

A STUDY OF OFFERINGS FOR ADULTS OVER 60 YEARS
AT POSTSECONDARY EDUCATION INSTITUTIONS IN
OKLAHOMA CITY, OKLAHOMA

By

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1965

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1984

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ACKNOWLEDGMENTS

I would like to express personal appreciation to all individuals who have guided me in this study. A special thanks to my major adviser, Dr. Wayne B. James. This study would not have been successfully completed without her patience and professional expertise. Thanks also to the other members of my committee, Dr. John Baird and Dr. Jerry Davis, for their input and assistance.

Sincere appreciation to my mom, who has always encouraged me throughout all my undertakings. My children, Chris and Chametra, deserve a special thanks and all my love for their patience and understanding.

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CHAPTER I

INTRODUCTION

According to Glenny (1980), administrators in higher education have become increasingly aware of the change in the age and distribution of the population. The maturation of the "baby boom" generation and smaller numbers of college age students in the population have had a significant impact on current enrollment for some institutions in the near future. Romanuik and Romanuik (1982) state that adult students have not been the main target of recruitment efforts. Romanuik and Romanuik further state that the prospects of lowered enrollment by younger students and the trend for adults to return to college or to attend for the first time will make knowledge of motives to enroll more critical as administrators and policy makers attempt to maintain the viability of their institutions and academic programs.

According to Covey (1981), the American system of higher education has not been well-suited to the educational needs of older people. Both in design and function, higher education's response to older people has been one of neglect. Accumulating evidence suggests that institutions of higher learning are beginning to consider older people seriously as a viable pool of college students.

McDonald (1982) believes the proportion of the population over age 60 will continue to rise in the future. In 1980, the proportion was 15.7 percent. The percent of increase was 20 percent. The percentage

is projected to be between 16 and 17 percent until the turn of the century, then rise sharply to 23.5 percent by the year 2030. This is about double the percent of the population that was over age 60 in 1950. One person in every eight of the United States population was over age 60 in 1950; by 2030 nearly one in every four will be in that age category. Stuen (1983) found in various studies that less than three percent of adults over age 60 are enrolled in colleges and universities. These same studies document that as many as 50 percent of the elderly want to continue their education.

Shepherd (1980) believes the low enrollment levels are due to a lack of knowledge of what is there and a lack of confidence on the part of the older learner. The pervasive stereotypes of the elderly, including the popularized belief of "not being able to teach an old dog new tricks" may become a self-fulfilling prophecy unless aggressive outreach and recruitment efforts are undertaken to reassure older persons that they are capable of learning.

Weinstock (1978) suggests that the illumination of mandatory retirement policies in the future may create a tremendous demand for "retooling" older adults for second, third, and fourth careers. The present state of technological advance has already required a certain degree of retooling for the middle age group.

Statement of the Problem

There have been relatively few studies conducted in Oklahoma City, Oklahoma investigating postsecondary programs specifically designed for adult students over 60 years of age. This information is vital for the implementation of new programs and/or the expansion of old programs

to meet the needs and demands for the older adult.

Purpose of the Study

The purpose of the study was to determine the postsecondary programs that were offered specifically to adults 60 years of age and older by assessing the various universities, colleges, technological institutes, and other sources of education offerings available in Oklahoma City, Oklahoma. In addition, a determination was made of the level of commitment to the aged by postsecondary institutions in Oklahoma City, Oklahoma in terms of programs, course availability, and methods used by local institutions to disseminate information concerning class offerings to the older adult population.

Achievement of the purpose of this study was accomplished by answering these questions.

1. What is currently being done to meet the educational needs of older adults in postsecondary education institutions in Oklahoma City, Oklahoma?
2. What is the level of commitment toward the aged in terms of degree programs, course availability, and methods used by local institutions to disseminate information concerning class offerings to the older adult population that each of the institutions have already made?
3. What is the level of commitment made by the local educational institutions toward implementing new programs and/or expanding old programs to meet the needs and demands of older adults.

Assumptions for the Study

The following assumptions were made for this study:

1. The population of older adults will continue to grow.
2. Some older adults are active and not interested in staying at home.
3. Older adults are desirous of taking credit courses as well as non-credit courses.
4. Older adults are interested in postsecondary degree programs.

Limitations and Scope of the Study

The following were limitations of this study:

1. The study was confined to universities, colleges, vocational educational institutes, and those centers with postsecondary degree-oriented programs in Oklahoma City, Oklahoma.
2. The postsecondary educational needs were not assessed through the older adult population itself.

Definition of Terms

The following are definitions of terms as they were used in this particular study.

Aged - Used in reference to persons 60 years of age and older.

Gerontology - "The scientific study of the process of aging and of the programs of aged people" (Guralnik, 1980, p. 553).

Older Adult - Any person 60 years of age and older.

Postsecondary Education - Higher education beyond high school.

Programs - Educational activities provided by universities,

colleges, vocational education, and technical institutes.

Organization of the Study

Chapter I establishes the background of the study, presents the problem, purpose, research questions, assumptions, limitations, scope, and definition of the terms used in this study. Chapter II includes a review of literature in the area of education and the older adult, educational needs of older adults, model programs and programs of special services, basic and demographic information about Oklahoma City, Oklahoma. Chapter III describes the methodology used, including selection of the postsecondary institutions to be assessed, development of the instrument and procedures for data analysis. Chapter IV discloses the results of the study by presenting data in the following sections: response rate, demographic data, current offerings, level of commitment, new or expanding programs, and researcher's comments. Chapter V includes the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

According to Drotter (1981), the American system of higher education has not been responsive to the educational needs of older adults. The review of literature in this section is an overview of the problems and concerns of educating the aged.

A review of literature was conducted in the following areas:

1. Education and the older adult,
2. Educational needs of the older adult,
3. Model programs and programs of special services,
4. Basic and demographic information on Oklahoma City, Oklahoma.

Education and the Older Adult

Postsecondary Institutions and Older Adults

Two experts in aging, Birren and Woodruff (1973), have identified six major reasons for increased involvement of older adults in postsecondary education programs: the increase in life span, and increasing educational level among the aging population, the rapidity of social change, changes in career patterns, the expanding role of women, and changing attitudes toward education. Sheppard (1979) states that as the make-up of the population shifts and older people are more numerous,

institutions of higher education must move to welcome and adjust to older adults as students.

Stubblefield (1977) suggested several goals of postsecondary education for older adults that are diverse and could include the following:

1. Preparation for retirement.
2. Retraining for second and third careers.
3. Stimulation of interest in community services.
4. Promotion of positive self-concepts and elimination of discrimination on the basis of age and other negative stereotypes.
5. Encouraging creativity among older people who have leisure time.

According to Sheppard (1979), postsecondary education for older adults could contribute measurably to more opportunities for older person's participation in community affairs as an overall improvement in their quality of life. Sheppard further adds that a positive trend towards more intellectual education at college levels may be noted in the widespread movement to grant free tuition to people 65 and over at community colleges and public universities in many states.

