

"AT RISK" ADULTS IN HIGHER EDUCATION:

AN APPLICATION OF MOOS AND TINTO

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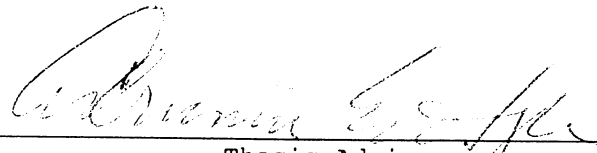
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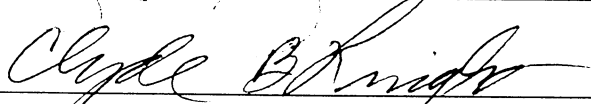
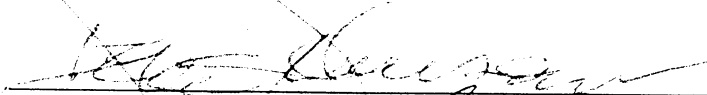
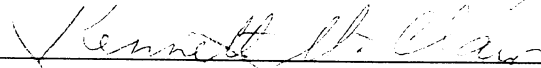
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ACKNOWLEDGMENTS

For me to even consider the possibility of completing a doctoral degree was a dream that I dared not share with anyone for many years. Although I was always successful in my educational endeavors, I believed that to pursue such a goal was somehow pretentious for me. I now believe that my vision of this journey was colored by those who dared not take this course of action, whose goal it was to discourage those who dared to think the thought, to take that first step on a journey that was sure to change, not only my life, but the lives of others.

I now view the doctorate, not as an end product, but as a beginning. This journey, although not a thornless one, led me directly to Phil. When we were married on December 22, 1990, our philosophy about the doctoral process and our lives in general was a part of that ceremony: "I went to the woods because I wished to live deliberately I wanted to live deep and suck out all the marrow of life . . . to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I come to die, discover that I had not lived." This is a journey that is a road less travelled.

Others walked this path with me and guided me: Dr. Johnson who welcomed me at OSU and assured me that I could get a doctorate; Dr. St. Clair who welcomed me with his patriarchal understanding; Dr. Bass who smiled freely and offered kind advice; Dr. Knight who

offered his time and support; Dr. Hyle who offered me camaraderie, guidance and friendship; Georgia Sturch who taught me the true spirit of community; Stacey Lee who shared the process with me. Others, too numerous to mention, shared the vision with me, and I thank them anonymously.

I wish to thank all my friends at Northeastern Oklahoma A&M College for their continued support, advice and time. A special thanks goes to all my family members who continued to encourage me through the doctoral process. I would also like to acknowledge a world of thanks to my two sons who supported me from beginning to end. Scott had a mother who went to school at nights, on weekends and during the summers for seventeen of his years. Keith had the same for thirteen years. All these years carried a sacrifice for both: I share this honor gladly with both of them. I also wish to thank Larry who supported me in his own way for many years during my educational pursuits.

I would like pay tribute to my deceased parents--to my father who taught me the responsibility of carrying on a proud heritage and to my mother who inspired me to love the person who was less fortunate than others.

Lastly, to Phil, who taught me the true meaning of love, nurturing and companionship, who either literally or figuratively walks beside me as a friend in the truest sense. To Phil, my soulmate, my love.

I end this degree with celebration and happiness for all that it represents. I also end this degree with a responsibility to

carry forth the tradition of those who travelled this same road before me and for those who are soon to follow. The journey upon which I now embark will lead me to new discoveries and new paths less travelled.

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CHAPTER I

DESIGN OF THE STUDY

Man has come to be seen as the sum total of his ills, problems and deficiencies. It is as if a person to be educated can be equated with a problem to be solved (Weller, 1977, p. 7).

The National Center for Education Statistics cites startling figures. In 1990, the dropout rate in public schools in the United States was 26.9%. Community colleges face an even greater dropout reality with only 15% of their freshmen students graduating as sophomores. This dim statistic becomes even dimmer for non-traditional students who enter the community college with even greater obstacles to overcome than their younger colleagues.

Non-traditional is defined as a "'catch-all' term college educators use to describe just about anybody who isn't a full-time student in the 18-22 age bracket" (Kaercher, 1982, p. 182). By the year 2,000, over half of the campus populations are projected to be comprised of non-traditional students (Tifft, 1988). Despite the steady decline in the number of traditional high school age students, community colleges are attempting to maintain the status quo in population. Institutions are attempting stabilization by recruiting graduating high school seniors who go to college now when they would not have gone before (primarily due to lower abilities) and by recruiting adults who go to college now in larger numbers than ever before (Aslanian, 1986).

From an historical perspective, many events have caused such a demographic shift. The United States now has the most highly educated workforce in its history. The average American worker has received 12.7 years of education, significantly up from 10.9 years of two decades ago (National Advisory Council, 1984). From 1972 to 1980, the total number of college students over 24 years of age increased by 54% to almost four million. The number of women students increased by 118% to almost 2.2 million. Within a three-year period from 1975-1978, the number of women returning to college between the ages of 24 and 34 rose by 187% (Kaercher, 1982).

Another important statistic, when considering these shifts, is that the median age of all Americans today exceeds 30 years. In 1980, the average age of students on campus was over 30 years. The American Council on Education has labeled these maturing students the new majority in postsecondary education (National Advisory Council, 1984). These adults enter community colleges for a variety of reasons. Aslanian, co-author of Americans in Transition, stated that of 2,000 adult learners studied, the vast majority go to school with very specific objectives--usually career goals. But, there is a hidden subgroup within this group that is now entering college for the first time in large numbers--the AFDC Recipients (Aid for Families with Dependent Children as interpreted by the State Department of Welfare). The need for the AFDC recipients to obtain a higher education is cited in a National Report prepared by the Center on Budget and Policy Priorities Committee:

There is a danger that despite the tightening of labor markets, many AFDC recipients and other low income individuals still may be unable to find steady jobs-- especially jobs that can lift them out of poverty-- because they lack the requisite levels of education or basic skills. This danger is especially great for AFDC recipients, many of whom have particularly low levels of education and basic academic skills (Porter, 1990, p. viii).

Many AFDC recipients are junior high or senior high school dropouts. These adults are not typical 18-19 year old students now in their early 20s to 40s. Many of these are the same students the public schools failed; nearly half have not finished high school (Porter, 1990).

As a result, these adults apply for admission into institutions of higher education with a General Education Development (GED) or without any equivalency certificate and, they enter higher education with below-average skills in writing, vocabulary, and mathematics. In addition to the substantial age difference encountered by these "at risk" adults, many face societal, familial, and individual conflicts that are often monumental.

Community colleges make noble attempts to prepare their non-traditional students for the workplace; however, when the "at risk" adult is added to the all-inclusive label of "non-traditional," their disparate, complicated needs get lost. The feasibility of serving these diverse needs becomes a vital question for highly trained professionals when they have an overabundance of students and workloads, and little counseling background. Additionally, community colleges and technical institutes, which have focused on the education of adults, are often the most underfunded of

educational institutions (Crossland & Milander, 1986). Community colleges do not have magic wands, and there is no utopian way to pursue such a mission.

Oklahoma recently enacted a new law that has driven many adult students into the community college arena who would not have chosen to go there in the past. The Oklahoma Education, Training and Employment Program (ET&E) (Oklahoma Department of Human Services, 1990) is designed to "encourage, assist and require applicants or any recipients of AFDC to fulfill their responsibilities to support their children by preparing for, accepting and retaining employment" (Section 540-541.3). The program also specifies that "as a condition of eligibility for AFDC, all applicants and recipients whose needs are included in an AFDC grant and who are not exempt, are required to participate in the ET&E Program" (Section 540-541.3). The program further states that "these individuals may be exempt from high school attendance or courses designed to lead to a GED certificate if the assessment indicates that other educational activities would be more appropriate" (Section 544.51 A).

Such a political drive changes the complexion of the entry process for the community college. Community colleges, generally, have open door access which allows anyone to enter. In Oklahoma, the American College Test (ACT) is the basis for such admission, but for open access colleges, any score is acceptable. Since AFDC recipients are typically junior high and high school dropouts, they are often admitted with a newly attained GED or without any equivalency certification. Without certification, these adults

enter strictly on the maturity basis, if they can demonstrate an ability to benefit, and most have been out of school or any type of educational process for at least several years.

These recruits exhibit several common characteristics. The most obvious is that they are Oklahoma women receiving AFDC payments, and are "fairly young, but past high school age. In 1987, more than half of all female heads of AFDC families were between the ages of 19 and 29" (Porter, 1990, p. 13). Societal forces and time have changed nothing for these women from the time they dropped out of junior high or high school; their problems are primarily the same, only magnified by children, self-deprivation, and rejection.

In the last decade, the number of households falling below the poverty level across the United States which were supported by women rose from 36% to 50%. If this trend continues, by the year 2,000 almost all those in poverty will be women and their children (Porter, 1990). To empower these women, they must have "access to an education where the educators and the content accurately present [their] history and presence in the world" (Wilson, 1986, p. 53).

Once such a student enters a community college, many things can happen. Some are transformed into productive, employable, more pleasingly esthetic people; others drop out for many reasons. A great deal of research has been examined to determine why adult students drop out of institutions of higher education. The common finding is that, in order to reduce the dropout rate, there must be increased social and academic integration (Bosier, 1973; Tinto, 1975; Moos & Moos, 1978; Moos, 1979; Pascarella & Terenzini, 1979;

Wilson, 1980; Pascarella, Duby, Miller & Rasher, 1981; Garrison, 1985; Sweet, 1986), but there is little research to give direction to those wishing to accomplish such a task.

Statement of the Problem

The public assumes that when students drop out of high school that their problems disappear. In reality, high school dropouts, especially females, often struggle and fail again and again, until 10, 20, 30 years later, they show up at the Department of Human Services (DHS) seeking aid. Since the implementation of the Oklahoma Education, Training, and Employment Program by the DHS, many adults are being offered additional education and training to help them restructure their lives and become more employable. For many, the educational institution of choice is the community college.

A central problem for community colleges associated with such "at risk" adults is retention. Research has repeatedly shown that academic and social integration are the two variables that must be addressed if colleges are going to retain adult students. But, the tendency for community colleges is to regard all their students as "typical" college-aged students which have historically been the 18-19 year olds.

Given these realities, how should community colleges respond to the diverse needs of the adult student? How can community colleges improve the academic and social integration of the AFDC recipient? These questions have been asked for decades for the non-traditional

students. They must now be directed to the "new" non-traditional, "at risk" adult students, often AFDC recipients, and their special needs.

