Langston University. As revealed in Table X relating to the actual UCT 1985 Fall enrollment, Northeastern Oklahoma State University and Langston University maintain the greatest number of student enrollees.

Marital Status

Approximately 34 percent of the responding students listed marital status as "single", "divorced", or "widowed" as shown in Table XI. The majority of the students (64.6 percent) were married.

Class Attendance

As illustrated in Table XII, approximately 76 percent of the responding students indicated they attended classes in the evenings. The remaining 23.9 percent indicated attendance of weekend, day classes or some combination of these along with evenings. There was a significance difference between these two groups at the confidence level of .001.

Distance Traveled to Class

Table XIII illustrates that 13 percent of the respondents traveled a distance of 30 miles or more to classes while the majority (86.3 percent) of the students traveled less than 30 miles, therefore, indicating the majority of the enrollees live or work close to UCT.

TABLE X
UCT 1985 FALL ENROLLMENT UNIVERSITY
AFFILIATION OF STUDENTS

Degree University	Number	Percentage
Northeastern Oklahoma State University	1,130	43.0
Langston University	669	25.4
Oklahoma Sstate University	612	23.3
Oklahoma University	136	5.2
Other	<u>82</u>	<u>3.1</u>
Total Enrolled	2,629	100.0

TABLE XI
MARITAL STATUS OF RESPONDENTS

Marital Category	Number	Percentage
Married	855	64.6
Single	312	23.6
Divorced	140	10.6
Widowed	<u>16</u>	<u>1.2</u>
Total Responding	1,323	100.0

TABLE XII
CLASS ATTENDANCE OF RESPONDENTS

Classes	Number	Percentage
Evenings	1,011	76.1
Evenings and Day	134	10.2
Weekends and Evenings	106	8.0
Day	31	2.4
Weekends Only	14	1.1
Days and Weekends	0	.0
Total Responding	1,319	100.0

($X^2=27.04$; $df=1$; $P>.001$)

TABLE XIII
DISTANCE TRAVELED TO CLASS

Distance	Number	Percentage
10 miles or less	519	39.2
11-19 miles	426	32.2
20-29 miles	198	14.9
40-49 miles	69	5.2
Greater than 50	57	4.3
30-39 miles	56	4.2
Total Responding	1,325	100.0

Number of Dependents in the Home

Approximately 46 percent of the responding students indicated they had no dependents in the home. Fifty-two percent of the students indicated they had children at home under the age of 18 years. As illustrated in Table XIV, less than one percent indicated they had dependents other than children in the home.

Commuting Patterns to UCT

As indicated by Table XV, approximately 40 percent of the responding students commuted from home or other locations to classes at UCT while the majority (58.8 percent) commuted from work.

Sessions Enrolled at UCT

Table XVI indicates that the majority (63.3 percent) of responding students have been enrolled at UCT for more than one session. Approximately 37 percent were enrolled for the first time since UCT opened in the Fall of 1982.

Use of Services if Available

Table XVII contains participant responses to 11 items relating to the category, counseling and advising. The results indicate that there was a large number who would use academic counseling; however, the other ten areas were of little interest to the students. The least interest was expressed in veterans and international student advisement.

The responses to the category course offerings and registration presented in Table XVIII illustrate a high interest by the respondents

TABLE XIV
NUMBER OF DEPENDENTS IN THE HOME

Dependent Category	Number	Percentage
None	610	46.5
Infant to 10 years	396	30.2
Children 11-17 years	238	18.1
Children 18 or older	54	4.1
Elderly Relatives	5	.4
Married Children	2	.2
Grandchildren	<u>1</u>	<u>.1</u>
Total Responding	1,312	100.0

TABLE XV
COMMUTING PATTERNS TO UCT

Location	Number	Percentage
Work	775	58.8
Home	529	39.8
Other	<u>13</u>	<u>.9</u>
Total Responding	1,317	100.0

TABLE XVI
SESSIONS ENROLLED AT UCT

Session Category	Number	Percentage
1 Session	428	36.8
2 Sessions	201	17.3
3 Sessions	168	14.4
4 Sessions	124	10.7
5 Sessions	90	7.7
6 Sessions	74	6.4
7 Sessions	39	3.4
8 Sessions	23	2.0
9 Sessions	<u>16</u>	<u>1.4</u>
Total Responding	1,163	100.1*

*Does not total 100.0 due to rounding.