Sheppard and Valla (1979) found from a survey of four-year colleges that there were few programs related to education for or about the aged in three states---Tennessee, West Virginia, and Virginia. It appears that, with few exceptions, it was the community colleges that were conducting and planning programs on a wide-spread basis for older adults.

Characteristics of Older Adults

Lowy (1974) provides five distinct variables that usually differentiate older people. These variables are:

1. Older people vary from age group to age group. Some are late middle-aged, between 50 and 60. Others are people in their "late maturity", between 60 and 70, and others are 70 and older.

2. Socio-economic backgrounds vary and have influence upon the way older people's needs are expressed.

3. Personalities vary and are revealed in the way older people respond to and adjust to aging.

4. Ethnic background varies and with it the subculture values held toward aging.

5. The communities in which older people live, including rural and urban communities, have different values and resources; these differences affect the needs of older people. The needs of the aged today will not be the same as the needs of the aged tomorrow. Conditions and values change in society, and the aged themselves will reflect these changes.

Lowy (1974) believes that our society is still youth, work, and achievement oriented. Older persons' gains are not highly valued. Prestige is measured by a person's income, work, health, and marital status, and since older people generally cannot compete with the young in these considered prestige areas, they face loss of status and role deprivation. Consequently, many older people respond to these conditions by withdrawing from intergenerational activity.

Education and Lifelong Learning

According to Drotter (1981), the 1980's will see a trend toward lifelong education and a resulting shift in educational emphasis to educating older people. As part of this trend, more people will reach retirement in good health and with high educational levels. Therefore the elderly will become a more notable group of educational consumers in the decade to come. The two factors of longer healthy life expectancy and higher educational level will combine in the next decade to stimulate a trend to lifelong education.

Drotter states that one-fifth of all people over 65 years of age are functional illiterates. This group of aged people represents the first educational consumer group. This group offers the worst adaptation problems in retirement, for the very business of life requires an ability to read, which supposes some degree of education. Social security, medicare, and insurance forms require an ability to read. Drotter feels that the very basis of getting an income in retirement revolves around reading and being able to read with a fairly high level of proficiency. More courses for the illiterate elderly should be established so that they can function effectively in this highly verbal society. The illiterate elderly must receive considerably more educational attention in the 1980s.

Drotter (1981) continues to report that to the second consumer group, the average elderly person, reading offers a means of getting consumer information. Haworth (1955) found that the elderly expressed an interest in adult education courses. There are few courses that focus directly on the needs and interests of the aged or that meet

during the day when the aged would feel free to attend. This points out the need for more concentration by educators on relevance of courses for the elderly.

A second group of elderly educational consumers reported by Drotter are interested in classes as a means of staying active and having social interaction. A wide range of classes in arts and crafts are available in many community senior centers. More academic classes should be provided in the future.

The third group of elderly is a small and very select group who are educational consumers in a very special way. They use the free tuition benefits now available in most states and take college courses. Drotter states that the program is very successful and its foundation is firm, but it is used by few at present. It can be expanded in the 1980s to interest more people. Very likely, it will grow as the educational level of the older adult rises.

Drotter continues to report the three trends in educational patterns of older adults. The trend to lifelong education and the fact that people will continue education throughout life presents a number of problems for educators. Drotter states that two additional trends must be noted. First, people are focusing more attention on education for retirement. This creates a need for a new curriculum in consumer education to meet the needs of older citizens. Another noticeable trend is for more and more retirees to attend regular college classes, both to earn degrees and to broaden their academic knowledge base. Thus, an older population is appearing on campus and in the college classroom.

Drotter feels that education is offered as a means of keeping older

adults active and contributing to society. Drotter continues by stating that it is time to begin making headway in educating educators to methods of meeting the educational needs of the older adult. Educators should begin to address the trends in adult education as a group and to provide more pleasurable and relevant experiences to allow for the continued move to life long education.

Adult Education and the Older Adult

In Adult Education: New Dimensions, Knowles (1975) explains the importance of seeing education as a process of continuous learning, both for the benefit of the older person and for the benefit of society. Knowles (1975) states that there are special techniques that should be used in working with adult learners. If an adult educator dedicates himself to following the principles that Knowles has articulated, a continuing education program will build upon the older adults' interests and experience areas.

Knowles (1980) suggests that the educator of adults must give special attention to the quality of the learning environment, that older adults can be involved in planning and conducting their own learning, and that they can evaluate their own progress toward their learning goals. Knowles gives credence to the importance of the accumulated experience of adults and the need to emphasize techniques which tap the experience of the older adult learner. Knowles further stresses the concept of learning readiness and the perspective of dealing with problem areas rather than with subject matter. Knowles sees the teacher's role as that of a facilitator not a transmitter of knowledge, the teacher is a resource person. The skillful adult educator is one

who can provide the climate, the tools, and the procedures to enable adult learners to make the responsible objective assessment of their own progress toward their goals.

Although Knowles discussed the original idea of andragogy over pedagogy, Knudson (1978) wrote that pedagogy basically assumes that education of children and adults is essentially the same. Andragogy takes the view that adults and children learn in different ways. Knudson further states that in lieu of these polarized concepts, educators need to approach human learning as a matter of degree, not kind, recognizing the similarities as well as differences between learning adults and learning children. Another author, Lebel (1978), claims that sufficient data exists to suggest the need for a theory of education for the elderly. The theory is significantly different from pedagogy or andragogy as traditionally defined, and suggest research in the field of Gerogogy. Still another viewpoint is expressed by Meyer (1977) in that aging adults are competent, capable learners, and andragogical process is one very effective way of assuring pre-retirement education using andragogy as a participatory education technique.

McClusky (1973) maintains that the older learner requires a special focus and attention:

First, one is impressed with data showing the great range of individual differences that increase with age. So extreme are the differences that one must be very cautious about the kind of claim he makes for the validity of his generalizations. Second, the pattern of abilities increases in differences from adolescence through early adulthood and on into the middle and late years. Third, more work needs to be done on appropriate criterion of adult intelligence, on 'age fair' tests, and on devices that get beneath the surface of the adult personality. Fourth, there is a serious lack of research dealing with the lower class adult . . . Fifth, the problem of conservation of human resources (p. 17).

Significant Factors Affecting Participation

According to Johnson (1981), many barriers prevent older people from utilizing formal educational resources. These barriers fall into three categories: situational, dispositional, and institutional.

Situational barriers are those arising from one's situation in life at a given time. The cost of an education activity is one of these--it is the most frequently mentioned barrier to educational participation. Johnson further explains that the cost of an education can be a deterrent for persons of any age, but certain other problems such as reduced mobility, resulting from physical handicaps, poor health, lack of transportation, and isolation, are more likely to rule out participation for the elderly than for any other age group. These difficulties often are compounded by lifetime differences in the kinds of opportunities available to some segments of society, including minorities and women.