Significance of the Study

The "history of education . . . is a totality of actions, policies, theories, utopian visions and rival educational projects" (Gelpi, 1983, p. 4). Therefore, discovery of evidence in practice of community colleges and how they respond to the diverse needs of the adult student who enters with a GED or without, will benefit students, research, theory, practice and training of faculty and staff. While research has been done in the area of academic and social integration in response to the needs of the adult student, there has been little research to suggest a way to address such issues (Bosier, 1973; Tinto, 1975; Moos & Moos, 1978; Moos, 1979; Pascarella & Terenzini, 1979; Wilson, 1980; Pascarella, Duby, Miller & Rasher, 1981; Garrison, 1985; Sweet, 1986). Once recruitment of the "at risk" adult has been accomplished, then retention becomes the immediate concern. Programs that holistically integrate the adult student into the educational system are, therefore, necessary. These adults must have support from many different areas just to survive in the educational setting (Garrison, 1985).

Since there have been few data collected on this specific community college clientele, researchers will benefit from this study. Such data can be used to expand experiential knowledge regarding the recruitment and retention of "at risk" students in the

community college setting, as well as their preparation for the current and future workplace.

The realities of practice can aid theorists in building models to recruit such students and to increase retention in all community colleges. These models, and the data gathered as a result of this study, will have possible ramifications for higher education institutions as well as state agencies directly serving the needs of the AFDC recipients. The education and employability of this clientele will be reflected in the return of income tax dollars to the state of Oklahoma for other social programs.

Practitioners will benefit because they will be able to expand their understanding of their "at risk" adult students and, thus, enhance responses to their divergent needs. The ultimate goal for the practitioner is to facilitate the AFDC recipient into a full-time, well-salaried job that will stop the cycle of dependency.

Training and leadership programs will be provided with a greater range of alternatives and practical approaches to better aid the adult "at risk" student. These training and leadership programs will center around the philosophy of "empowerment of the heart." Foster (1986) states that leadership is a process of transformation and empowerment and that "each administrative decision carries with it a restructuring of a human life; this is why administration at its heart is the resolution of moral dilemmas" (p. 33). An empowering and moral agenda is one that enables students to "become different, to think critically and creatively, to pursue meanings,

to make increasing sense of their actually lived worlds" (Green, 1986, p. 72).

Theoretical Background

The theoretical, empirical and experiential knowledge bases in the field of "at risk" adult students reflect the recent influx of such students. By the year 2,000, the traditional student will be the adult student and the non-traditional student will be the younger colleague. Demographic shifts such as this carry serious import if the issues and ramifications are not addressed in a timely manner. Little has been written about this shift and the clients it brings to the doors of all institutions of higher learning, especially community colleges. Research does, however, indicate that there are two significant areas for the adult student that need serious attention: academic integration and social integration.

Academic Integration

Although academic integration is sometimes viewed as simply academic success, there are many other variables involved. Advising, counseling, dissemination of information, faculty involvement, and classroom environment are as essentially crucial to retention of students in higher education. However, because grades symbolically represent success or failure in the academic setting, academic integration is often viewed as a more tangible goal to accomplish than social integration.

Adults generally view their grades as the central core of their educational process without particular thought to social growth. Academic success is often related to self-esteem and acceptance in what has been viewed in the adult's past as a hostile world (Thomas, 1980). They find little need or desire for social interaction (Garrison, 1985). Academic integration, therefore, becomes crucial to the self-esteem of adults and must be accomplished in a variety of ways (Pascarella & Terenzini, 1979).

Advising. Advisors must be available to listen, encourage and direct these students. The advisor is crucial to the survival of the adult "at risk" student, and advisement must be directly linked to the goals of the adult student, if they are to be retained (Garrison, 1985).

Counseling. Counseling, like advisement, allows the "at risk" student another avenue by which to be exposed to alternatives divergent from established patterns of thinking. Counselors can often offer a new way to approach and view choices that are available (Bean, 1980). But, in order to assure counseling services for these adults, the institution must commit to holism. Bean (1980) concluded that institutional commitment was "far and above the most important variable in predicting dropout" (p. 178).

Crisis intervention counseling is also necessary to reduce dropout rates. A study done by Pascarella, Duby, Miller, and Rasher (1981) recommended intervention strategies aimed at reducing this probability of withdrawal.

Organizations exist across most college campus that recognize academic achievement. These organizations gather to support students with similar interests and abilities (Bean, 1980). Some "at risk" adults can be distinguished by high ACT scores and by high grade point averages. When this occurs, they can be encouraged to join other honor students and highly focused academic students.

Information Dissemination. Another important aspect of counseling and advising is dissemination of information. Bean (1980) found that students who did not know the social and academic rules of the institution were most likely to drop out. Adult students most often do not reside on the campus and often do not have access to information readily available to resident students. Adult students are also a difficult group to address in general because they are not organized into specific groups. Information is traditionally disseminated through the dormitory networking. For adult students, often vital information does not reach them (Chickering, 1974).

Faculty Involvement. Interaction with faculty members is vital for prevention of dropouts (Pascarella & Terenzini, 1980). There are six primary reasons given by students for interaction with a faculty member: to obtain basic information concerning courses and academic programs, to discuss issues concerning their future, to obtain help in resolving a disturbing personal problem, to discuss intellectual or course-related matters, to discuss a campus issue or problem, and to socialize informally (Pascarella &

Terenzini, 1980). Pascarella and Terenzini (1980) also found that the frequency of contacts focusing on intellectual or course-related matters had, among several predictor variables, the largest significant partial correlation with freshman year persistence.

Classroom environment. Another area of academic socialization where academic instruction occurs is the classroom environment. This broadly inclusive concept includes instruction, textbooks chosen, validity of testing, relationships between faculty members and students, and students and their peers. Several sociological surveys have revealed that capturing undergraduate student participation by humanizing classroom instruction is effective (Etzione, 1976; Wallis, 1973). Other recent studies have focused on assessing the characteristics of classrooms and the relevance of such to adult student success; there is often a direct correlation between classroom environment and student success or failure (Randhawa & Fu, 1973; Nielsen & Kirk, 1974; Moos, 1979; Walberg, 1979).

Social Integration

Social integration is the process by which relationships can be fostered that will have a binding effect on retention in higher education. Social integration is also difficult to establish with the adult student. The first reason for this is that adults are primarily commuters. Because they are commuters, they are a difficult audience to attract back to campus activities. Many are either employed full-time or part-time. Others who are not employed

often lack sufficient self-esteem to initiate contact with other students.

Research indicates that adults view themselves in a more negative sense than they do their younger colleagues. Research also indicates that they are resistant to any form of assimilation within the class structure or outside of it (Bosier, 1973; Tinto, 1975; Pascarella & Terenzini, 1980; Pascarella, Duby, Miller, & Rasher, 1981; Garrison, 1985; Sweet, 1986). Most adult students also have family demands which allow little time for social activities (Garrison, 1985). Yet, research indicates that social integration is an important ingredient in adult student success (Tinto, 1975; Sweet, 1982; Garrison, 1985).

Family (spouse or significant other) issues. The "at risk" adult faces complicated issues. Garrison (1985) reported that it was "evidently clear that the social life of many adult learners is filled with family and the concomitant socioeconomic responsibilities and commitments" (p. 26). These same adults often have a spouse or significant other who does not want them to "rise above," to become the "white sheep of the family." The significant other or spouse will often attempt to prevent the adult student's participation and attendance in college. This control issue is driven by insecurities, but it is an obstacle to the "at risk" adult student who faces far more obstacles than even the "traditional" adult student. As a result of all these variables, the "at risk" adult student is highly unlikely to integrate socially.

Self-concept. Another handicap is that "at risk" adults often view themselves "less than" other students. This low self-esteem locks them into isolation because they fear rejection and not fitting in with others (Darkenwald & Gavin, 1987).

Interactions. Social integration can be accomplished through many avenues. Pascarella and Terenzini (1980) noted that "among the indicators of social integration, frequency of informal contact between students and faculty promoted positive student attitudes and commitment" (p. 217). Although this same relationship is also relevant to academic integration, interactions between student and teacher promote social growth for the "at risk" adult student (Pascarella & Terenzini, 1980). Another important aspect of social integration is student to student relationships. For adult students, younger student to adult students relationships are important, as well as adult student to adult student relationships. Tinto (1975) suggested that either a lack of social or academic integration increased the likelihood of dropout.

Variable Clusters

Because school (academic) and non-school (social) variables should be examined concurrently in order to reveal the relative importance of these two sets of variables for the "at risk" adult student, three related variables clusters emerge for consideration in this study:

- I. Demographics,
- II. Academic integration of adult students, and

Procedures

Data Needs

The demographics, perceived needs, academic integration, and social integration of the "at risk" adult student and the "traditional" adult enrolled in a community college were the data needs. This diverse population was located at an open access midwestern community college that recruited the AFDC recipient as a result of a recently mandated state program.

Population

The population for this study was the adult student enrolled for the first semester at the community college selected. The population was comprised of two distinct groups: the "at risk" adult and the "traditional" adult. The "at risk" adult was defined as a student over the age of 21 who enrolled without a high school diploma and who was on welfare. The "traditional" adult was defined as a student over 21 who enrolled with a high school diploma.

The institution chosen was organized as an open access state supported comprehensive college offering associate degrees and/or certificates while remaining sensitive to the specialized educational needs of the community. The basic curricula contained freshman and sophomore courses for students who intended to pursue a baccalaureate degree. Occupational programs also existed for either degree and/or certificate completion.

Data Collection Method

A survey instrument was used to gather background information, goals and life skills development from the adult population. The instrument chosen was the Adult Learner Needs Assessment Survey (1988) designed by The American College Testing Program (included in Appendix A). Additional demographic questions were designed to address other relevant issues (included in Appendix B). Data that described the institution was collected by reviewing established program, organization and implementation documents.

Data Analysis

The American College Testing (1988) analysis of the Adult Learner Needs Assessment Survey provided descriptive statistics. This adult needs survey was then used to compare each group by demographics, perceived needs, academic integration, and social integration. Content analysis of institutional documents/programs as supportive of academic or social integration served as the final data analysis strategy.

Reporting

Chapter Two provided a review of research literature relevant to issues of the adult student in higher education and to the AFDC recipient over the past ten years.

Chapter Three reported in detail the methods used to implement the study, including identification of the sample, data collection,

and data presentation.

In the fourth chapter, analysis and interpretation of the data were presented and were used to generate advice.

Conclusions were discussed in Chapter Five. A summary of the study was included as well as recommendations for institutions of higher education with open door access. Chapter Five was concluded by a commentary.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A demographic shift in student population across higher education campuses, from the traditional 18-19 year old student to the non-traditional older adult student, has created a continuum of research studies since the early 1950s. By the year 2,000, over 60% of all students in colleges and universities will be adults and the largest single-age group will be the 30 to 44 year-olds, with a similar rising number in the age group of 45 to 64 (Crossland & Milander, 1986). This shift in population will affect the future success or failure of higher education.