TABLE XVII
USE OF SERVICES IF AVAILABLE: COUNSELING/ADVISING

Service Category	<u>Usable Responses</u>				<u>Total</u> N
	N	<u>No</u> %	N	<u>Yes</u> %	
Academic Counseling	232	(19.9)	933	(80.1)	1,165
Job Placement Counseling	497	(42.2)	677	(57.7)	1,174
Redirection Career Counseling	588	(50.3)	581	(49.7)	1,169
Evening and/or Weekend Counseling	569	(50.5)	558	(49.5)	1,127
Financial Aid Counseling	625	(53.2)	550	(46.8)	1,175
Personal Counseling	733	(62.4)	441	(46.3)	1,174
Re-entry Problem Counseling Course	736	(63.3)	421	(36.7)	1,162
Consumer Legal Counseling	768	(67.1)	236	(32.9)	1,004
Graduate Student Counseling	855	(73.3)	326	(27.7)	1,181
Veteran's Advisor	1,074	(80.8)	122	(19.2)	1,221
International Student Advisor	1,105	(92.9)	85	(7.1)	1,190
Total Returned					1,329

TABLE XVIII
COURSE OFFERINGS AND REGISTRATION

Service Category	Usable Responses				Total
	<u>No</u>		<u>Yes</u>		
	N	%	N	%	N
Evening or Weekend Registration	205	(17.9)	939	(82.1)	1,144
Weekend Courses	384	(33.6)	760	(66.4)	1,144
Use of Talk-back TV courses	596	(51.3)	562	(48.5)	1,158
Total Returned					1,329

in evening and weekend registration. There was also high interest level in weekend courses with approximately two thirds of respondents providing that indication. Approximately half of the responding students were interested in Talk-back Television courses.

Table XIX reflects the participant responses to ten items relating to the category Student Activities and Facilities. The table indicates that more than half of all respondents would use each of the following: a bookstore, a library, xerox services, a student parking area, and a student lounge.

Student responses to potential proprietary services presented in Table XX illustrates that the attractiveness of a cafeteria and snack bar (80.0 percent) was nearly twice as high as for any other service.

Experiences of Difficulties in Student Situations

In reporting difficulties experienced by students, parking availability and enrollment procedures were the most often cited problem area. All other situations were problems of less magnitude as indicated by response figures presented in Table XXI.

Faculty Survey Results

The faculty questionnaire was divided into two parts. Part A (Appendix B) pertained to academic and curricular services existing at UCT and the faculty satisfaction with the services. Part B (Appendix B) related to support services currently not provided but which might be useful to the faculty if they were provided. Open-ended space was allocated to allow the respondents to discuss ideas or opinions not

TABLE XIX
STUDENT ACTIVITIES/FACILITIES

Service Category	<u>Usable Response</u>				<u>Total</u>
	<u>No</u>		<u>Yes</u>		N
	N	%	N	%	
Student Bookstore	89	(7.8)	1053	(92.2)	1,142
Student Parking Area	101	(8.8)	1050	(91.2)	1,151
Library	167	(14.4)	989	(85.6)	1,156
Xerox Services	333	(28.8)	822	(71.2)	1,155
Student Lounge	429	(36.8)	741	(63.2)	1,170
Word Processing	627	(54.1)	479	(45.9)	1,106
Study Cubicle	687	(59.3)	471	(40.7)	1,158
Typewriter Use	719	(61.6)	448	(38.4)	1,167
Student Sponsored Activities	847	(71.5)	337	(28.5)	1,184
Off-campus Housing Facilities	1093	(91.4)	78	(8.6)	1,171
Total Returned					1,329

TABLE XX
 PROPRIETARY SERVICES

Service Category	<u>Usable Response</u>				Total N
	<u>No</u>		<u>Yes</u>		
	N	%	N	%	
Cafeteria & Snack Bar	228	(20.0)	912	(80.0)	1,140
Postal Service	670	(58.3)	479	(41.7)	1,149
Intramural & Fitness Facilities	678	(58.4)	483	(41.6)	1,161
Health Center	791	(68.4)	365	(31.6)	1,156
Childcare Services	878	(75.4)	289	(24.6)	1,167
Lockers	899	(77.5)	260	(22.5)	1,159
Pharmacy Services	915	(78.5)	251	(21.5)	1,166
Laundry & Dry Cleaning	1052	(89.5)	123	(10.5)	1,175
Total Returned					1,329

TABLE XXI
EXPERIENCE OF DIFFICULTIES IN STUDENT SITUATIONS

Service Category	<u>Usable Responses</u>				<u>Total</u>
	<u>No</u>		<u>Yes</u>		N
	N	%	N	%	
<u>COUNSELING AND CLASS SCHEDULING:</u>					
Enrollment procedures	488	(42.1)	672	(57.9)	1,160
Class scheduling	662	(59.1)	458	(40.9)	1,120
Consulting with advisor or sponsor	731	(64.4)	400	(35.6)	1,131
Advisement between UCT and home institution	824	(72.8)	308	(27.2)	1,132
Class cancellation	838	(77.5)	243	(22.5)	1,081
<u>STUDENT FACILITIES:</u>					
Parking	362	(33.5)	720	(66.5)	1,082
Textbook availability	672	(62.7)	400	(37.5)	1,072
Library use	668	(62.8)	395	(37.2)	1,063
Securing lab or Computer use	942	(85.9)	154	(14.1)	1,096
Library card validation	924	(88.8)	115	(11.2)	1,039
<u>TRANSFER OF CREDITS:</u>					
Between institutions	867	(83.6)	169	(16.4)	1,040
Within Institutions	943	(90.7)	97	(9.3)	1,036
Total Returned					1,329

included elsewhere in the questionnaire. The open-ended responses are presented in Appendix F. The results of the faculty questionnaire are presented in the following tables and summaries.