Dispositional or personal barriers appear to create special difficulties for older persons. Johnson further states that research indicates that older adults often share society's view that they are "too old to learn", and are much more likely than younger people to report that they "would feel childish" about returning to educational activities. Low-income older persons are the ones who most frequently see themselves as too old to learn, a fact that seems generally related to their lower level of previous education. Attitudes toward education in general and dissatisfaction experiences may also be important factors (Johnson, 1981).

It has been suggested by Johnson that some persons who identify

situational barriers may be masking attitudinal barriers. Lack of time or lack of money may seem more socially acceptable reasons for lack of participation than doubt about one's own learning capacities. Whatever the relationship may be among all these factors, modifying attitudinal barriers is of importance if education is to be provided for those who have need of it.

Institutional barriers are those found in the education system themselves. Johnson (1981) states that these range from overt discrimination against older persons to a long list of unplanned, but detrimental and insensitive practices which reflect a lack of awareness of older learners' strengths as well as their special needs. Evidence of this includes disinterest in older students, inability to conduct programs respective to the needs and interests of this age group, lack of sensitivity to counseling and advocacy needs, and funding policies that favor career-bound younger students. In addition, there are problems in finding accessible locations, in scheduling activities at convenient times, and in registration procedures.

Johnson states that such barriers are more characteristic of traditional educational institutions and programs with their historic orientation to education for the young, than of the non-traditional settings in which much of the educational programming for older adults occurs. Johnson further states that older persons need information about formal and informal programs that can help them achieve their educational goals, information about where programs are located, what they offer, how to gain access to them, and alternative ways of achieving goals. This kind of knowledge is related to one's earlier education; many older persons with limited educational backgrounds do

not have such knowledge and do not know where to find it. Johnson (1981) concludes by stating that a basic challenge for educators in this next decade is to gather information on educational programs, keep it current, and make it available to all interested older adults.

Adult Ability to Learn

Thorndike (1928), Lorge (1955), Pressey (1957), Wechsler (1959), Jones and Conrad (1973) have conducted extensive research on cross-sectional studies on the effects of aging on learning ability. Terman and Owens (1953) conducted longitudinal studies on the effect of age on learning. Although there are differences of opinion between those conducting cross-sectional and those conducting longitudinal studies about the effect of age on learning, there are certain facts that are agreed upon by both groups. Hand (1959) and Cohen (1959) summarized the results of these studies:

1. As measured by performance on the kinds of intelligence tests usually administered to youth in school and college, adults show a slow decline in performance from a peak in the early 20's to somewhere in the 50's, after which the decline becomes more pronounced.
2. This observed decline represents a loss in speed and changes in motivation rather than a loss of ability to perform.
3. Adults show little loss and sometimes show gain in tests of vocabulary, general information, verbal reasoning, experience, and judgment.
4. Like children, adults have differing abilities; those testing low in one area may test high in another.
5. Those with high intellectual endowment and those who keep

mentally active tend to show least mental decline with age.

6. Attitudes, motivation, self-concepts, and responsibilities have at least as much effect as age in the adult's ability to learn.

According to Jones (1979), in order to develop a more optimistic stance regarding the ability of older persons to learn one must:

1. Keep in mind individual differences and the increase in those differences as people age.
2. Recognize that if older persons are healthy and use their skills and abilities, they will perform at a higher level.
3. Note that although older persons may decline in some task (time and speed activities), they may show gain in other tasks where they can rely upon their experience (p. 353).

Jones explains that in no case do studies report changes with age serious enough to prevent adults from participating meaningfully in educational programs. Donahue (1950), Knowles (1967), Rosow (1967), McClusky (1973), Decrow (1975), and others have generalized about the needs and interests of older adults have increased knowledge and insight in this area, Jones (1979) feels that more studies should be undertaken to provide the field with more comprehensive and reliable data about the felt needs and interests of the older adult. Jones feels that more is needed to assist adult educators and gerontology staff to do a better job in relating education to the needs of the senior citizens.

Educational Needs of the Older Adult

According to Johnson (1981) there are several categories of educational needs. One way of categorizing educational needs for older adults has been developed by McClusky (1971) and discussed by

others. According to Johnson (1981), McClusky (cites in the 1971 White House Conference on Aging) divided the needs of older adults into four basic types: (1) coping needs, (2) expressive needs, (3) contributive needs, and (4) influence needs. Within these four need types, according to McClusky, one would find the bulk of the programs that are conducted for older adults.

Coping Needs

According to McClusky (1971), the goal of a number of programs has been to increase the literacy rate among older adults such as teaching them the basic skills and competencies of reading, writing, and mathematics. The level of formal schooling attained by older adults is far below the national average for all portions of the population. McClusky further stated that in any random sample of the population, the oldest are the most poorly educated. It is essential, therefore, that programs should focus on providing competencies and skills in reading, writing, and computation since many other persons fit into this category and since these competencies and skills are prerequisites for development in other areas.

Expressive Needs

McClusky (1971) stated that expressive needs include programs that are offered for older adults that have as their primary goal education for life enrichment. These are educational pursuits in which people engage for the sake of the activity itself. A number of programs have been developed to meet the expressive needs of older persons. The kinds of course offerings included in this category are hobby and

recreational activities, arts and crafts, esthetic appreciation, philosophy, literature, history, and politics.

Contributive Needs

According to McClusky (1971), contributive needs constitute another important area of educational activities. Older persons have a need to give, to contribute something acceptable to others and the community. They have a need to be useful and wanted to serve in some way and to help others less fortunate than themselves. Programs such as the Foster Grandparent Program, Service Corps of Retired Executives, the Retired Senior Volunteer Program, and others have attempted to provide older adults with community service roles.

Influence Needs

Influencing needs represents McClusky's final area of educational needs. Older adults have often been victimized by the system, because they have not been aware of means of exerting influence upon the political structure to protect their interests. More and more older adults are turning to political activities such as Gray Panthers, Senior Citizens Lobby, and the Ad Hoc Leadership Council of Aging Organizations as a means of improving their position. McClusky stated that this effort however, has been hampered by the limited experience most older adults have in the process of government.

McClusky further stated that leadership development training programs have focused on important subject areas such as the electoral process, the bureaucracy, and the pressure-group system. Even though these types of efforts exist, more programs are needed to

help older adults bring about more effective political action on their behalf.

McClusky concluded by stating that the extent to which needs have been adequately determined will, in large measure, determine the success of educational programs for older adults. Successful program development depends on whether planners of programs recognize the kinds of needs that are prevalent among older adults and can transform these needs into effective programs (McClusky, 1971).

Model Programs and Special Programs

The Elderhostel Experience

According to Kaplan (1981), one of the most significant developments in adult education of recent decades is the Elderhostel Experience. The program was founded in 1975 by Knowlton. The program began with 220 participants in five New Hampshire colleges.

Elderhostel is a network of colleges and universities providing short term, college level instruction to older persons at very low cost. In 1981, Elderhostel had more than 30,000 participants taking courses in all 50 states. Thus, Elderhostel has been one of the fastest growing educational programs in higher education for older adults in the United States (Romanuik, 1982).