The primary purpose of this study is to examine this non-traditional population. Theoretical and empirical studies specific to institutions of higher education and their relationship to adult student populations will be reviewed.

Theories on Student Success

Researchers generally agree that adult students enter college with different personal needs than their younger colleagues and that different variables must be responded to in order to increase persistence and decrease attrition. Moos and Moos (1978), Moos (1979), and Tinto (1975) were the predominant models referred to by the researchers (Pascarella, 1979; Bean, 1980; Pascarella, Duby,

Miller & Rasher, 1981; Chavez, 1984; Sweet, 1986; Darkenwald & Gavin, 1987).

Tinto's (1975) academic and social integration model has dominated recent research, detailing the importance of both variables for retention of students in higher education. It was the general consensus of researchers that academic and social integration were essential if student persistence were to increase. Moos (1979), however, established three theoretical dimensions through which academic and social integration could be implemented. The dimensions of personal, relationship and institutional change, according to Moos, are vital to such integration. With the assumption that Tinto's model of academic and social integration cannot be separated from any model advocating retention of students in higher education, Moos' theoretical model, incorporating change at three levels, will be used as the theoretical frame for this study.

Moos' Three Theoretical Dimensions

Moos' theoretical dimensions must be understood in relationship to adult college student participation. These dimensions are personal growth or goal orientation, relationships, and system maintenance and change.

Personal Growth or Goal Orientation Dimension. The personal growth or goal orientation dimension assesses the basic goals of the setting that allow personal development and self-enhancement to occur (Moos, 1979). There are several reasons why this dimension is

crucial to the success of the adult student.

Student persistence/withdrawal decisions are the result of a longitudinal process which, if it is to be understood, must take into account the characteristics, aptitudes, and aspirations the student brings to college, as well as his or her experience in college once enrolled (Pascarella, Duby, Miller, & Rasher, 1981, p. 329).

Some of the earliest data developed by Iffert (1958) and Newcomb (1962) demonstrate that adult students are different from the "traditional" student. They found that commuters are much more inclined to withdraw from an institution than those living on campus. Since adults in most institutions are commuters, the implication carries serious import.

Tinto's (1975) dropout model for higher education indicates that if either social or academic integration were lacking, the result was increased likelihood of dropping out. Often adults lack both social and academic integration. Part of the reason for this might be what Chickering (1974) discovered in his national study of college undergraduates: commuters are less likely to participate in various non-required social, cultural, and intellectual offerings. This study has been further substantiated by similar studies (Graff & Cooley 1970; Harrington, 1972; Scott, 1975; Welty, 1976). The reason for this is that commuters "hit" the campus and leave immediately after class because they have jobs, families and other responsibilities that distract them from the college setting.

Other variables also affect adult student performance. Peng, Ashburn, and Dunteman (1977) and Munro (1981) found of two measures of personality, locus of control and self-esteem, that self-esteem

is the stronger predictor of success. Consequently, self-esteem should be another variable for consideration by educational institutions concerned with retention.

Thomas (1980) states that "there are also the person's beliefs about what cause his successes and failures" (p. 226) that affect success. He further states:

The importance of an individual's perceptions about the world for determining such motivational constructs as aspiration, expectation, and feelings of self-worth is the central theme in recent cognitive psychological models of motivation (p. 226).

Maehr and Stallings (1972) substantiate this by saying that the single most important determinant of continued motivation is the extent to which students view themselves as the cause of their own behavior. While this finding is derived from younger students, the same can be applied to adults. If adult students possess low self-esteem, then they may choose to view their own behaviors as negative which, in turn, will affect their classroom behaviors and, thus, academic successes.

Pascarella and Terenzini (1979) report similar results to those Tinto (1975) found in his model of the college dropout process. They suggest that students bring "different background characteristics to college (e.g., personality traits, academic aptitude, family background, secondary school achievement and experiences)" (p. 214). These different characteristics add to the diversity of the adult population. Garrison (1985) suggests that students in adult basic education programs are "four times more likely to drop out than other adult education participants" (p. 25).

The odds of four to one increase attrition rates substantially.

Buckley's (1967) model suggests that "any system (e.g. the adult learner) has an internal source of tension and is engaged in a continuous transaction with its varying external and internal environment" (p. 128). Further, "each transforms the other through a process of constant interaction which necessitates continual adjustment and adaptation for the adult learner" (p. 128). Institutions must understand that the external, the environmental conditions, and the internal, the psychological complexity of the adult learner, become one enmeshing entity.

Garrison (1985) suggests that "a better explanation of dropout can be achieved by viewing dropout as a function of lack of integration of school within the life space of the adult learner" (p. 27). This integration must extend beyond the present to the future as well. Knowles (1973), discussing the immediacy of application, states that adult learners must understand the relevance of the curriculum as it relates to their future careers. Perhaps this immediacy is driven by external pressures that simultaneously entice the adult student to school and then paradoxically away from school.

To further illustrate the complexity of the adult student's conceptual system, Garrison (1985) reports that relevant dropout variables fall into five categories: intrinsic and extrinsic motivations, intrinsic and extrinsic constraints, and cognitive ability. Any one of these five can create havoc in the academic life and personal life of an adult student.

Relationship Dimension. The second dimension to be addressed is the relationship which assesses the extent to which people become involved, the extent of their support in helping each other, and the extent to which they communicate openly and freely (Moos, 1979). Included in this social system are academic and social integration. Different variables affect adult student persistence, but Tinto (1975) regards persistence largely as an outcome of the student's academic and social experiences after enrollment. Tinto also defines academic integration primarily through scholarly achievement but, additionally, in terms of the student's involvement with the intellectual activities and services offered by the institution.

The Tinto model recognizes that adults bring their personal characteristics and histories with them which influences their interaction within the institution. Pascarella and Terenzini (1979) substantiate this research. When observing social integration, they state that the frequency of informal contact between students and faculty promotes positive student attitudes and commitment. Positive student attitudes and commitment, consequently, decrease attrition.

According to Darkenwald and Gavin (1987), there is a key assumption that deserves addressing: "student perceptions of the environment are more meaningful than so-called objective reality or observed behavior in that perceptions ultimately govern their behavior" (p. 154). Therefore, reality is defined by student perception. Darkenwald and Gavin (1987) study states that dropouts

anticipate

finding themselves in a classroom in which they did not expect or presumably desire a climate high on friendly social relations and mutual support among students . . . Consequently, dropouts perceived other students as different from themselves in undesirable ways. Thus one would expect dropouts to be dissatisfied with the classroom social environment and to engage in few, if any, affiliative behaviors with other students (p. 160).

Other social/relationship variables force additional pressures on the adult student that often cause withdrawal from the institution. Garrison (1985) states that it seems "evidently clear that the social life of many adult learners is filled with family and the concomitant socioeconomic responsibilities and commitments" (p. 26). Even though the adult student's needs are quite different than the younger college student's needs many educational institutions fail to consider this. It is the "impact and required integration of school into the total social milieu of the adult learner that will ultimately determine persistence or dropout" (Garrison, 1985, p. 27).

System Maintenance and Change Dimension. This third and final dimension is concerned with the extent to which the environment is orderly and clear in its expectations, and how it maintains control and responds to change (Moos, 1979). Pascarella, Duby, Miller and Rasher (1981) suggest that institutions "might use salient variables to identify specific low-risk sub-populations for special recruiting efforts" (p. 341). They further suggest that pre-enrollment information might also prove particularly useful in identifying "withdrawal-prone students for special remediation or intervention

strategies aimed at reducing the probability of withdrawal" (p. 341). However, these three researchers also postulate that "voluntary withdrawal is less a function of pre-enrollment traits than of post-enrollment experiences" (p. 347). Such research indicates that recruitment, pre-enrollment and post-enrollment experiences influence the successful reduction of attrition rates.

Research by Wilson (1980) reveals that dropouts are "characterized as less socialized and responsible" (p. 183). Persisters also expect that the "classroom environment would exhibit more emphasis than was observed on the establishment of, and adherence to, a clear set of rules for student behavior" (Darkenwald & Gavin, 1987, p. 160). MacDonald and Knights (1979) and Cross (1981) observe that adults who are successful are capable of taking responsibility for their own learning. Since self-esteem of adults is lower than that of their younger colleagues, this procedure possibly will give more tangible reinforcement of academic success which is assessed in terms of an anticipated letter grade.

Moos and Moos (1978) findings are that "substantial relationships" exist between variables such as student and teacher perceptions of classroom environment and mean class grades. Thus, how students and teachers perceive their individual realities may have a high correlation between adult student success and failure. For many adults, successful grades translate to positive self affirmations which will affect them positively in all areas of their lives.

Social environment theory posits that students and teachers "construct their own social reality and that the social climate of a classroom can be understood, and thus validly measured, only through their own perceptions of it" (Darkenwald & Gavin, 1987, p. 161). It therefore can be postulated that a plethora of variables enter into this realm of perception, including prior educational experiences.

Summary. Moos' three dimensions provide the foundation for research investigating the variables which affect the ability of students to persist in higher education. With so many variables involved, institutions face what seems a monumental task in serving the needs and wants of the adult students. But, institutions do have a direct impact on the educational process:

Educational settings can make a difference in students' lives. This difference can be for better or worse. Students [and educators] are correct in assuming that their choices and policies matter and that the educational settings they select and create have varied impacts (Darkenwald & Gavin, 1979, p. 273).

Many researchers believe that the system does not have the ability to change, yet change is a necessary condition for adult student success.

It can be concluded from Tinto's (1975) work that the greater the level of commitment, the more likely students are to continue their studies at the institution in which they initially enrolled, and that the extent to which students acquire a sense of social involvement and achievement determines their respective commitments to the institution attended and to the goal of college graduation.

Research on the AFDC Recipient

To fully understand the dilemma of AFDC recipients who enter institutions of higher education, the research specifically involving these individuals must be studied, in addition to research relevant to adult learners. During the last ten years, literature about this population has been minimal. The limited number of studies reviewed herein indicates the lack of such research.

The related literature and studies relevant to the topic of AFDC recipients can be divided into two basic categories. The first category examines the AFDC recipient as a part of the social system of welfare and its consequent ramifications. The second examines the relationship between the welfare social system and institutions of higher education and how those relationships affect the performance of AFDC recipients.

Social Welfare System Studies

Several studies examined the AFDC recipient as part of the welfare social system and the ramifications of that system. A study completed by Vesely, McEntee, and Schorr (1982) suggested that applying for public assistance was a difficult, long, and humiliating process. Several advocates for AFDC recipients were gathered and asked to survey the perspective respondents. The results of the survey demonstrated nine major categories of findings: (1) welfare system management problems, (2) barriers to entering the welfare system, (3) communication problems, (4) welfare system inefficiency, (5) welfare system insensitivity, (6) client

characteristics, (7) child support problems, (8) detection of fraud problems, and (9) emergency service problems.