The faculty responses as they relate to program offerings, collegueship, and teaching assignments are illustrated in Table XXII. There was moderate indication that the program offerings were meeting the needs of the students. There was evidence to illustrate little concern for collegueship among the faculty teaching at UCT. Factors related to teaching assignments indicated little interest in temporary appointment, great interest in permanent appointment, and varied interest in part-time appointment.

Table XXIII which illustrates the faculty use of office services such as audio-visual, message receiving and transferring and telephone, xerox, typing, and computer access revealed a high level interest in all of the services. Of the office services presented computer terminals indicated the least interest (60.7 percent).

Responses to the category Proprietary Services: cafeteria/snack bar, reserve parking, security, rest/sleeping facilities, retail services, fitness and childcare facilities are presented in Table XXIV. Respondents reported strong support for food services, parking, and security.

Table XXV contains the participant responses to four items relating to support facilities. The support facilities included library services, reserve library services, faculty office space, and faculty lounge. There was a frequently reported need for each as presented in the table.

TABLE XXII

FACULTY FEELINGS AS THEY RELATE TO
SERVICES AVAILABLE AT UCT

Areas	<u>Usable Response</u>		
	PERCENTAGE		
	<u>Greatly</u>	<u>Moderately</u>	<u>Little</u>
<u>PROGRAM OFFERINGS:</u>			
-adequate for completion of degree	14.8	55.6	29.6
-adequate for student needs	13.8	72.4	13.8
-adequate cycling of courses	10.7	78.6	10.7
<u>COLLEGUESHIP:</u>			
-adequate exchange of teaching ideas	3.6	14.3	82.6
-adequate planning research projects	0	7.4	92.6
-adequate for social exchange	0	21.4	78.6
<u>TEACHING ASSIGNMENTS:</u>			
<u>Would you prefer:</u>			
-permanent appointment	57.6	10.5	31.8
-part-time appointment	38.9	27.8	33.3
-temporary appointment	18.8	31.3	50.0
<u>QUALITY OF STUDENT IN CLASSES:</u>			
	<u>Above</u> <u>Average</u>	<u>Average</u>	<u>Below</u> <u>Average</u>
	51.1	42.9	0

TABLE XXIII

FACULTY USE OF SERVICES IF AVAILABLE: OFFICE SERVICES

Service Category	Usable Responses				Total
	<u>No</u>		<u>Yes</u>		
	N	%	N	%	N
Audio-Visual Services	2	(7.4)	25	(92.6)	27
Message receiving/ transferring services	2	(7.7)	24	(92.3)	26
Xerox Services	3	(10.7)	25	(89.3)	28
Telephone Access	5	(18.5)	22	(81.5)	27
Typing Services	9	(33.3)	18	(66.7)	27
Computer Terminals	11	(39.3)	17	(60.7)	28
Total Returned					30

TABLE XXIV
PROPRIETARY SERVICES

Service Category	<u>Usable Responses</u>				<u>Total</u>
	<u>No</u>		<u>Yes</u>		N
	N	%	N	%	
Cafeteria & Snack bar	5	(17.9)	23	(82.1)	28
Reserve parking area	6	(20.7)	23	(79.3)	29
Security	6	(27.3)	16	(72.7)	22
Rest/Sleeping facilities	20	(69.0)	9	(31.0)	29
Retail Services	24	(82.8)	5	(17.0)	29
Fitness Facilities	25	(89.3)	3	(10.7)	28
Childcare Facilities	28	(100.0)	0	(00.0)	28
Total Returned					30

TABLE XXV
SUPPORT FACILITIES

Service Category	<u>Usable Responses</u>				<u>Total</u>
	<u>No</u>		<u>Yes</u>		N
	N	%	N	%	
Reserve library services	2	(7.4)	25	(92.6)	27
Library facility	3	(11.4)	24	(88.6)	27
Faculty Office Space	6	(21.4)	22	(78.6)	28
Faculty Lounge	9	(31.0)	20	(69.0)	29
Total Returned					30

Summary

The majority of the students responding to this study were between 25 and 35 years of age. The majority of the students were female, married, and had no dependents in the home.