Romanuik further identifies the six main reasons for attending Elderhostel. In order of frequency these reasons were: change (opportunity to go somewhere or do something different), time (one week time frame for learning), cost (low fixed cost), courses (suitable course content), absence of evaluation (no tests or homework), and

learning (opportunities to develop new interests and re-explore old ones).

Romanuik (1982) suggests that the presence of an Elderhostel program on campus could be viewed as a cornerstone to a strategy to attract older learners to avail themselves of other educational opportunities. Because of the popularity and acceptance of Elderhostel by older people, it could serve as a basis for initially getting people on campus and introducing them to the educational system. Romanuik further states that having broken down some of the initial barriers and alleviated some of the threats and fears associated with being a student through a successful Elderhostel experience, the older learner might be more favorably disposed to other educational programs and activities.

College Data Bank

Brenneman (1982) interviewed various college admissions officers around the United States concerning the trend of older people going off to college. Summaries derived from the interviews are as follows:

University of San Francisco. According to Brenneman (1982), between 1970 and 1975 more older adults came back to campus to enter the more traditional programs here. There are approximately 1,800 adults enrolled on a yearly basis and one-fourth of them are over 50. The age of the adults range from 25 to 80 years old. Most of the older adults attend school because obtaining a degree has been a personal goal.

The University of San Francisco has an admission policy that

speaks to an older adult. The University gives adults an opportunity to earn credit from prior learning. Older adults can assemble what they call a prior learning portfolio. This gives the older adults an opportunity to demonstrate their experience and assess their learning. There have been adults entering the college program with no college credits, but with extensive backgrounds the adults have been able to obtain credits for their work and life experiences.

Princeton University. According to Brenneman (1982), Princeton does not have many older adults coming back to school, perhaps one or two a year. More than 95 percent of the students live on campus. Princeton does not have night courses or weekend classes. Their program is not geared toward the working adult. Princeton administrators feel very strongly that the pursuit of a degree should be full time and residential.

Newberry College. Brenneman reports that Newberry College is located in the small rural town of Newberry just outside of Columbia, South Carolina. Senior citizens can take courses free of charge. It is possible that a senior citizen could start a degree and finish free of charge.

Brenneman further states that out of 750 students on campus, maybe five or six are over 50. The town of Newberry has a population over 60 percent senior citizens.

University of Albuquerque. According to Brenneman (1982) there are 475 people enrolled in adult education at this school and at least 50 are over 50 years old. The University is actively recruiting adults.

They have developed brochures with pictures of older rather than younger students. The University has a full blown evening division for adults who work. According to school administrators, the best recruiting tool is word-of-mouth--adults talking to each other.

Empire State College. Brenneman states that Empire State College is quite different from the traditional campus-based colleges. There is no campus. The school operates from rented facilities in the state of New York, in major metropolitan areas and in smaller towns. One of the founding purposes of the college in 1971 was not to duplicate any major public or private facility.

Empire State gives credit for prior learning. The school designs in individualized degrees that represents an assessment of the kind of learning that a person needs to do within a particular time frame. Brenneman states that the academic calendar is set up on a semester basis. If the student wanted to study a certain topic, the learning contract could be drawn up for just one month. This depends on the topic studied and how it fits into the overall degree. Everything is tailored to the individual's needs. Empire State had an enrollment of 4,000 students, about 10 percent of them were over 50.

Adult Education Programs in Foreign Countries

Peterson (1980) conducted a study to review national adult policies and programs in several countries. To gain a sense of the range of strategies that exist in other developed countries, Peterson sketched major programs for adult education in several nations including England and France.

England. According to Peterson (1980), England's adult education program is decentralized: the great bulk of adult education is arranged by the Local Education Authorities (LEA). There is no common organizational pattern for LEA provision of adult education. Peterson discusses three main types that are frequently identical:

1. The area adult centre or institute. This could be a "wing" of a local school, usually a secondary school devoted to adult education.

2. The community school, community college, or village college. The basic concept is that one comprehensive institution is designed to meet the educational needs of everyone in a given area, regardless of age.

3. The Adult Studies Department of a College of Further Education. All LEAs mainly enroll youths aged 16 to 19. A relatively recent development is that these institutions offer courses for older adults.

According to Peterson (1980), the Open University must be counted as one of the most important and successful of modern education innovations. Designed expressly for older working adults, courses are "taught" through specially prepared texts coordinated with television and radio broadcasts produced by the BBC. The Associate Student Programme currently offers 80 non-degree, mostly occupationally related courses, each lasting 10 months.

France. Peterson states that the major French policy on adult education is based on the concept of paid-educational leave as an individual right. This concept is couched within a philosophical commitment to lifelong learning.

Peterson further states that the multi-purpose Universities du

Troisieme (Third Age), of which there are 30 in France, represent an important innovation for learning among older people. The Third Age universities are intended to help older people achieve such goals as personal growth, autonomy and self-worth, and to counteract passivity and physical deterioration. Classes are based on student needs and interests. No single "Troisieme Age" structure has been adopted. Some are linked to university departments or institutes; others are established by separate "associations." Teachers and staff are mostly retired volunteers.

Special Programs

According to Kaplan (1981) the adult education movement always included retirees among its growing body of students under a variety of sponsorships. Kaplan states that centers for continuing education, such as the University of Wisconsin, have modeled their philosophies on the famous high schools of the Scandinavian countries. In recent years, older special programs and schools for the elderly, such as the Institute for Retired Persons in New York's New School and the one at Case Western Reserve University in Cleveland, have been created. Kaplan further states that official recognition of cultural issues for this population came dramatically on February 7, 1980, when the Select committee on Aging of the House of Representatives held its hearings on "The Arts and Older Americans" to establish closer ties between the Administration on Aging (AOA) and the National Endowment for the Arts (NEA). A more recent and more inclusive case was the award of a grant to the National Council on the Aging by the AOA for creation of a national policy center on education and leisure.

The Institute of Lifetime Learning. The Institute of Lifetime Learning is a national program offered by the National Retired Teachers Association (NRTA) and the American Association of Retired Persons (AARP). The Institute is located in Washington, D.C. and functions primarily as a national center on aging to further educational opportunities (Sheppard, 1979).

Tuition Waivers for Older Americans. Older Americans in at least 43 states and the District of Columbia may enroll (on a space available basis) in public higher education institutions under reduced or free tuition programs (Long and Rossing, 1978). A recent survey by Long and Rossing reveals that enrollment in public higher education institutions under tuition waiver plans is now possible for senior citizens in most states. Enrollment may be either for credit or audit purposes. Even in most of the 17 states where legislatures have failed to approve tuition waiver provisions the opportunity for enrollment under reduced fee programs exists as a result of state systems or individual institutional policies.

Long and Rossing state that despite the apparent popularity of tuition waiver legislation and policies, enrollment experience at most institutions appears to have been less than expected. Low response rates may be partially explained by admission criteria and other information required of younger students. Tuition waiver provisions resulting from legislation and policy statements are a step in the right direction toward lifelong learning.