A study by Abramowitz (1985) addressed additional concerns. Abramowitz suggested that family ethic shapes the relationship between women and the welfare state. Abramowitz also suggested that this in many ways parallels the work ethic which shapes the relationship between the welfare state and men. The implications of this study reflected that family ethic should be applied to major income maintenance programs.

Inequities of income distribution were the concerns of a study by Sherraden (1988) who suggested that the social welfare policy should focus on household assets rather than income distribution. He viewed injustice in the current system and advocated change for recipients who were attending higher education. Sherraden's major changes were directed at financial transfers, housing, and support for higher education.

A study by Corsino (1985) set up a simulation that involved students in an effort to critique and analyze the social welfare system's response to social problems. A role playing experience was initiated as part of a sociology experiment which involved both welfare administrators and certain disadvantaged groups. They were asked by Corsino to role play typical interactions between these two social categories of people. The purpose of this study was to evaluate empathy between the two groups.

These four studies addressed the difficult, long, and humiliating process, the family ethic shaping welfare dependency, inequities of income distribution, and the lack of communication between welfare administrators and their clientele. Due to the few social welfare system studies available for consideration, the need for more research in these areas was evident.

Social Welfare System:

Higher Education

The second category of studies involved the relationship between the welfare social systems and institutions of higher education and how these relationships affected the AFDC recipient's performance. Jaschik's (1987) study was directed at job training only, investigating programs that were implemented by Bergen Community College, Middlesex County College, and Union County College. Counseling programs that helped welfare recipients determine their job interests and skills, job training courses, and day-care centers for participants' children were the core of the programs. The findings of these programs indicated a need for child care for participants when they were involved in programs that were directed toward job training and placement.

A 1978 O'Brien study reviewed a New Hampshire program entitled "Women for Higher Education" designed to provide rural AFDC recipients assistance in returning to college. This program included 4 regional community based centers and core spokeswomen who attempted to assist 500 rural women in higher education. The

findings were that peer counseling and support were the primary variables for the success of such a program.

Franklin (1984) reviewed strategies for using AFDC recipients' benefits to pursue postsecondary education. A review of activities based in Massachusetts and 11 other states and the District of Columbia added supplemental data to this study. The group included financial aid officers, state aid agencies, and Educational Opportunity Centers which included resource people in states where either county or state offices administered AFDC. The strategies identified were grouped into the following categories: developing effective communication with agencies administering AFDC programs; assisting AFDC recipients in negotiating job search, work, and other AFDC requirements that can conflicted with enrollment in postsecondary calculation of income and resources by AFDC agencies; assisting AFDC recipients in securing child care; helping AFDC recipients understand the complexities of student financial aid and AFDC programs, including their rights and responsibilities as recipients; and staying abreast of regulations and administrative procedures in AFDC that may have affected the way recipients enrolled in postsecondary were treated. Franklin suggested that a collaborative effort of all agencies involved was necessary to fully benefit the AFDC recipient's postsecondary educational pursuit.

Rosen (1983) completed a similar study that addressed the barriers to college attendance for low income individuals. Rosen investigated contradictory public assistance and college opportunity policies and practices. He offered short-range and long-range

recommendations to eliminate such barriers. Short-range recommendations were to eliminate penalties to AFDC recipients and also to offer further assistance through established programs such as: Medicaid, food stamps, unemployment insurance, and public housing. Long-range recommendations required a fundamental restructuring of federal policies for relevant public assistance programs. Rosen (1983) suggested that reform was required to eliminate the self-sufficiency barriers that were created by the current welfare policies. His five basic concerns were adequate financial resources for both subsistence and college attendance expenses, freedom from workfare requirements, information about the availability of public assistance, administrative simplicity, and support services to help low income citizens.

Mudrick (1980) examined public assistance and financial aid on individuals enrolling in postsecondary educational programs and the effects that overlapping, uncoordinated programs had on their success. The focus of her study was on the major financial support program, Aid to Families with Dependent Children (AFDC), and the Basic Educational Opportunity Grants (BEOG). Distribution of funds under these programs was reviewed and, consequently, how receipt of aid from one source could reduce a family's support from another. From the study, Mudrick found that, even when the student received enough student aid from all sources to cover educational expenses, the net effect of BEOG awards was likely to be reduced and the resources available to support the family would be diminished. Another concern was that a lack of coordination in such a complex

public assistance system could hinder a student's postsecondary planning, which could hinder that student's future success.

Several changes in programs were suggested by Mudrick: uniform nationwide AFDC rules for treating student aid, making 18 to 21-year-old students independent of their families for student aid and AFDC purposes, ending AFDC policy of treating student aid funds differently according to their sources, and providing better information to public assistance and student aid administrators about each others' programs and problems.

A study completed by Nash, Das, Kampa and Hawkinson (1988) further substantiated the dilemmas established in the Mudrick (1980) and Rosen (1983) studies. This study was concerned with how many women students were on welfare and how much interagency collaboration existed between welfare and student financial aid in relation to expenses incurred in higher education. A significant proportion of the women surveyed were on AFDC. The women varied in marital, financial, and parental status. Findings reflected that women who took jobs or obtained grants to pay for their education received less money for food and expenses than women who did not. Further findings showed that this policy did not move women off the welfare cycle. A significant finding was that welfare dependency was not diminished through such programs as Job Opportunities and Basic Skills which ensured that these women be placed in jobs that paid minimum wage.

Gilbert's (1984) study reflected the importance of higher education for women on welfare. He also studied the needs of

welfare women in college and how college services should be provided for this "at risk" population. This study suggested that single-parent women on welfare be enrolled in institutions of higher education to help them gain long-term self-sufficiency. The following benefits were also considered: increased employment opportunities, personal growth, positive effects on children, financial benefits, social productivity, and benefits to college which were seeking to increase enrollments.

Gilbert (1984) also investigated the needs of the AFDC recipient relevant to financial aid, skill development and training, and personal and psychological support. Two models that served this welfare population were described: the De Anza Community College and the University of Minnesota HELP programs. Additionally, federal policy and the welfare system relationships were structurally examined, while including education and social government policies such as food, medical, child care, and housing programs. Recommendations for structural change in the relevant areas were included.

A support system approach to aiding AFDC recipients in higher education was studied and reported by Blum-Anderson (1986). This study involved a program entitled H.O.M.E. (Helping Ourselves Means Education) which was originally designed to help welfare recipients enter educational institutions and later become self-sufficient as a result. Additional goals were to provide information on educational opportunities and aid available to this population, expose these individuals to the academic and life style skills needed to

successfully pursue a college education successfully, build self-esteem among participants through assistance in developing communication and other skills, educate colleges and social service agencies about the unmet needs of this population, and educate the general public about the needs and accomplishments of HOME participants. Of the various studies reviewed, this program was the only one that mentioned self-esteem building, a component of academic and social integration.

Young's (1977) study confirmed that the large majority of AFDC recipients were able to succeed academically and that education could provide them a vehicle by which they could improve their employment possibility and also increase their personal satisfaction.

Summary

Several studies revealed that the welfare social system alone can create serious and consequential ramifications for the AFDC recipient (Vesely, McEntee, & Schorr, 1982; Abramowitz, 1985; Sherraden, 1988). Further studies indicated that, when the AFDC recipient enrolled in postsecondary education, inequities arose as a result of their participation in the welfare system and the consequent mandated guidelines (Rosen, 1983; Mudrick, 1980; Nash, Das, Kampa & Hawkinson, 1988). Additional studies revealed that an important variable for the success of AFDC student was the collaborative efforts between the welfare social system and institutions of higher education (Jaschik, 1987; O'Brien,

1978; Franklin, 1984; Gilbert, 1984; Blum-Anderson, 1986).

Summary

Moos' (1979) three theoretical dimensions and Tinto's (1975) academic and social integration model clearly delineate the needs of the adult student relevant to attrition or persistence. But the question still remains: How do institutions of higher education apply Moos' dimensions while incorporating social and academic integration for adult students who commute and who are resistant to participation? This question must be answered if higher education institutions are to have the vision necessary to adjust to the shifting population on their campuses.

Associated with these demographic changes are socioeconomic shifts which also must be addressed. With educational requirements rising for the average American worker, what must be done to educate a population to fulfil these jobs? With increasing numbers on welfare, what can be done to ensure success for a population that has often been dependent for several generations?

Projections for the future must include all elements of the social strata. Current approaches in higher education will not serve the adult students that will comprise the majority of the all-encompassing student population that is projected to be across the campuses by the year 2,000.

CHAPTER III

PRESENTATION OF DATA

The purpose of this study was to describe the adult student community college's population, both "traditional" and "at risk," their similarities and their differences. Additionally, the academic and social integration of adult students, which included academic and social images of "at risk" adult students and "traditional" adult students, were described. Advice for practice that addresses the complicated diverse needs of the adult population was offered. This chapter presents the data collected.

Review of Data Collection and Procedures

Sample

The sample for this study was comprised of adult students at an open access comprehensive two year institution of higher education. The term "adult student" was defined as any person over 21 years of age at initial enrollment time. An initial contact was made with the Administrative Systems Director of the community college used as a model in this study. A computer print-out of all incoming adult students was requested.

Out of a population of 195 adult students, 39 (20%) were randomly selected for this study. In an attempt to establish a truly random sampling, no effort was made to divide the number of

students who had a high school diploma and those who did not; nor was there any attempt to stratify the group of students with a General Education Development (GED) and those without one who entered on the maturity basis only. Such a differentiation could have been an embarrassment to AFDC recipients; additionally, the privacy acts guarantee that all information provided through the Department of Human Services be held strictly confidential. By making no differentiation, the participants felt equal in their being asked to participate in the study.

The institutional documents verified the extremely diverse population of the adult students on this campus. The students ranged from those who entered with high school diplomas and composite ACT scores of 29 to those who entered without a high school diploma and composite ACT scores of 10.

Data Collection

The Adult Learner Needs Assessment (1988), prepared by American College Testing, was used to gather data. After input from social workers representing the Department of Human Services in counties surrounding the research site, an additional ten questions were prepared to focus directly on personal background data of adult students. A copy of the instrument and additional questions was included in Appendix A and B respectively.

Institutional Documents

Data that described the institution and programs were collected by reviewing established documents. These data were used as background information in describing the setting of the study and as a basis for studying the official college policy statements.