More than three-fourths of the students were employed and half of the responding students commute from work to classes at UCT. Evening classes were desired by the greatest majority of responding students who indicated graduate status as their academic level. Over two-thirds of the students had enrolled for two or more sessions of classes and desired evening or weekend registration for classes.

The majority of respondents indicated they desired academic counseling as well as other counseling or advisement services. Over 90 percent of the respondents showed a desire for a student bookstore and for student parking, while approximately 85 percent or both graduate and undergraduate students indicated a desire for a library and library reserve services.

Eighty percent of the respondents indicated they desired food services but had limited desire for other proprietary services. Parking was indicated as the category causing the most difficulty with enrollment procedures being a second concern of difficulty.

The faculty questionnaire revealed that the faculty moderately felt that program offerings were meeting the needs of the students. Collegueship such as exchange of ideas, research projects, and sociability was indicated as a very low need.

Over 90 percent of the responding faculty indicated the office services of audio-visual, message receiving and transferring and xerox services of great need. Of the proprietary services, over three-fourths

of the respondents desired food service, reserve parking, and security.

Reserve library services and a library facility were frequently expressed needs as indicated by responding faculty. Faculty office space and a faculty lounge were also reported as desirable services.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Discussion in this chapter is presented in two parts. The first section presents a summary of the study. The researcher's conclusions, implications, and recommendations are discussed in the second section of the chapter.

Summary

The purpose of this study was concerned with three major areas: (1) a study of the adult college students' utilization of existing student services and the usefulness of these services; (2) a study of services needed but currently not provided, and (3) a study of the faculty perception of needs and usefulness of services at the University Center at Tulsa, Tulsa, Oklahoma.

The descriptive survey utilizing the structured questionnaire was the research method used in this study. The student survey contained a demographic profile and a questionnaire consisting of two parts. Part A (Appendix A) consisted of 33 items relating to potential services at UCT, if the services would be used by the student and to what degree of usefulness. Part B (Appendix A) related to services currently available at the Center, their usefulness and the degree of satisfaction with the services. Open-ended response space was provided to allow respondents to discuss ideas or options not included in the

questionnaire (Appendix E).

The student questionnaire was distributed to UCT students as they waited in line to enroll. As they completed the questionnaires, the researcher collected them. A collection box was also placed by the entrance to the computer room where each student had to enter for final enrollment processing. The box was for those students who needed more completion time or were not able to personally give the questionnaires to the researcher. Fifty questionnaires were given to each of the four university representatives for students enrolling late. A postage-paid, self-addressed envelope was left at UCT to assure the return of the late questionnaires. A total of 1,329 (73.8 percent) questionnaires were returned of the the 1,800 questionnaires distributed. Of the returned questionnaires some were not totally complete. Reasons verbally given to the researcher and comments written on the questionnaire revealed students did not have time to complete the questionnaires, some information did not pertain to the students and some students did not want to answer a particular part.

The faculty questionnaire consisted of two parts. Part A (Appendix A) pertained to academic and curricular services existing at UCT and the faculty satisfaction with the services. Part B (Appendix B) related to support services currently not provided but might be useful to the faculty if they were provided. Open-ended response space was provided to allow the respondents to discuss ideas or opinions not included in the questionnaire (Appendix F).

The faculty questionnaires were given to each of the four university representatives who distributed one questionnaire to each faculty member teaching at UCT for the Fall 1985 semester. Monetary costs to

the faculty respondents were reduced by including a postage-paid, self-addressed envelope.

Faculty response return rate was slow, consequently the researcher talked by phone to each of the four university representatives to ask them to encourage UCT faculty to complete each questionnaire and return as soon as possible. The final return rate of faculty questionnaires was 30 (26.5 percent) of the 113 distributed.

Prior to administering the questionnaires, the instruments were coded in preparation for tabulation using the Statistical Package for the Social Sciences (SPSS). The sub-programs utilized to analyze the data were frequencies and crosstabulations. The tabulations were displayed in percentage distributions according to specific items adjusted frequencies (percentages) and total adjusted frequencies. The data were analyzed in four major areas: (1) demographic profiles of responding students, (2) student utilization of existing student services and the usefulness of these services, (3) services needed, but currently not provided, and (4) faculty perception of needs and usefulness of service at UCT.

Conclusions

The majority (50.9 percent) of responding students were between 25 and 35 years of age with 67 percent of the students female. Married students composed the greatest number of respondents (64.6 percent). Approximately 46 percent of the respondents reported having no dependents and 52 percent reported they had children under the age of 18 years. In response to need for proprietary services, slightly less than one fourth indicated a need for childcare services. It might be

assumed that many of those students with dependent children had made childcare arrangements prior to class time. This possibility is further substantiated by the fact that the majority of the students commute directly from work to UCT.

Over 87 percent of the respondents were employed with 75.8 percent of all respondents employed full-time. Most (58.8 percent) of the responding students commuted directly from work to classes and 86.3 percent traveled less than 30 miles to UCT.