As older adults have the opportunity to remain intellectually active in returning as students to the university, it is expected that

this will result in maintaining their good morals and increasing their abilities to cope with growing older. Opportunities such as those provided by a tuition waiver program can help to change society's perceptions and expectations of the elderly and the processes of aging (Perkins and Robertson-Ichabo, 1981).

The White House Conference on Aging

According to Peterson (1981), the 1981 White House Conference on Aging (WHCOA) was the third in a series of national meetings designed to increase the visibility of older people and to set policy directions for government and private programs during the decade. The activities included local meetings designed to generate issues, state conferences, which prioritize the issues, and the national meeting which recommended policy.

The difficulties facing educational institutions are a challenge and an opportunity for the WHCOA. Although these institutions may not be the most directly targeted by the conference, they may prove to have both long and short run importance for older persons. The White House Conference can begin to clarify the issues regarding aging and educational institutions, can raise the visibility of several appropriate options for the field of education, and can facilitate serious discussion of the manner in which addressing the needs of older persons can also aid in long-term health and vitality of the education institutions (Peterson, 1981).

There are several areas cited by Peterson where this is appropriate:

The WHCOA can be used to develop awareness within educational institutions of the need for education for older people.

The WHCOA can be a mechanism for identifying the learning priorities for older students.

The WHCOA can be a forum for the identification of the institutional barriers preventing older people from discrimination.

The WHCOA can begin to focus more attention on the aging of facilities of our educational institutions, their retraining, and innovative means of institutional self renewal.

The WHCOA process can have a major impact on educational institutions and older people in the years ahead. What is needed is the clarity of vision on the part of those in aging and education to see that it occurs (pp. 17-18).

Overview of Oklahoma City, Oklahoma

Oklahoma City, Oklahoma is the capital of the largest city of Oklahoma. About one-fourth of the state's people live in the Oklahoma City metropolitan area. The city ranks as one of the chief centers of oil production in the United States (Lingerfelt, 1980).

According to Crane (1977), between 1975 and 2000, Oklahoma City's population is expected to grow from 535,600 to more than 564,000. This five percent growth compares to 60 percent between 1950 and 1975, an identical time period. Although the future growth will not be as robust as during the Post-World War II period, it will average one and a half times the rate experienced between 1960 and 1975.

According to the 1980 Census Data, the Oklahoma City area has increased from 527,717 people in 1970 to 568,933 in 1980. The State of Oklahoma ranked fourteenth in population gains (Lingerfelt, 1980). This is largely due to existing concentrations of economic activity within the Oklahoma City boundaries and trends for equal concentrations in the future (Crane, 1974).

Crane states that the city's economic base is diversified in that

Oklahoma City is the State Capital, a regional financial center, a significant higher education location, an important regional transportation hub, and a focal point for petroleum extraction.

Crane continues by stating that it is unlikely the population will grow at a slower rate than the 44 percent forecast to the year 2000. While net in-migration is expected, much of the growth to the year 2000 will be attributable to persons already in Oklahoma City--a maturing of the 1950s baby boom and increasing birth rates after 1990 (Crane, 1974). The population for adults over 60 was 72,215 in 1980 (Lingerfelt, 1980).

Silver-Haired Legislature

Bunney (1981) stated that a mock legislature convened for the first time November 3, 1981 in the State Capital of Oklahoma. Senior citizens of the Silver-Haired Legislature (SHL) created proposals that the group hoped would be selected by Oklahoma lawmakers. The model legislature consisted of 66 men and women age 60 and older, who were elected by their peers to represent them during the session.

In preparation for creating potential bills for the state legislature, 22 SHL senators discussed issues affecting senior citizens. Bills were divided among four committees: commerce and consumer protection; health, education, and social services; financial resources and taxation; and general legislation. Bunney further reported that after conducting mock senate and house of representatives meetings, the group presented its bills to the real legislature. The senior citizens not only learned more about the Oklahoma legislature process, but educated congressmen on the needs and concerns of the state's elderly (Bunney, 1981).

According to McBride (1981), in order for the SHL delegates to qualify to educate other citizens, they had to educate themselves. The 22 senators and 44 representatives attended a two-day training session that included a tour of the State Capitol in Oklahoma City and several discussions with Oklahoma senators and representatives.

McBride added that although the project has been successful in other states, 1981 was the first year in Oklahoma for the Silver-Haired Legislature. The statewide project was sponsored by the Oklahoma City Aging Agency. The cost of the election and mini-courses was minimal.

Education

Colleges and universities in Oklahoma City include Oklahoma State University Extension, Oklahoma Christian College, Oklahoma City University, The University of Oklahoma Health Sciences Center, Central State University, Bethany Nazarene College, Langston University Urban Center, Rose State College, and Oklahoma City Community College.

According to Crane (1974), area institutions are accredited to offer the Master of Arts in a limited number of fields as well as Bachelor of Arts and Science degrees. Crane further states that all the public institutions of higher education in the Oklahoma City area have some involvement in community service, research, or education--most noticeably the junior colleges and the business research centers of Oklahoma City University and Central State University. Crane states that the junior colleges offer on-site courses if that is more convenient. The location of new institutions or branches of existing institutions should be an important element in revitalization programs. Cooperation between the city and the various institutions should

facilitate the location of programs and structures to best serve growth management policies.

Vocational education centers in Oklahoma City include: Adult Vocational Technical Training Center, Francis Tuttle Area Vocational-Technical Center, Foster Estes Area Vocational-Technical School, District 22, Oklahoma State Technical Institute, and the Marvin York Vocational-Technical Center. According to Crane (1974) these schools provide job training and retraining, skills acquisition, and, to a varying degree, are responsive to the expressed needs of local businesses and industries.

Summary

The review of literature chapter focused on related areas concerning educating the older adult. The needs and concerns of older adults were addressed in this section in addition to model programs, their successes and failures. The latter part of this chapter focused on the locale of the study, Oklahoma City, Oklahoma.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the postsecondary programs that were offered specifically to older adults 60 years of age and older by assessing the various universities, colleges, technological institutes, and other sources of educational offerings available in Oklahoma City, Oklahoma. To accomplish this purpose it was necessary to identify the postsecondary institutions in Oklahoma City, Oklahoma; identify resource personnel at each institution; prepare a questionnaire to assess the institutions and their level of commitment to the aged in terms of programs, course availability, and methods used by local institutions to disseminate information concerning class offerings to the older adult population; and describe how the data was analyzed. This chapter discusses the methodology of the study by presenting data in the following sections: population and sample, development of instrument, collection of data, and analysis of data.

Population and Sample

The location of the study was limited to Oklahoma City, Oklahoma. The population for this study consisted of all postsecondary and vocational-technical institutes in Oklahoma City. Data from the Oklahoma College and University Officials Directory (1983) and the Greater Oklahoma City Telephone Directory (1983) were used to identify the

postsecondary and vocational education institutions in Oklahoma City. Names and telephone numbers of resource persons from each institution of higher education were provided by the Department of Human Services Special Unit on Aging.