The midwestern institution chosen was a state supported comprehensive college offering associate degrees and/or certificate programs. This institution, like others in the state, also had open door entry requirements which allowed individuals to enroll with or without a GED. Occupational programs existed to retrain the displaced worker in a variety of fields. The mission of the college was to be sensitive to and meet the needs of the community.

Procedures

The sample selected for this study was contacted and asked to participate in the study. A variety of methods were used for initial contact including teachers, counselors, and staff assistants. All 39 subjects completed the assessment instruments and returned them to the researcher. The instruments were then mailed to American College Testing for analyses and comparisons.

The Adult Learner Needs Assessment Survey was a non-timed questionnaire that cross-tabulated for the total group and subgroups according to demographics, perceived education-related, social, and academic integration needs of adult learners. The survey instrument was comprised of four basic sections which included background information, educational plans and preferences, personal and

educational needs and additional demographic questions.

The Adult Learner Needs Assessment Survey instruments were scanned. Descriptive statistics, frequencies and percentages were calculated and reported for Sections I, II, III and IV.

In addition, a weighted need index was calculated for items in Section III, personal and educational needs. Responses to items in this section formed a Likert Scale ranging from "I need a lot of help in this area" (5 points) to "This area is not important or does not apply to me" (1 point).

Three of the responses for each of the 66 items were placed on a 4-point Likert scale where 3=need a lot of help, 2=need a medium amount of help, 1=need a little help, and 0=need no further help. One response on each item, "unimportant or not applicable," was assigned a value of zero, and blanks were assigned a value of zero. To compute the weighted need (a grand mean) index for each item, the value assigned each response (i.e., 3,2,1,0,0,0) was multiplied times the number of respondents selecting that response. The resulting six products were then added (subtotal), the sum was then divided by the total number of respondents (N), and the resulting dividend was multiplied by 100 to yield the weighted need index for the total group.

Reporting the Data

Due to the confidentiality and anonymity guaranteed to the respondents, identifying data have been edited to remove names, addresses, telephone numbers and social security numbers of

individuals. Students were advised that, if there were any question that they did not wish to answer, they were not to answer it; some chose this option.

Section I. Background Information

The wide range of data in this cluster provided an explanation of student background in relationship to age, racial-ethnic group, gender, marital status, number of dependent children currently living in the home, the highest level of formal education completed, time since last enrollment in courses for credit, current annual family income, current employment status and information relevant to this status.

A total of 39 respondents participated in this study, 7 males and 32 females. While the ages of the adults surveyed ranged from 20-49, the majority were between the ages of 23-25 or 30-34. The racial/ethnicity of this group included 23.1% Native Americans, 69.2% Whites, and 2.6% others (5.1% chose not to answer). Cumulatively, 71.8% of those surveyed were currently either not married or legally separated. The data indicated that the women had substantially more dependent children in their care. And, while some males had no dependent children in their custody, every female who responded had dependent children.

Family income. Of this population, 66.7% earned less than \$6,000 a year; 5.1% earned \$6-9,000 a year; 7.7% earned \$9-12,000 a year; only 12.9% earned above this level. Approximately two percent did not respond. Cumulatively, 80% of those surveyed earned less

than \$12,000 a year. According to the category above, several dependents were additionally involved in this total annual income.

Summary. The sample surveyed was heavily comprised of single-parent women who had dependent children at home. The sample was primarily making less than \$12,000 a year which was used to support the respondents as well as their dependents. Most were full-time students who were not employed. The majority were whites who had less than a high school diploma.

Section II. Educational Plans and Preferences

The wide range of questions in this cluster dealt with the educational plans of the adult students surveyed. The questions addressed the long range educational plans of the students. If future plans included higher education, sources of funding they would pursue were requested. The survey then addressed what type of enrollment status they preferred, what classes were most convenient, how often they preferred the classes to meet, what type of classes were preferred, whether on-campus or off-campus locations were preferred, and what was the preferred class format.

Until the implementation of the Oklahoma Education, Training, and Employment Program, welfare recipients were often placed into jobs that required low-skilled workers. These low paying jobs often had rapid turnovers and layoffs. Consequently, the welfare cycle perpetuated itself. With the ET&E Program, continuing education

with the basic goals of self-sufficiency and employability was encouraged.

Educational Funding. Respondents were asked to identify all funding sources. Of the sample, the overriding majority (79.5%) depended on educational grants (Pell Grants, SEOG, private grants). A smaller percentage (38.5%) depended primarily on student loans (Perkins Loan, GSL/Stafford Loan). They did not depend on personal earnings, other family income, personal or family savings, funds from relatives or friends, social security benefits, veteran's benefits, scholarships, loans or reimbursements from employers.

Educational Preference. Of those surveyed, 89.7% preferred full-time status; 66.7% preferred morning classes; 61.5% preferred to meet 3-4 time weekly; 87.2% preferred a mixed age grouping or had no preference; and, 71.8% preferred an on-campus location. Responses to the question concerning class format were widely dispersed, indicating little preference.

Educational Placement. The respondents reported that standard curricula and time schedules offered in the community college accommodated their needs.

Summary. This sample was primarily interested in pursuing degrees for career rather than personal reasons. Their educational expenses were funded primarily through grants. The respondents were basically satisfied with the educational format at the college in which they were currently enrolled. A large majority were full-time

students and preferred that status.

Section III. Personal and

Educational Needs

This section addressed the educational and personal needs of the adult student surveyed. These questions were arranged in four basic categories: life skills development, career development (exploring, planning, working), educational planning, and associations with others. The last area was particularly important since it asked questions regarding social integration which was one of the identified variables to be studied.

Each of the 66 items on the survey were ranked by a weighted need index (based on the total number of responses to each item). Respondents were asked to blacken the oval that best indicated their educational or personal needs. The categories from which to select were: "I need a lot of help in this area;" "I need a medium amount of help in this area;" "I need a little help in this area;" "This area is important, but I need no further help;" and "This area is not important or does not apply to me."

Table I lists the most important items in ranked order. The respondents selected 6 priorities that were job related tasks; 5 that were academic advisement; and 3 that were self improvement goals. The most important top priority was improving mathematic skills and test taking.

TABLE I
RANKING OF PERCEIVED NEEDS
TOP 1/3 BY PRIORITY

Rank	Weighted Index	Item Description
1	218	Increasing my skills in mathematics
2	215	Learning how to take tests better
		Learning more about graduation requirements
4	185	Getting advice about my educational plans
		Learning to better use library facilities
6	177	Developing my speaking ability
		Improving my study skills and habits
		Learning about job opportunities
		Learning more about financial aid
10	174	Improving my writing skills
		Learning how to develop a vita or resume
		Learning what jobs are available near home
		Learning more about entrance requirements
14	172	Arranging to discuss my career interests
15	164	Developing confidence in myself
		Learning how to handle pressure
		Learning about income potentials of jobs
		Selecting an educational program
19	162	Improving my understanding of what I read
		Increasing my reading speed
		Identifying my strengths and abilities
		Learning more about training requirements

Table II, mid range priorities were generally personal goals for self improvement. The second type of priority in this category was job related goals, followed by academic advisement. No respondents chose educational improvement in the middle range of perceived needs.

TABLE II

RANKING OF PERCEIVED NEEDS
MIDDLE 1/3 BY PRIORITY

Rank	Weighted Index	Item Description
1	162	Learning where to get necessary training
3	151	Getting some job experience in a new area
4	149	Identifying career areas that fit my skills
5	144	Learning more about enrollment procedures
		Obtaining help with college re-entry
		Learning more about how to interview for job
7	141	Raising children in today's complex society
8	136	Learning how to better make decisions
		Learning how to budget money more wisely
10	133	Obtaining part-time work in my interest area
		Learning how to transfer prior credits
		Learning how to communicate with instructors
13	121	Setting goals in my life
14	118	Learning effectively on my own
		Learning how to find job openings
		Learning how to work with academic advisor
17	113	Dealing with conflicts of job/family/ed.
18	110	Learning how to manage my time better
		Learning how to get nontraditional credit
		Understanding and expressing personal values
21	108	Learning how to maintain my health
22	105	Learning how to use my leisure time

Table III, the lowest priority categories, contained perceived personal or self improvement needs. Only 3 of the 22 items indicated a perceived need in academic advisement. In

Table III as in Table II, no respondents indicated a perceived need for educational goals because all were addressed in Table I, top priority needs.

TABLE III
RANKING OF PERCEIVED NEEDS
BOTTOM 1/3 BY PRIORITY

Rank	Weighted Index	Item Description
1	103	Learning how to relate with younger students
2	97	Becoming more independent
		Coping with the problems of a single parent
4	90	Learning how to participate in government
5	87	Learning how to improve personal appearance
6	85	Learning about noncredit courses
		Learning how to make more or closer friends
8	82	Securing transportation to and from campus
9	77	Learning how to deal with community problems
10	74	Dealing with people who think differently
11	72	Understanding my consumer rights
12	69	Obtaining child care services
13	67	Gaining an understanding of different races
14	64	Dealing objectively with discrimination
15	56	Getting my family interested in my education
		Coping with marital stresses and problems
17	54	Dealing with problems of divorce
18	46	Learning how to get around campus
19	41	Obtaining services for a physical handicap
20	38	Obtaining access to college offices
		Getting along with the people I work with
22	28	Arranging a no-conflict class schedule

Section IV. Additional Questions

This section addressed questions posed by the social workers from the Department of Human Services from the surrounding counties. This study was important for them since many of the respondents were on Aid for Families with Dependent Children (AFDC). The social workers requested input into the survey and were allowed to suggest questions.

This sampling of questions dealt with subjects including whether the participants smoked, how many times they had been married, how many children had been borne to them, how many different partners for those children, whether the respondents had been in alcoholic and drug abusive relationships, if the respondents had been physically and sexually abused, if they had emotional support from their partner in educational pursuits, at what age were the participants of the survey married, if they were presently on AFDC and what was the highest grade completed in public school.

In response to "did you have children by more than one person?", approximately half of the respondents answered yes.

When asked whether the respondent was or had been in a relationship with a alcoholic or drug addictive personality, again approximately half of those surveyed answered yes. Of those surveyed, approximately one-third had been sexually abused and approximately two-thirds responded that they received AFDC.

Summary. The adults surveyed had many commonalties. Multiple marriages produced a larger than average number of children per

household, with the majority having more than two children. Approximately half of the respondents had borne children by more than one person. Almost half of the respondents were in a relationship with an alcoholic or drug abusive person. Almost half had been physically abused, while approximately one-third had been sexually abused.