Of the total student responses, 67.5 percent reported "graduate" as their academic level. The majority (76.1 percent) of the responding students attended classes in the evenings and most (63.3 percent) had enrolled for two or more sessions. Nearly 70 percent of the responding students indicated Northeastern Oklahoma State University or Langston University as their university affiliation while Oklahoma State University was listed by slightly less than 20 percent of the respondents and the University of Oklahoma was listed by nearly 11 percent of the respondents.

Over 80 percent of the respondents indicated they would utilize academic counseling if it was available. Approximately 50 percent of the responding students reported they would use counseling in each of the areas of job placement redirection careers, evening and/or weekend advisement, financial aid and personal advisement. Of the 11 counseling/advisement items, academic counseling received the largest number of ratings (80.0 percent). From comments received from the respondents in this study (Appendix E), the problem with counseling lies with the individual college rather than with general advisement or counseling provided by UCT. Perhaps scheduled counseling by phone to advisors

would be worthy of consideration.

Approximately 82 percent of the responding students indicated a need for evening or weekend registration. Sixty-six percent of the respondents reported they would utilize weekend courses and 48.5 percent of the total responding indicated moderate need for Talkback TV courses.

In the area of student activities and facilities 92 percent of those responding indicated a need for utilization of a bookstore and of student parking. Eighty-five percent of the respondents reported a need for the use of a library and 71 percent indicated a need for copying services. Over 91 percent reported they had little need for off-campus housing. Since students are traveling from work for evening or night classes, available parking close to the facility was indicated as desired. Security in the parking areas was indicated as a concern since the majority of the students would be leaving from classes after dark.

The majority (80 percent) of the respondents indicated a need for food services. Other proprietary services such as postal services and fitness facilities revealed a need of approximately two fifths from those responding. Only 24.6 percent reported a need for childcare services. With the majority of students traveling directly from work to classes which are scheduled to begin early in the evening many students do not have an opportunity to eat before attending classes; therefore, food services were of major importance.

Students responding to the difficulties they had experienced in academic situations revealed that 57.9 percent had difficulty in enrollment procedures and 40.9 percent had difficulty in class

scheduling. Parking (66.5 percent) was revealed to be the greatest difficulty in the area of student facilities. Overall satisfaction with specific course availability and transfer of credits appeared to be experienced by the majority of the responding students.

The faculty surveyed revealed that the respondents felt that the program offerings were adequate for completion of degrees. Need for collegueship among faculty was rated very low by those responding. The majority (68.4 percent) indicated a desire for permanent teaching assignments at UCT.

Top priority needs as indicated by the responding faculty were revealed as audio-visual (92.6 percent), message receiving/transfering (92.2 percent), and copying (89.3 percent) services. Eighty-one percent of the responding faculty reported a need for telephone access and approximately 60 percent indicated a need for typing services and computer use.

Slightly over 82 percent of the responding faculty indicated utilization of food services. Reserve parking (79.3 percent) and security (72.7 percent) were reported as useful while childcare facilities was reported as of no use.

Ninety-two percent of the responding faculty indicated a need for reserve library services and 88.6 percent reported the need for library facilities. Over 78 percent reported the need for office space and 69 percent indicated the need for a faculty lounge.

Findings of this research are in agreement with the research literature which reports that the needs of the adult student are different from needs of the traditional student, and that the services needed to support adult oriented programs in higher education are

different from the services needed for traditional higher education programs. The University Center at Tulsa is in a unique and perhaps unmeasurable position of being able to plan for and develop those services that are badly needed and desired by the citizen students of the greater Tulsa metropolitan area.

Recommendations

Recommendations for Action

Based on the results of this study including the review of the literature the following recommendations are suggested:

Provide access to students for the Educational Telecommunications Network for library services.

Provide access to students for course offerings transmitted by Talkback Television.

Provide training of academic advisors to respond to the needs of the adult employed part-time student, especially in the area of degree requirements.

Provide degree programs and/or course offerings desired by the students rather than limiting availability to those degrees or courses that universities desire to teach.

Provide credit by exam for selected courses not offered at UCT.

Provide class registration or enrollment by telephone and improved availability of services in the evening, night, or weekends.

Provide for payment of tuition and enrollment fees after all enrollments and course changes are completed.

Recommendation for Further Research

Investigate the different perceptions of administrators, program planners, and faculty members regarding the needs of the adult student.

Investigate the need for academic program courses versus occupational courses desired by adult students.

Investigate adult students' use of correspondence courses, telecommunication courses and Talkback TV courses, examining the level of satisfaction with these alternative methods of learning.

Investigate the possibility of colleges and universities working more closely with business and industry in developing educational training programs.