Nine postsecondary institutions were identified in the Oklahoma City area. The institutions were:

1. Oklahoma State University Extension.
2. Oklahoma Christian College.
3. Oklahoma City University.
4. The University of Oklahoma Health Sciences Center.
5. Central State University
6. Bethany Nazarene College.
7. Langston University Urban Center.
8. Rose State College.
9. Oklahoma City Community College.

Vocational-technical centers in Oklahoma City include:

1. Adult Vocational-Technical Training Center.
2. Francis Tuttle Area Vocational-Technical School.
3. Foster Estes Area Vocational-Technical Center.
4. Oklahoma State University Technical Institute.
5. Marvin York Vocational-Technical Center.

Development of Instrument

The data for this study were collected by use of a questionnaire. The constructed questionnaire was based on a survey instrument developed by Charles (1979). The specific areas assessed by the questionnaire in this study included: methods used for reaching clientele who wish to

enroll in classes for the aged; credit course offerings; baccalaureate degree programs designed specifically for the older adult, and the level of commitment to the aged by postsecondary institutions in Oklahoma City.

To insure validity, simplicity, and clarity of content, the initial questionnaire was field tested by people working in the field of aging and social services. As a result of the field test, major revisions were made to the format and the basic content. Altering the structure of the sentences made it possible to produce easy to tabulate answers without changing the basic content or meaning of the questions. A copy of the questionnaire is presented in Appendix A.

Collection of Data

Questionnaires were disseminated to the institutions identified at the beginning of this chapter. Fourteen universities, colleges, and vocational-technical centers were questioned to determine their current level of commitment to the aged in terms of programs and courses offered and available. Questionnaires were mailed with cover letters and a self-addressed stamped envelope (See Appendix B). The surveys were mailed February 1, 1984. The researcher requested that responses be returned no later than February 14, 1984. Eleven institutions responded to the initial survey. Follow-up questionnaires with a different cover letter and self-addressed stamped envelope were sent to non-responding institutions February 28, 1984 (See Appendix C). The institutions were given five days to respond. Two institutions queried responded to the follow-up survey and one institution failed to respond. The third follow-up was conducted by calling the non-responding

institution for the required data.

Analysis of Data

Data from the questionnaires were compiled using frequency counts and percentages. Narratives, discussion, and comments are also included.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to determine the postsecondary programs that were offered specifically to older adults 60 years of age and older by assessing the various universities, colleges, technological institutes, and other sources of education offerings available in Oklahoma City, Oklahoma. This chapter discusses the results of the study by presenting data in the following sections: results of the questionnaire, response rate, demographic data, results of responses, and researcher's comments.

Results of the Questionnaire

Fourteen institutions in the Oklahoma City area were requested to respond to the first three questions which had been designed to determine the general status of specific education for the aged. Response to the remaining questions depended on the responses from the first three questions. If the respondents answered yes to any of the first three questions, they were asked to complete the remainder of the survey. If the answer was no to all of the first three questions, the respondents were asked to stop at that point.

Response Rate

The data in Table I show the types and number of institutions

TABLE I
RESPONSE RATE

Types of Institutions	Number Queried	Number Responding	Percent
Postsecondary	9	9	100
Vocational-Technical Centers	5	5	100

queried, the number responding, and the rate of responses. Of the 14 institutions polled, 11 responded to the initial questionnaire. Two institutions responded to a follow-up instrument and one institution responded to a follow-up telephone call. One respondent returned the questionnaire stating that he did not have time to reply. The response rate was 100 percent.

Demographic Data

The study was confined to universities, colleges, vocational-technical institutes, and those centers with degree-oriented programs in Oklahoma City. The data shown in Table II include the types and population range of the 14 institutions queried. Seven institutions were public postsecondary, three were private postsecondary, and four were vocational-technical centers. The enrollment of the various institutions ranged from approximately 200 to over 10,000 students. There were five institutions with enrollments under 1,000. Four of the five institutions were vocational-technical centers. The other institution was a branch of an existing university. Six institutions had student enrollments of over 1,000 but less than 4,000. Of the six institutions, one was a technical institute, the other five were small colleges with student enrollments of over 7,000 but less than 10,000. Only one of the area institutions queried had student enrollments of over 10,000. The locations of all institutions assessed are presented in Figure 1.

TABLE II
TYPES AND POPULATION OF
STUDY INSTITUTIONS

Type/Numbers of Institutions	Number
Type of Institutions	
Public Postsecondary	7
Private Postsecondary	3
Vocational-Technical Centers	4
Populations of Institutions (enrollment by headcount)	
100 - 999	5
1,000 - 3,999	6
4,000 - 6,999	0
7,000 - 9,999	2
10,000 and above	1