Summary

The target population for this study included all adult students at the community college selected. The sample was randomly selected, and a total of 39 respondents participated in this study. The Adult Learner Needs Assessment Survey Instrument identified demographics, perceived educational, academic, and social integration needs. Analysis follows in Chapter Four.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

While theoretical and empirical knowledge offered little conflicting data, there was a void of such application of research to the "at risk" population who, because of demographic shifts, will comprise a larger share of the student population in institutions of higher education by the year 2000. The purpose of this chapter was to press beyond the established research in the area of Moos' theoretical dimensions and Tinto's dropout model through an investigation of their relevance in relationship to the traditional and "at risk" adult students in one community college. The research gathered in this study was analyzed and interpreted to offer advice for practice in community colleges relative to the persistence of "at risk" adult populations.

Review of Data Analysis Technique

The first analysis technique used was a comparison of descriptive statistics. The survey addressed demographics, perceived needs, academic integration, and social integration.

The Adult Learner Needs Assessment Survey instruments were machine scanned. Descriptive statistics, frequencies and percentages were calculated and reported for all items in Sections I, II, III and IV.

Section I. Background Information

The wide range of data in this cluster provided an explanation of student background in relationship to age, racial-ethnic group, gender, marital status, number of dependent children currently living in the home, the highest level of formal education completed, time since last enrollment in courses for credit, current annual family income, current employment status and information relevant to this status.

Analysis. Females had more dependent children than males. Specifically, over half of the males responded that they had no dependent children living at home. Not one female responded that she had no dependent children. Approximately 1/3 of the males and females responded that they had 1 dependent child. None of the males reported to having 2 dependent children, while almost half of the women did. No males, likewise, had three or more dependent children, but 25% of the women reported to having that number.

Three times more "at risk" adults had one child living at home than did the traditional adults; conversely, nearly twice as many adults with high school diplomas had the norm of 2 children living at home than those without diplomas. The number of traditional adults having no dependent children was more than quadruple that of the "at risk" adult (18.2% to 4.8%). However, traditional adult households containing 4 or more children was twice the number of "at risk" adults (18.2% to 9.5%). This may be explained because those with a high school diploma had remarried, while those with or

without a General Education Development (GED) had remained single to receive AFDC benefits.

Relative to marital status, approximately 1/3 more of the traditional adults were married. Almost twice as many "at risk" adults were divorced than traditional adults. Twice as many traditional adults were separated than the non-traditional adults. While 61% of the males were unmarried, 71% of the females were unmarried, there was not much difference between the two groups.

Under the category of the highest level of formal education completed, other differentiations were described. No males responded that they had only completed elementary school or had attended high school without graduation; yet, only 25% of the female population achieved this level of education. In the "other" category, 28.6% of the males had attended college, while only 12.5% of the females had.

General Demographics. Table IV presented a comparison by gender and educational achievement. The "at risk" adult population was represented by the GED/no GED, and the traditional adult was represented by the HS diploma.

TABLE IV
 PERCENTAGE COMPARISON OF DEMOGRAPHICS BY GENDER
 AND HS DIPLOMA/GED

	M	F	HS Diploma	No GED
<u>Age</u>				
20-22	0.0	6.3	0.0	9.5
23-25	0.0	25.0	36.4	14.3
26-29	14.3	12.5	18.2	14.3
30-34	42.9	34.4	27.3	38.1
35-39	14.3	12.5	9.1	4.8
40-44	14.3	3.1	9.1	4.8
45-49	14.3	3.1	0.0	9.5
Blank	0.0	3.1	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Racial Ethnicity</u>				
Black	0.0	0.0	0.0	0.0
Nat American	14.3	25.0	27.3	23.8
White	85.7	65.6	72.7	61.9
Mexican	0.0	0.0	0.0	0.0
Oriental	0.0	0.0	0.0	0.0
Hispanic	0.0	0.0	0.0	0.0
Other	0.0	3.1	0.0	4.8
No Response	0.0	3.1	0.0	4.8
Blank	0.0	3.1	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Marital Status</u>				
Single	28.6	9.4	18.2	9.5
Married	28.6	25.0	43.8	23.8
Divorced	42.9	43.8	27.3	52.4
Separated	0.0	18.8	18.2	9.5
Widowed	0.0	0.0	0.0	0.0
Pref No Resp	0.0	3.1	0.0	4.8
Blank	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

TABLE IV (Continued)

	M	F	HS Diploma	No GED
<u>Dependent Children</u>				
None	57.1	0.0	18.2	4.8
1	28.6	31.3	9.1	33.3
2	0.0	43.8	54.5	33.3
3	0.0	15.6	0.0	19.0
4 or more	14.3	9.4	18.2	9.5
Blank	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0
<u>Current Annual Family Income (in \$1,000 increments)</u>				
Less than 6	57.1	68.8	54.5	71.4
6-9	14.3	3.1	9.1	4.8
9-12	0.0	9.4	9.1	9.5
12-15	0.0	0.0	0.0	0.0
15-18	0.0	3.1	9.1	0.0
18-21	0.0	0.0	0.0	0.0
21-24	0.0	0.0	0.0	0.0
24-27	0.0	0.0	0.0	0.0
27-30	0.0	3.1	9.1	0.0
30-35	14.3	3.1	0.0	4.8
35-40	0.0	0.0	0.0	0.0
40-45	0.0	0.0	0.0	0.0
45-50	0.0	0.0	0.0	0.0
over 50	14.3	0.0	9.1	0.0
Pref Not	0.0	3.1	0.0	0.0
Blank	0.0	6.3	0.0	9.5
Total	100.0	100.0	100.0	100.0
<u>Current Job</u>				
Employed	14.3	6.3	27.3	0.0
Cont Educ	85.7	75.0	72.7	71.4
Armed Force	0.0	0.0	0.0	0.0
Family/Home	0.0	6.3	0.0	9.5
Unemployed	0.0	9.4	0.0	14.3
Retired	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0
Blank	0.0	3.1	0.0	4.8
Total	100.0	100.0	100.0	100.0

Section II. Educational Plans and Preferences

These questions addressed student plans for continuing their educations, if so, for what reasons, and major funding sources for continuing their educational pursuits. The survey then addressed what type of enrollment status they preferred, what classes were most convenient, how frequently the classes met, what type of class was preferred, where did they prefer to have classes held, and the preferred class format.

Analysis. The desire to obtain a higher degree which would lead to a higher degree, personal satisfaction, job certification, and improvement of job skills were the major reasons both male and female, traditional and "at risk" adults gave for obtaining an education. Females listed self-improvement as a major reason for pursuing a degree, while only half as many males concurred. Social integration was not listed as a major reason, either by males or females, traditional or "at risk" adults. To become better educated and informed, to improve income, and to learn an occupation were the highest prioritized reasons for obtaining a postsecondary degree. Almost five times as many males as females identified solving personal communication problems as a major reason for higher education.

The overriding majority depended on educational grants (Pell grants, Supplemental Educational Opportunity Grant (SEOG), and private grants) for financial aid, while a smaller percentage

depended primarily on student loans (Perkins loan, GSL/Stafford Loan). The majority did not depend on personal earnings, other family income, personal or family savings, funds from relatives or friends, social security benefits, veteran's benefits, scholarships, loans or reimbursements from employers.

Of those surveyed, both males and females, traditional and non-traditional adults, preferred full-time status; they preferred morning classes; the majority preferred to meet 3-4 times weekly. The overriding majority preferred a mixed age grouping or had no preference, but most favored on-campus locations. The responses to the question regarding class format were widely dispersed, indicating little preference shown. The standard curricula and time schedules offered in the community college surveyed accommodated the needs of the adult students surveyed. Table V presents these comparisons.

TABLE V

PERCENTAGE COMPARISON OF EDUCATIONAL PLANS AND PREFERENCES BY GENDER AND HS DIPLOMA/GED

	M	F	HS Diploma	GED/ No GED
<u>Major Reason for Returning*</u>				
Higher Degree	57.1	43.8	36.4	47.6
Person Satis	71.4	56.3	36.4	61.9
Certific	85.7	34.4	36.4	38.1
Job Skills	42.9	50.0	54.5	42.9
Self Improv	28.6	50.0	27.3	57.1
Social	14.3	6.3	9.1	9.5
Education	100.0	71.9	81.8	71.4

TABLE V (Continued)

	M	F	HS Diploma	GED/ No GED
Impr Income	71.4	65.6	100.0	52.4
New Occupat	85.7	56.3	81.8	52.4
<u>Funding Sources*</u>				
Personal	14.3	9.4	27.3	4.8
Family	0.0	6.3	9.1	4.8
Savings	0.0	3.1	0.0	4.8
Relatives	0.0	3.1	0.0	4.8
Soc Security	0.0	3.1	0.0	4.8
VA	14.3	6.3	0.0	9.5
Grants	71.4	81.3	81.8	81.0
Scholarships	14.3	15.6	18.2	9.5
Student Loans	57.1	34.4	45.5	38.1
Other Loans	0.0	6.3	0.0	9.5
<u>Preferred Emrollment Status</u>				
Full-time	100.0	87.5	90.9	90.5
Part-time	0.0	3.1	9.1	0.0
Blank	0.0	9.4	0.0	9.5
Total	100.0	100.0	100.0	100.0
<u>Most Convenient Classes</u>				
Morn classes	42.9	71.9	54.5	66.7
Afternoon cl	0.0	6.3	18.2	0.0
No Pref	28.6	9.4	18.2	14.3
Blank	28.6	12.5	9.1	19.0
Total	100.0	100.0	100.0	100.0
<u>Meeting Schedule</u>				
Twice Weekly	0.0	3.1	9.1	0.0
3-4 Times	57.1	62.5	63.6	57.1
5+ Times	14.3	0.0	9.1	0.0
No Pref	28.6	25.0	18.2	33.3
Blank	0.0	9.4	0.0	9.5
Total	100.0	100.0	100.0	100.0

TABLE V (Continued)

	M	F	HS Diploma	GED/ No GED
<u>Type of Classes Preferred</u>				
Adults only	0.0	6.3	0.0	9.5
Mixed age	57.1	40.6	45.5	42.9
No Pref	42.9	43.8	54.5	38.1
Blank	0.0	9.4	0.0	9.5
Total	100.0	100.0	100.0	100.0
<u>Class Location Preferences</u>				
On campus	85.7	68.8	72.7	76.2
Off campus	0.0	6.3	0.0	4.8
No Pref	14.3	15.6	27.3	9.5
Blank	0.0	9.4	0.0	9.5
Total	100.0	100.0	100.0	100.0

* The percentages will not total 100% because these figures represent only the major reason, not the minor or less significant reasons.

Section III. Personal and

Educational Needs

This section addressed the educational or personal needs of the adult students surveyed. These questions were arranged in four basic categories: life skills development, career development (exploring, planning, working), educational planning, and associations with others.

Academic integration has been discussed before social integration throughout the previous chapters but, for the purposes of illustration Tables VI and VII present the ranked data on

personal and educational needs from Tables I, II, and III in terms of social first then academic integration.