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APPENDIXES

OKLAHOMA STATE UNIVERSITY

Thesis Board

100% original paper

APPENDIX A

STUDENT QUESTIONNAIRE

Dear UCT Students,

We are in the process of conducting a study to assess the needs and usefulness of services to students at UCT. In order for the study to be valid and to provide maximum benefit in our planning process, we would appreciate your assistance in filling out the survey.

All responses will be anonymous.

Thank you for your participation.

DEMOGRAPHIC SURVEY

Please circle the number of your response.

1. Sex (1) Male (2) Female
2. Ages (1) Under 25 (2) 25-35 years old (3) 36-45 years old (4) over 45
3. Employment (1) Not employed (2) Employed part-time (3) Employed full-time (4) Retired
4. Academic Level (1) Undergraduate (2) Graduate
5. University from which you are receiving your degree? (1) Langston University (2) Northeastern Oklahoma State University (3) Oklahoma University (4) Oklahoma State University
6. Marital Status (1) Married (2) Single (3) Divorced (4) Widowed
7. When do you attend classes? (1) Day (2) Evenings (3) Evenings and day (4) Weekends and evenings (5) Weekend only (6) Days and weekend
8. How far do you travel to use UCT? (1) 10 miles or less (2) 11-19 miles (3) 20-29 miles (4) 30-39 miles (5) 40-49 miles (6) How many miles if greater than 50? _____
9. Dependents in the home? (1) None (2) Children (Infant to 10 years old) (3) Children (11-17 years old) (4) Children (18 or older) (5) Grandchildren (6) Married children (7) Elderly relatives (8) Other--please specify-- _____
10. Where do you commute from to use UCT? (1) Work (2) Home (3) Other -- _____
11. How many terms have you been enrolled at UCT since its beginning in Fall 1982? (1) 1 Session (2) 2 Sessions (3) 3 Sessions (4) 4 Sessions (5) 5 Sessions (6) 6 Sessions (7) 7 Sessions (8) 8 Sessions (9) 9 Sessions

STUDENT SERVICES SURVEY

This questionnaire is designed to determine your feelings about student services provided at UCT. Please complete this brief survey and return as you complete your enrollment.

- A. If the following services are provided would you use them? Indicate by circling "1" for NO or "2" for YES. If yes, to what degree of usefulness. Please circle "3" for GREATLY, "4" for MODERATELY, or "5" for LITTLE.

	Would you use them?		<u>Greatly</u> (3)	<u>Moderately</u> (4)	<u>Little</u> (5)
	No (1)	Yes (2)			
1. re-entry problem counseling course	1	2	3	4	5
2. personal counseling ✓	1	2	3	4	5
3. academic counseling ✓	1	2	3	4	5
4. redirection career counseling	1	2	3	4	5
5. job placement	1	2	3	4	5
6. financial aid	1	2	3	4	5
7. student bookstore	1	2	3	4	5
8. student lounge	1	2	3	4	5
9. library ✓	1	2	3	4	5
10. off-campus housing facilities	1	2	3	4	5
11. graduate student council	1	2	3	4	5
12. veteran's advisor ✓	1	2	3	4	5
13. international student advisor	1	2	3	4	5
14. student sponsored activities	1	2	3	4	5
15. consumer legal services	1	2	3	4	5
16. evening or weekend registration	1	2	3	4	5
17. weekend courses	1	2	3	4	5
18. evening and/or weekend counseling	1	2	3	4	5
19. student parking area	1	2	3	4	5
20. use of talk-back TV courses	1	2	3	4	5
21. study cubicle	1	2	3	4	5
22. typewriter use	1	2	3	4	5
23. word processing services	1	2	3	4	5
24. xerox services	1	2	3	4	5

PROPRIETARY SERVICES:

25. intramural & fitness facilities	1	2	3	4	5
26. childcare services	1	2	3	4	5
27. health center	1	2	3	4	5
28. cafeteria and snack bar	1	2	3	4	5
29. postal services	1	2	3	4	5
30. pharmacy services	1	2	3	4	5
31. laundry and dry cleaning	1	2	3	4	5
32. lockers	1	2	3	4	5
33. other--please specify---					

- B. Indicate if you have experienced difficulty in these situations by circling "1" for NO or "2" for YES. If yes, to what degree of difficulty. Please circle "3" for GREATLY, "4" for MODERATELY, or "5" for LITTLE.

	Have you experienced difficulty using these?		Greatly	Moderately	Little
	No (1)	Yes (2)	(3)	(4)	(5)
1. enrollment procedures	1	2	3	4	5
2. consistency of advisement between UCT and home institution	1	2	3	4	5
3. consulting with advisor or professor	1	2	3	4	5
4. securing laboratory or computer facilities	1	2	3	4	5
5. class scheduling	1	2	3	4	5
6. textbook availability	1	2	3	4	5
7. class cancellation	1	2	3	4	5
8. library use	1	2	3	4	5
9. parking	1	2	3	4	5
10. library card validation	1	2	3	4	5
TRANSFER OF CREDITS:					
11. within the institution	1	2	3	4	5
12. between institutions	1	2	3	4	5
13. other--please specify---					

APPENDIX B

FACULTY QUESTIONNAIRE

Dear UCT Faculty Member,

We are in the process of conducting a study to assess the needs and usefulness of services to faculty at UCT. In order for the study to be valid and to provide maximum benefit in our planning process, we would appreciate your assistance in filling out the survey.