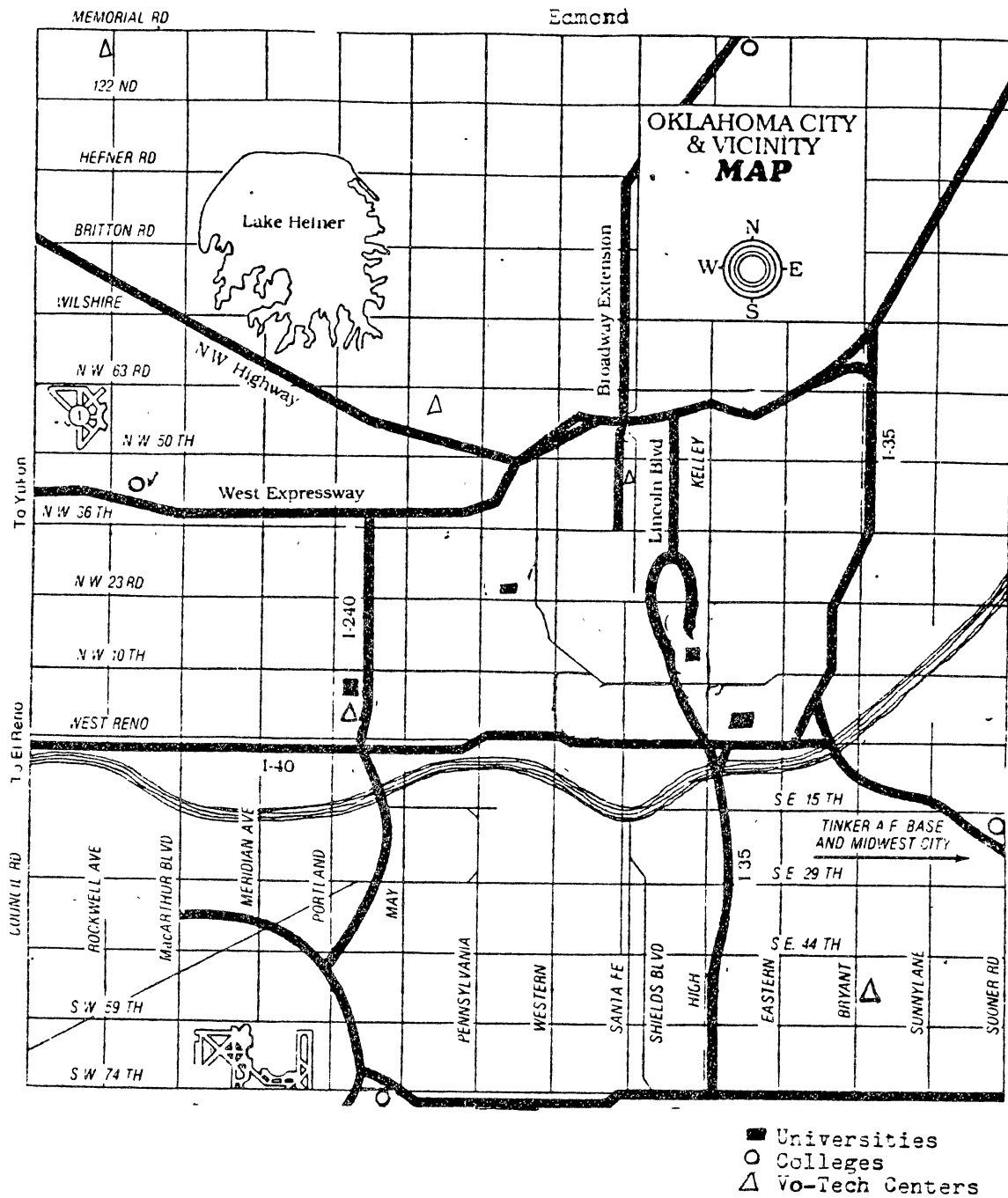


Figure 1. Locations of Postsecondary Universities, Colleges, and Vocational-Technical Centers in Oklahoma City

Results of Responses

Current Offerings

The data in Table III include responses to questions related to the types of offerings specifically designed for the aged. At the present time, three, or 21 percent, of the Oklahoma City institutions were offering classes or programs specifically for older adults. None of the institutions responding to the survey have "offered but discontinued in recent years" classes or programs for the aged. Three, or 21 percent, of the institutions responding indicated that they had classes or programs for older adults in the planning stages. The current offerings by respondents included programs with specialized curriculum. The list below provides some of the current non-credit courses specifically for older adults offered by responding institutions:

Calligraphy	Home Computers
Beginning Bridge	Watercolor
Duplicate Bridge	Skills for Effective Writing
History	Beginning Creative Writing
Advanced Creative Writing	Lapidary
Group Choral	Photography
Aquatics	Beginning Spanish
Group Piano	Intermediate Spanish
Beginning Genealogy	Spanish Grammar
Advanced Genealogy	Yoga
Psychology	Tai Chi C'hun
Political Science	

TABLE III
 RESPONSES TO QUESTIONS RELATED TO OFFERINGS
 SPECIFICALLY DESIGNED FOR THE AGED

Types of Offerings	Number	Percent of Institutions Responding
Current		
Yes	3	21
No	11	79
Discontinued		
Yes	0	0
No	0	0
Planned		
Yes	3	21
No	11	79

Level of Commitment

The data in Table IV include responses to questions related to the level of commitment by local institutions to the aged in terms of degree programs, course availability, and methods used by local institutions to disseminate information to the older adult population.

Degree Programs. None of the institutions responding to the questionnaire offered baccalaureate degree programs specifically designed for older adults (see Table IV). One institution indicated that it had a baccalaureate degree program specifically for older adults in the planning stage. The same institution indicated that it cooperated with other agencies in the offering of classes for retired persons. Another institution stated that it was not planning to offer degree courses specifically for older adults because it did not believe this is appropriate. This respondent felt that it seemed to be a subtle form of age segregation which was generally not supported by gerontologists. The respondent continued by stating that it would be more beneficial for young and old to be in class together and learn from each other.

Course Availability. Twenty-one percent of the responding institutions offered courses specifically designed for older adults (see Table V). Seventy-nine percent of the respondents stated that its programs were open to all adults. One respondent stated that it had several older adults in horticulture and computer classes, but these classes were not designed specifically for the aged.

Methods of Disseminating Information. The institutions were asked to indicate their methods for reaching clientele they wished to enroll

TABLE IV
 RESPONSES TO QUESTIONS RELATED TO THE LEVEL OF
 COMMITMENT BY LOCAL INSTITUTIONS
 TO THE AGED

Type of Involvement	Number	Percent of Institutions Responding
Degree Programs		
Yes	0	0
No	14	100
Course Availability		
Yes	3	21
No	0	0
Open to all	11	79
Methods of Disseminating Information		
Yes	2	14
No	12	86

TABLE V

RESPONSES TO THE QUESTIONS RELATED TO NEW AND EXPANDING
PROGRAMS SPECIFICALLY DESIGNED FOR THE AGED

Types of Offerings	Number	Percent of Institutions Responding*
Elderhostel	1	7
Baccalaureate Degree Program	1	7
Tuition Waiver	4	29
Social Programs	1	7

*50 percent of the institutions did not respond to the question.

in classes for the aged. Fourteen percent of the respondents indicated that they had sent or were sending materials advertising their offerings for the aged. One respondent indicated it had sent or was sending material advertising its offerings directly to retirement groups or committees. None of the respondents select older adults for advisory committees.

New and Expanding Programs. The data in Table V include responses to the question related to new and expanding programs specifically designed for the aged. One institution out of the 14 responding stated that it offered the Elderhostel Program. Another institution indicated that it had administrative personnel planning toward the implementation of a baccalaureate degree program specifically designed for older adults. Twenty-nine percent of the responding institutions were offering or will be offering free classes. Because people living on fixed incomes could not afford to spend their money on many extra activities, several of the responding institutions made all senior adult non-credit courses available at no charge. However, some special courses require purchase of materials. Classes in the senior adult programs at the community colleges are generally offered during the afternoons. One responding vocational-technical center offered free tuition to senior citizens 65 and older during the evenings on a space available basis. One respondent stated that it is planning to participate in the tuition waiver program beginning in the fall. In addition, one respondent indicated that it had received a federal grant to offer courses in the arts for the summer of 1984 to senior citizens.

Researcher's Comments

During the course of study the researcher made the following observations. Some institutions had trouble with identifying their offerings for older adults. For example, one institution stated that it did not have offerings specifically designed for older adults, but it mentioned implementing the Elderhostel Program. In calling respondents, it was found that they were reluctant about their being queried concerning their offerings over the telephone.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter contains an overall summary of the study, conclusions that may be drawn from the study, and recommendations for practice and further research.

Summary

The purpose of this study was to determine the postsecondary programs that were offered specifically to older adults 60 years of age and older by assessing the various universities, colleges, technological institutes, and other sources of education offerings. In addition, a determination was made of the level of commitment to the aged by postsecondary institutions in Oklahoma City, Oklahoma in terms of programs, course availability, and methods used by local institutions to disseminate information concerning class offerings to the older adult population. This purpose was accomplished through the dissemination of a questionnaire. The instrument used to collect information consisted of a structured questionnaire submitted to 14 Oklahoma City universities, colleges, and vocational-technical centers.