Table VI notes social integration needs in order from top to lowest priority. Only one of the 22 identified top priority strategies from Table I supported social integration. Only five out of 22 identified mid priority strategies from Table III that supported social integration; and 13 out of 22 low priority strategies from Table III supported social integration needs. As research has indicated, social integration is resisted by adults. This study further substantiates such findings.

TABLE VI

SOCIAL INTEGRATION BY TOP, MIDDLE, AND LOW PRIORITY

Item Description	
<u>TOP GROUP</u>	
<u>RANK</u> 14	Arranging to discuss my career interests
<u>MID GROUP</u>	
<u>RANK</u> 7	Raising children in today's complex society
12	Learning how to communicate with instructors
16	Learning how to work with academic advisors
17	Dealing with conflict of job/family/education
<u>LOW GROUP</u>	
<u>RANK</u> 1	Learning how to relate with younger students
3	Coping with the problems of a single parent
7	Learning how to make more or closer friends
8	Securing transportation to and from campus
9	Learning how to deal with community problems

TABLE VI (Continued)

Item Description	
10	Dealing with people who think differently
12	Obtaining child care services
13	Gaining an understanding of different races
14	Dealing objectively with discrimination
15	Getting my family interested in my education
16	Coping with marital stresses and problems
17	Dealing with problems of divorce
21	Getting along with the people I work with

Table VII notes academic integration needs by top, middle, and low priority. In Table I, 21 out of 22 weighted responses reflected academic integration as their highest perceived needs. In Table II 17 out of 22 weighted responses reflected academic integration as their highest perceived needs. In Table III the respondents prioritized what they perceived were their least important educational and personal needs. Only nine out of 22 identified academic integration needs as being most important. The data in this study substantiates the need for academic categoation as established by earlier research studies.

TABLE VII
ACADEMIC INTEGRATION BY TOP, MIDDLE, AND LOW PRIORITY

Item Description	
<u>TOP GROUP</u>	
<u>RANK</u>	
1	Increasing my skills in mathematics
2	Learning how to take tests better
	Learning more about graduation requirements
4	Getting advice about my educational plans
	Learning to better use library facilities
6	Developing my speaking ability
	Improving my study skills and habits
	Learning about job opportunities
	Learning more about financial aid
10	Improving my writing skills
	Learning how to develop a vita or resume
	Learning what jobs are available near home
	Learning more about entrance requirements
	Arranging to discuss my career interests
15	Developing confidence in myself
	Learning how to handle pressure
	Learning about income potentials of jobs
	Selecting an educational program
19	Improving my understanding of what I read
	Increasing my reading speed
	Identifying my strengths and abilities
	Learning more about training requirements
<u>MID GROUP</u>	
<u>RANK</u>	
1	Learning where to get necessary training
	Getting some job experience in a new area
3	Identifying career areas that fit my skills
4	Learning more about enrollment procedures
5	Obtaining help with college re-entry
	Learning more about how to interview for jobs
7	Raising children in today's complex society
8	Learning how to better make decisions
	Learning how to budget money more wisely
10	Obtaining part-time work in my interest area
	Learning how to transfer prior credits
	Learning how to communicate with instructors
13	Setting goals in my life
14	Learning effectively on my own
	Learning how to find job openings
	Learning how to work with academic advisors

TABLE VII (Continued)

Item Description	
17	Dealing with conflict of job/family/education
18	Learning how to manage time better Learning how to get nontraditional credit Understanding and expressing personal values
21	Learning how to maintain my health
22	Learning how to use my leisure time
<u>LOW GROUP</u>	
<u>RANK</u>	
1	
2	Becoming more independent
	Coping with the problems of a single parent
4	Learning How to Participate in Government
5	Learning how to improve personal appearance
6	Learning about noncredit courses
	Learning how to make more or closer friends
8	Securing transportation to and from campus
9	Learning how to deal with community problems
10	Dealing with people who think differently
11	Understanding my consumer rights
12	Obtaining child care services
13	Gaining an understanding of different races
14	Dealing objectively with discrimination
15	Getting my family interested in my education
	Coping with marital stresses and problems
17	Dealing with problems of divorce
18	Learning how to get around campus
19	Obtaining services for a physical handicap
20	Obtaining access to college offices
	Getting along with the people I work with
22	Arranging a no-conflict class schedule

Analysis. The data reflected from the tables on personal or goal improvement were perhaps the most significant of all. Research studies indicated that self esteem was critical to success in college. In this study, however, adults perceived the categories addressing personal or goal improvement needs as the least significant. This negating of personal needs indicated the lack of self-worth prevalent among the general adult population, not just those identified as "at risk."

The data gathered indicated that the majority of the respondents were single females with dependent children who were all living in poverty. The item descriptions addressing issues such as dealing with divorce, coping with marital stresses, and coping with the problems of single parenting were ranked as minimally important. Paradoxically, this group ranked test taking skills as a high priority, indicating that the perceived need of the student might be contrary to the assumptions of educational institutions and social agencies involved.

Since this study attempted to address the social and academic integration of adult students, another area of concern for data analysis was academic and social integration. Important studies by Bosier, (1973), Tinto, (1975), Moos and Moos, (1978), Moos, (1979), Pascarella and Terenzini, (1979), Wilson, (1980), Pascarella, Duby, Miller and Rasher, (1981), Garrison, (1985), and Sweet, (1986) substantiated that academic and social integration were vital to the success of adult students in higher education. Yet, studies done by Bosier, (1973), Tinto, (1975), Pascarella and Terenzini, (1980),

Pascarella, Duby, Miller, and Rasher, (1981), Sweet, (1982), and Garrison, (1985) substantiated that any form of assimilation or social integration within the class structure or outside of it would be resisted by adult students.

Tables VI and VII demonstrated the same results: adult students had a positive attitude about academic integration, but resisted any form of social integration. The question could then be raised-- could these same results found in this midwestern community college be representative of other community colleges?

Munro (1981), when addressing the reason adults dropped out of higher education, stated that "shortcomings in the research include ". . . lack of representative sample of institutions for making estimates that could be generalized to the college population across the United States" (p. 133). Perhaps the findings in this study could be transferred to other community colleges that recruited a similar clientele. Tables VI and VII listed the same categories which had been ranked in Tables I, II, and III. While these tables illustrated the respondents' ranking of perceived educational needs, Tables VI and VII identified the highest, middle, and lowest priorities relevant to social and academic integration. The purpose was to identify the importance, or lack of importance, of social and academic integration for the respondents. As previously established in Chapter Two, research repeatedly acknowledged that academic and social integration were two variables extremely critical for preventing the dropout of adult students from higher education.

Section IV. Additional Questions

This section addressed questions posed by the social workers from the Department of Human Services in counties serving the sample group.

Commentary. Of the group surveyed, 64.1% were smokers. Of those who smoked, 76.2% were respondents who did not graduate from high school. Of the high school graduates, only 54.5% smoked. Data generated through this study indicated that the adults without high school diplomas had more marriages than those with a diploma after the second marriages. An interesting finding was that 54.5% of the high school graduates married twice, while only 28.6% of those with or without a GED married twice. While this might seem contradictory, such a remarriage in all probability would have terminated various social service benefits. This table provided additional support for the question concerning dependent children from different parents since multiple marriages increased the incidence of such.

The number of children, either of adult status or residing at home, indicated the existence of step families. The fact that most respondents had been married more than once would substantiate the increased numbers in that larger category. In response to having children by more than one person, approximately half of the respondents answered yes and approximately half answered no. Of this, almost half of the high school graduates responded yes and approximately half of those with or without a GED responded yes

which indicated little difference between the groups.

When asked whether the respondent was or had been in a relationship with an alcoholic or drug addictive personality, 43.6% of those surveyed answered yes and 53.8% answered no. Of these, 45.5% of the high school graduates answered yes, compared to 52.4% of those with or without a GED. Of those surveyed, 43.6% responded that they had been physically abused. Of this group, 27.3% were high school graduates and 52.4% were those with or without a GED. 33.3% had been sexually abused. Of this group, 27.3% were high school graduates and 28.6% were adults with or without a GED. In response to the question addressing emotional support for college attendance, 43.6% responded yes, 0.0% no, and 53.8% had no partners.

In response to asking at what age each respondent first married, there was a difference in marrying ages between those with a high school diploma and those without. Those with or without a GED married at earlier ages. The high school graduates most often married between the ages of 18-20. It was possible that respondents with or without GEDS had filled in the over 20 category for their most recent marriages and not their first marriages. This question was poorly stated. It should have asked, "at what age did you first marry?"

Of those surveyed, 59.% responded that they were receiving AFDC and 30.8% responded that they were not. Of this number, 54.5% were high school graduates and 57.1% were not. Of the 5.1% respondents who marked C and D (which were not possible answers), all were male respondents. All females responded to this question.

The highest grade completed in school reflected that 10.2% of the respondents completed only the 8th grade, 15.3% finished the 9th, 10th and 11th grades, 41.2% finished the 12th grade, and 2.5% did not respond. The cumulative figure was that over 50% of the respondents did not graduate from high school. Table VIII presents these findings.

TABLE VIII
COMPARISON OF ADDITIONAL DEMOGRAPHIC DATA BY GENDER,
TRADITIONAL AND "AT RISK"

Question	M	F	Trad	"At Risk"
<u>Do You Smoke Cigarettes?</u>				
Yes	57.1	65.6	54.5	67.2
No	28.6	34.4	45.5	19.0
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>How Many Times Have You Been Married?</u>				
0	28.6	9.4	18.2	9.5
1	14.3	37.5	27.3	38.1
2	28.6	37.5	54.5	28.6
3	14.3	15.6	0.0	19.0
More than 3	0.0	0.0	0.0	0.0
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0

TABLE VIII (Continued)

Question	M	F	Trad	"At Risk"
<u>How Many Children Do you Have (Grown or at Home?)</u>				
0	14.3	0.0	0.0	0.0
1	42.9	18.8	27.3	23.8
2	0.0	50.0	54.5	38.1
3	0.0	12.5	0.0	14.3
4	0.0	12.5	0.0	14.3
More than 4	28.6	6.3	18.2	4.8
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Do You Have Children By More Than One Person?</u>				
Yes	42.9	50.0	45.5	52.4
No	42.9	50.0	54.5	42.9
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Have You Had or Are You Currently In A Relationship With A Person Who Was or Is Alcoholic or Drug Abusive?</u>				
Yes	57.1	40.6	36.4	33.3
No	28.6	59.4	63.6	61.9
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Have You Been Physically Abused?</u>				
Yes	14.3	53.1	27.3	52.4
No	71.4	46.9	72.7	32.9
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>Have You Ever Been Sexually Abused?</u>				
Yes	14.3	37.5	27.3	28.6
No	71.4	62.5	72.7	66.7
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0