All responses will be anonymous.

Please return the survey in the enclosed stamped, self-addressed envelope as soon as possible.

Thank you for your participation.

FACULTY SERVICES SURVEY

The questionnaire is designed to determine your feelings about services available at UCT for use by the faculty. Please complete this brief survey and return in the enclosed stamped, self-addressed envelope as soon as possible.

- A. Indicate your feelings about the following areas as they relate to UCT. Circle "3" for GREATLY, "4" for MODERATELY, or "5" for LITTLE.

	<u>GREATLY</u> (3)	<u>MODERATELY</u> (4)	<u>LITTLE</u> (5)
<u>PROGRAM OFFERINGS:</u>			
1. - adequate for student needs	3	4	5
2. - adequate cycling of courses	3	4	5
3. - adequate for completion of a degree	3	4	5
<u>COLLEAGUESHIP:</u>			
4. - adequate for social exchange	3	4	5
5. - adequate for planning research projects	3	4	5
6. - adequate for exchange of teaching ideas	3	4	5
<u>TEACHING ASSIGNMENTS:</u>			
Would you prefer a:			
7. - part-time appointment	3	4	5
8. - temporary appointment	3	4	5
9. - permanent appointment	3	4	5
10. Quality of students in classes you have taught. (Please circle the appropriate number.)			
3 above average	4	average	5 below average

11. Other comments---please specify--- _____

- B. If the following services are provided, would you use them? Indicate by circling "1" for NO or "2" for YES. If yes, to what degree of usefulness. Please circle "3" for GREATLY, "4" for MODERATELY, or "5" for LITTLE.

	Would you use them?		Greatly (3)	Moderately (4)	Little (5)
	No (1)	Yes (2)			
1. faculty lounge	1	2	3	4	5
2. faculty office space	1	2	3	4	5
3. reserve parking area	1	2	3	4	5
4. cafeteria and snack bar area	1	2	3	4	5
5. message receiving/transferring service	1	2	3	4	5
6. childcare facilities	1	2	3	4	5
7. fitness facilities	1	2	3	4	5
8. library facility	1	2	3	4	5
9. security	1	2	3	4	5
10. audio visual services	1	2	3	4	5
11. typing services	1	2	3	4	5
12. xerox services	1	2	3	4	5
13. rest/sleeping facilities	1	2	3	4	5
14. telephone access	1	2	3	4	5
15. computer terminals	1	2	3	4	5
16. reserve library services	1	2	3	4	5
17. retail services (i.e., pharmacy, personal, etc.)	1	2	3	4	5
18. other--please specify---					

APPENDIX C

UCT LETTER OF ENDORSEMENT



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

August 19, 1985

We are in the process of conducting a study to assess status of current and desired services available to the faculty teaching at the University Center at Tulsa.

The results of the survey will be used to provide recommendations to the Advisory Board of Citizens of UCT for establishment of useful services and facilities in the new UCT facility.

In order for the project to be valid and to provide maximum benefit to those faculty serving UCT, please distribute the surveys to faculty, from your University, who will teach at UCT this fall.

Please encourage them to fill out the survey and return it in the stamped, self-addressed envelope as soon as possible.

Sincerely,


John L. Baird
Associate Professor



Wilma Beavers
Graduate Student

JLB/WB/wr

Enclosure

University Representatives at UCT

Dr. Roosevelt Mack - Langston University

Dr. Al Williams - Northeastern State University

Dr. Tom Smith - Oklahoma State University

Dr. Jack Stout - University of Oklahoma

APPENDIX D

SURVEY EVALUATION FORM

SURVEY EVALUATION

Is the significance of the topic clearly stated? Yes _____ No _____

Appearance:

Is it attractive? Yes _____ No _____ Comment _____

Is it neatly arranged? Yes _____ No _____ Comment _____

Is it clearly printed? Yes _____ No _____ Comment _____

Is it easy to read? Yes _____ No _____ Comment _____

Are the Directions clear and complete? Yes _____ No _____

Comment _____

Are the questions worded simply and clearly? Yes _____ No _____

Comment _____

Are the questions objective, no leading suggestions for response?

Yes _____ No _____ Comment _____

Are the questions easy to understand? Yes _____ No _____

Comment _____

Are the questions too long? Yes _____ No _____ Comments _____

APPENDIX E

STUDENT COMMENTS

"Library--First priority."