Conclusions

The conclusions of the study indicated that:

1. Two institutions offered classes specifically designed for

older adults.

2. None of the responding institutions in Oklahoma City have previously offered classes specifically designed for older adults.

3. Several of the responding institutions have classes for older adults in the planning stage. One of the institutions had administrative personnel planning toward the implementation of a baccalaureate degree program specifically for older adults. Another institution had scheduled an arts program specifically for older adults for the summer of 1984.

4. Only one institution reported that it cooperated with other agencies in the offering of classes for older adults.

5. Several institutions indicated that they sent brochures, pamphlets and other materials advertising their offerings to older adults. Several institutions shared materials advertising their offerings with the researcher.

6. Only one institution indicated that it sent materials advertising its offerings directly to retirement groups or committees.

7. The majority of the local institutions seemed to be limited in their offerings for the aged.

8. The results of the study supported the findings of Sheppard and Valla (1979). According to Sheppard and Valla, with few exceptions, it is the community colleges that are conducting and planning programs on a wide-spread basis for older adults.

Recommendations

Several recommendations are presented as a result of this study. The recommendations for practice are as follows.

1. The information produced from this study could be used by local institutions as a means to improve and/or expand postsecondary educational offerings for older adults.

2. The local educational institutions should be made aware of their lack of commitment toward the aged in terms of degree programs and credit course offerings.

3. Administrative personnel of the local institutions responsible for implementing new curriculum should be aware of the findings of this study when considering the initiation of new classes and programs.

4. Effective program offerings specifically designed for older adults should be made available to those institutions who are not offering, but interested in offering such programs.

5. Information concerning postsecondary curriculum designed for the aged offered by local institutions should be made available to older adults.

The recommendations for further study are as follows.

1. A study should be conducted in which the older adults in Oklahoma City are queried to see if they are satisfied with the educational offerings provided for them.

A needs assessment study should be conducted with the older population to determine their needs and interests concerning educational offerings.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE INSTRUMENT

SURVEY OF POSTSECONDARY OFFERINGS FOR OLDER ADULTS

This survey is designed to generate information that will be used to determine the postsecondary programs that are offered specifically to adults 60 years of age and older in Oklahoma City, Oklahoma.

The purpose of the survey is to ascertain the level of commitment by the local educational institutions to the aged in terms of degree programs, course availability, and adult participation.

ALL INFORMATION WILL BE TREATED CONFIDENTIALLY.

Thank you for participating in the survey. Your contribution of information and time will aid greatly toward improving education opportunities for all.

DIRECTIONS

For each statement, place an "X" in the blanks marked YES or NO. For those questions requiring more detailed information, please answer as thoroughly as possible.

Please note: in completing this survey keep in mind that the words "older adult" means those persons 60 years of age and older.

1. Does your institution offer classes designed specifically for older adults?

yes _____ no _____

2. Has your institution offered, but discontinued in recent years, classes for older adults?

yes _____ no _____

3. Is your institution planning any new classes for older adults?

yes _____ no _____

If your answer was NO to ALL OF THE FIRST THREE QUESTIONS, STOP HERE.
If your answer was YES to ANY OF THE FIRST THREE QUESTIONS, PLEASE
COMPLETE THE REMAINDER OF THE SURVEY.

4. Does your institution offer baccalaureate degree programs specifically designed for older adults?
yes_____ no_____
5. Do you have any faculty or administration personnel specifically working and planning programs for older adults?
yes_____ no_____
6. Do you specifically select older adults for any advisory committee(s)?
yes_____ no_____
7. Do you cooperate with any other agency in the offering of classes for older adults?
yes_____ no_____
8. Do you have brochures, pamphlets or other information materials advertising your class offerings for older adults?
yes_____ no_____
- (A) if you, would you be willing to share those with me?
yes_____ no_____
9. Have you ever sent materials advertising your class offerings directly to retirement groups or communities?
yes_____ no_____ (if yes, please explain) _____

10. How many older adults do you presently have enrolled in non-credit courses.

11. How many older adults do you presently have enrolled in credit courses?

12. What is the total enrollment of the institution in which you are employed?

13. How many faculty members employed in your institution are 60 years of age and older?

14. Personal Data:

- a. What is your highest degree earned? _____
- b. What is your position? _____
- c. Sex: Male _____ Female _____
- d. Age? _____

15. Would you like a copy of the results of the questionnaire?

yes _____ no _____

This research is being conducted to find out what is currently being done to provide the educational needs of the older adult in Oklahoma City, Oklahoma. Please list below any additional information such as suggestions, ideas, observations, and experiences, that may help in this search.

Thank you.

Please complete the survey and place it in the stamped envelope enclosed and return to me by February 14, 1984.

Sandra Holloway
P.O. Box 54636
Oklahoma City, OK 73154

Thank You For Your Cooperation

APPENDIX B

COVER LETTER

February 1, 1984

Dr. _____
University
Address
Oklahoma City, OK _____

Dear Dr. _____:

I am trying to discover the types of postsecondary programs the local universities, colleges, and institutions are offering specifically for older adults (if any).

The purpose of the survey is to ascertain the level of commitment to the aged by postsecondary institutions in Oklahoma City in terms of programs, course availability and methods used by local institutions to disseminate information concerning class offerings to the older adult population.

Please spend a few minutes to fill out the survey form.

The results of the survey will be sent to all participating institutions.

Thank you.

Sincerely,

Sandra K. Holloway
OSU Graduate Student

SKH/kp

APPENDIX C

FOLLOW-UP COVER LETTER

February 28, 1984

Dr. _____
University
Address
Oklahoma City, OK

Dear _____:

This is a follow-up to a letter and questionnaire that was sent to you February 1, 1984 concerning postsecondary offerings for older adults.

The purpose of the survey is to ascertain the level of commitment to the aged by postsecondary institutions in Oklahoma City in terms of programs, course availability and methods used by local institutions to disseminate information concerning class offerings to the older adult population.

Please spend a few minutes to fill out the survey form.

The results of the survey will be sent to all participating institutions.

Thank you.

Sincerely,

Sandra K. Holloway
OSU Graduate Student

SKH/kp

2-
VITA

Sandra Kaye Mimms Holloway

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF OFFERINGS FOR ADULTS OVER 60 YEARS AT POSTSECONDARY
EDUCATION INSTITUTIONS IN OKLAHOMA CITY, OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, February 1, 1943, the
daughter of Mr. and Mrs. S. H. Mimms.

Education: Graduated from Tulsa Public Schools, Tulsa, Oklahoma,
1961; received Bachelor of Science degree in Biology from
Langston University, Langston, Oklahoma, 1965; completed
requirements for Master of Science degree in Occupational
and Adult Education in July, 1984.

Professional Experience: Employed by Tinker Air Force Base,
Oklahoma, 1967-1984.