"Copy Machine."

"There needs to be a book drop for library books checked out from various universities to be returned to these universities by faculty or representative."

"I love UCT--it is making it possible for me to earn my MS--couldn't do it otherwise. I won't leave my children to go out of town and TU is too expensive."

"Please build the new university."

"Please hurry and start building on the new university."

"Pre-enrollemnt for current enrolled student. On campus financial aid office."

"Schedules come out too late, the enrollment procedures need improvement. They are ineffective--offer course and enrollment at other locations such as, high schools. Telephone and/or mail enrollment."

"Long lines could be done away with if had pre-enrollment."

"High priority--more organized enrollment--by mail, phone, alphabetical order on different nights."

"Times for enrollment should be extended to accommodate those who work; library services need much improvement--most serious deficiency."

"Quicker enrollent process!! By mail or phone!"

"Lines are too long. Could enrollment days be increased? Could evenings and Saturdays be utilized? Bookstore also needs to be speedier!"

"Shorter lines for enrollment."

"The time of enrollment conflicts with work hours."

"We have to pay fees at time of enrollment--students at home university such as OSU can pay after drop.add!!!"

"Try to shorten enrollment time since we take off time for work, possibly by mail?"

"Take Mastercard or Visa."

"Need evening and Saturday classes (4:30) - Saturday-anytime) more to choose from."

"Maybe the thought of holding enrollment for each college should be at different times!!!"

"Parking is ridiculous. Forced to pay for parking. WOW!"

"The bottleneck at the book store is almost enough to make you drop out."

APPENDIX F

FACULTY COMMENTS

"Administrative assistance is very helpful, but supplies and equipment are lacking."

"1. Students seem motivated to move up on salary schedule, not always motivated to increase professional functioning. 2. Lack of appropriate library services is a major weakness for doing graduate work. 3. Registration procedures seem to need attention, such as students assigned after class limit has been reached; bookstore runs out of books. 4. Access to computers for data analysis in research courses is lacking."

"It would seem the most important thing that is needed is some sort of staff availability after 5:00 p.m. for both students and faculty. This person would be available for makeup exams, material checkout, etc."

"We need more overhead projectors, a library, and better blackboards. Also some type of computer facilities are a must. Computers in education are a must because they are used in every type of employment. Once a student gets a degree, if we can't give out student computer experience, then it reflects poorly on their degree and our reputation. By computer experience, I also mean as homework in a finance class, for example."

"Classroom supplies/equipment greatly needed. Such as AV equipment, extension cords, electrical outlets, chalk, screens, tables, etc. microcomputers, and many others (software)."

"For my courses, the most useful additional service would be a reserve reading room that is open until approximately 10 or 11 in the evenings (including Friday night) as well as during the day on Saturday and possibly on Sunday afternoon. It is very difficult at present for students to get access to reserve materials, since many work during the day when the office is open."

"Place to meet with students before class is needed. Some seminar rooms as compared to classrooms. Seminar tables, etc."

"I would like to see outreach services to the Tulsa . . . "

"Not offering courses necessary to complete degree UCT offered. Knowing what I know now I would not do this again."

"Need to schedule more classes at later times, 4:30 p.m. classes difficult."

"Would like for graduation to be held in Tulsa. Perhaps a graduation ceremony for all UCT graduation candidates."

"Where is security service for those dismissed 10-10:30 p.m."

2

VITA

Wilma J. Buchwald Beavers

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SERVICES FOR ADULT STUDENTS AND FACULTY AT THE
UNIVERSITY CENTER AT TULSA

Major Field: Occupational and Adult Education

Biographical:

Education: Graduated from Chattanooga High School, Chattanooga, Oklahoma in May, 1960; received Associate degree in Home Economics from Cameron Junior College, Lawton, Oklahoma in 1962; received Bachelor of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma in 1964; received Master of Science in Home Economics Education from the University of Oklahoma, Norman, Oklahoma in 1973; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1985.

Professional Experience: 4-H Youth Director, Oklahoma State University Extension Service, Payne County, Stillwater, Oklahoma, 1964-67; Vocational Home Economics teacher, Lawton Public Schools, Lawton, Oklahoma, 1967-73; Child Development Laboratory Director, Occupational and Vocational Education, Lawton Public Schools, 1973-74; Vocational Home Economics teacher, Lawton Public Schools, 1975-76; Instructor, Home Economics Department, Cameron University, Lawton, Oklahoma, 1976-79; Assistant Professor, Cameron University, Lawton, Oklahoma, 1979 to present.

Professional Organizations: American Association for Adult and Continuing Education, Higher Education Alumni Council of Oklahoma, American Home Economics Association, Oklahoma Home Economics Association, Association of College Professors of Textiles and Clothing, American Association of Housing Educators.