TABLE VIII (Continued)

Question	M	F	Trad	"At Risk"
<u>Does Your Partner Emotionally Support You In Going to College?</u>				
Yes	28.6	46.9	45.5	52.4
No	0.0	0.0	0.0	0.0
No Partner	57.1	53.1	54.5	42.9
Blank	14.3	0.0	0.0	4.8
Total	100.0	100.0	100.0	100.0
<u>At What Age Did You Get Married?</u>				
Under 15	0.0	12.5	0.0	19.0
15-17	0.0	25.0	9.1	28.6
18-20	14.3	40.6	63.6	14.3
Over 20	42.9	15.6	9.1	28.6
Blank	42.9	6.3	18.2	9.5
Total	100.0	100.0	100.0	100.0
<u>Are You Currently on AFDC?</u>				
Yes	14.3	68.8	54.5	57.1
No	28.6	31.3	27.3	33.3
Marked C	14.3	0.0	0.0	4.8
Marked D	14.3	0.0	9.1	0.0
Blank	28.6	0.0	9.1	4.8
Total	100.0	100.0	100.0	100.0
<u>What Was Your Highest Grade Level Completed in School?</u>				
8th	10.2			
9th	15.38			
10th	15.38			
11th	15.38			
12th	41.02			
Blank	2.56			
Total	100.00			

Summary of Additional Demographic Questions. The adults surveyed had many commonalties, including smoking and multiple marriages. The number of children per household varied, but the majority had more than two children. Approximately half of the respondents had borne children by more than one person. Almost half of the respondents were in a relationship with an alcoholic or drug abusive person. Almost half had been physically abused, while approximately one-third had been sexually abused. The respondent without a high school diploma married at a younger age than the high school graduate. Almost an equal proportion from both groups were on AFDC.

Advice from the Data

Advice for practice was generated from the inventories of background information, educational plans and preferences, personal, educational, academic and social integration needs. This advice reflected the data gathered from the Adult Learner Needs Assessment Survey. This advice was applicable to the "traditional" adult student as well as the "at risk" adult.

For example, 64.1% of the respondents indicated that they smoked. From this figure, advice was generated that community colleges should establish smoking areas with proper ventilation to accommodate this audience. Further advice was that smoking awareness session and alternatives to smoking through counseling services be offered. This same process was applied to the other statistics generated from the Adult Learner Needs Survey and the

additional demographic questions.

Advice Generated from

Demographic Data

Advice Relevant to Demographic Data. From an analysis of the data on the adult population surveyed, the advice offered was for community colleges to prepare for a diverse adult student population. These adults would predictably be between the ages of 23-25 and 30-34 and would either have a high school diploma, a GED, or no high school equivalency. This "new" clientele would also consist of a high percentage population of single-parent women, and another significant grouping would be racial/ethnic minorities.

Advice on Marital Status. The advice offered to community colleges was that they prepare for an "at risk" adult population of single-parents who had failed at two or more marriages. The educational process should be holistic in approach with a total socialization process as the core. Since academic integration was only half of the process, the "at risk" adults must be taught social integration. Learning to build relationships and learning how to self heal could become an active part of this support package.

Since research indicated that academic and social integration were the two variables that must be considered for retention of traditional, as well as non-traditional students, institutions must continue to find avenues to implement both. Established research, and the research generated from this study, however, indicated that adult students resisted social integration. As a result,

implementation of social integration would become much more difficult than academic integration. The advice offered was that social integration could be planned around significant others and friends. Socialization activities should not be directed around the traditional coupling pattern often assumed about adult audiences since the majority of these students would predictably be divorced and have dependent children. Various activities should include the involvement of the children of these adults to help them adjust to their parent's new educational role.

Additionally, special needs must be addressed relative to the "at risk" adult student. Since the "at risk" adults entering community colleges were primarily divorced women who had dependent children, academic advisement should be done under the assumption that these single parents had full responsibility for their children's welfare. Schedules should be arranged around child care and public school schedules. Various socialization activities could be directed to include the dependent children for role modeling of both parent and child since many would never have been associated with college life in any form prior to the initial enrollment semester.

Another demographic finding was that 54% of the high school graduates had two children, the national average, while only 33% of the GED or less had two. Since a stereotypical belief was that welfare recipients have a large number of dependents, this study contradicted that belief. While only 9.1% of the high school graduates had one child, 33.3% of the GED or less population had

only one. The reason for this was that many of the AFDC recipients were being recruited at ages as young as eighteen through the interagency recruitment collaboration between the community college surveyed and the Department of Human Services agencies. The adults with high school diplomas were entering at older ages, most often after their children had entered school. For these younger AFDC recipients, the child bearing age was not over. As a result of such statistics, the advice was to recruit the AFDC female recipient at younger ages with the hopes of changing mindsets and, thus, changing future generations before more dependent children were borne into the same socioeconomic situation that fostered dependency.

Advice on Cigarette Smoking. Since 64.1% of the adults surveyed were smokers, the advice was for community colleges to establish smoking areas to adequately accommodate this audience. Special areas should be reserved in the Student Union where these adults could gather for the purpose of social integration. These areas should also be adequately ventilated so that non-smoking students would not resent the presence of the adults who smoked. A properly vented smoking area for quiet study should also be provided. The institution should also offer smoking awareness sessions and alternatives to smoking through available counseling services.

Advice on Marriage. The statistics indicated that longevity in marriage was difficult for most adult students, especially those

receiving AFDC. A significant statistic was that 54.5% of the high school graduates married twice, while only 28.6% of the GED/no GED adult students married twice. A possible explanation for this was that the social services received through the Department of Human Services addressed the needs of single parents with dependent children. An additional marriage for these adults could result in the termination of benefits. The advice, therefore, was that the "at risk" adults be addressed as a primarily single-parent group and services applicable to that group be offered.

Advice on Extended Families. Over 71% of the adults surveyed had two dependent children or more. Additionally, most respondents had been married two times or more which substantiated the increase in the number of dependent, due to extended families by way of step-parenting. Of those surveyed, 48.7% had children by more than one person which indicated extended families brought about by the way of step-parenting. This statistic increased for students with or without a GED. Community colleges should offer special counseling services addressing relationships between spouses, between significant others, between step children and between natural children and a combination of all of these. The special focus on the dysfunctional family unit should be interwoven into these counseling sessions since the majority of these adults continued to perpetuate such family units.

Advice on Physical and Sexual Abuse. Physical and sexual abuse were also extremely critical issues to retention of "at risk"

adult students. Of the respondents, 43.6% had been physically abused and 33.3% sexually abused. From the survey results, almost twice as many students with or without GEDS had been physically abused when compared to adults with high school diplomas. With such knowledge, community colleges should directly approach such issues through crisis intervention, awareness, and recovery programs. The various 12 Step Support Groups could be instrumental in helping these adults understand and cope with their home situations. Interagency connections were also vital to this counseling approach. Social workers from the Department of Human Services, local police agencies, and social workers in the "safe houses" could actively offer the protection that this population requires.

Advice on Alcoholic and Drug Abusive Relationships. Of the population surveyed, 43.6% responded that they were either presently or had been in an alcoholic or drug abusive relationship. Community colleges, therefore, should acknowledge and address this critical issue. The "at risk" adults involved in such relationships need crisis intervention counseling that extends beyond the standard approach for the traditional student. Special counseling sessions addressing co-dependency, self-esteem, self-protection and other relevant issues should be provided. Various 12 Step Programs could be established on campus or information could be distributed about off-campus programs.

Advice on Emotional Support. One question addressed whether the adult students were receiving emotional support from their

spouses or significant others. Only 43.6% answered that they were receiving such support. The reason for this was because most respondents did not have a spouse. This statistic substantiated the need for a strong support system within the campus structure. For these adults, a system by which they could share their fears, failures and successes was needed.

Advice on Academic and
Social Integration

Advice on Lack of Formal Education. Males had received more formal education than females. The females' tendency was to drop out of high school at much earlier ages; consequently, the majority of the "at risk" adult population would require precollegiate skills not mastered in earlier education due to early dropout in junior high or high school. Remediation would be necessary for those who received such learning but, because of years absent from an educational setting, forgot some of the basic skills. Either way, it would be important that these adults be helped to understand that this was a normal part of the process for returning adults. Negative feelings could be diminished by acknowledgment of the general need for such precollegiate training by adults who enter higher education after a span of several years.

Advice on Income and Employment. Since the majority of the adults surveyed were divorced women living in poverty, this issue was a crucial factor to their success in higher education. All financial sources from various interagencies must be sought to

alleviate as much financial burden as possible. Financing must extend beyond educational expenses to additional expenses such as parking fees, testing fees, and child care fees. Employment must be viewed, not as a current goal, but as a future one. The goals of the institution must be to include career orientation, training and eventual placement. The approach to the "at risk" adult must be holistic in nature, from initial recruitment to graduation or the completion of a certificate program. The final goal must be employability which leads to self-sufficiency for these adults.

Advice on Educational Goals. Since federal funding of the Education, Training and Employment Program was to prepare clients for job placement, the educational advisement of the students who fall under these guidelines should be directed toward areas that have strong marketability. Also important was the income that would be generated from such placement. Majors selected should be directed toward fields that offer at least \$20,000 a year. Career preparation should be an active part of the total educational goals for such students.

Advice on Educational Funding. Total educational funding was necessary for the "at risk" adult student. These adults were dependent upon Pell grants, Supplemental Educational Opportunity Grant (SEOG), and private grants. A smaller percentage relied on the student loans such as Perkins Loan, Guaranteed Student Loan (GSL) and others. These adults did not have personal earnings, other family income, personal or family savings, funds from

relatives or friends, social security benefits, veteran's benefits, scholarships, other loans, or employer reimbursement upon which to depend.

Since this almost all female audience had an annual income of less than \$12,000 per year, which included providing for dependent children, educational funds must be provided through other sources. These funds must include testing fees, financial aid processing fees, and any other fees that arise. The smallest financial charge could create a barrier for an adult student who enters in poverty. A total collaborative interagency network must be linked to this special clientele. Funds for child care, transportation, food, housing and all other necessities should be included in the total financial package. All agencies must work together closely to help the "at risk" adult overcome barriers that might either prevent entry into an institution of higher learning or cause them to dropout once enrolled.

Advice on Educational Preference. Academic advisement should be done on a personal basis with special attention given to the diverse needs of each individual. The adults surveyed preferred a full-time enrollment status which primarily consisted of classes which extended to a five day period. Special attention should be given to the school schedule of the children of these adults when planning for early morning or later afternoon classes. These adults also preferred integration into the regular classes held on campus. Consequently, the "at risk" adult could be academically served by

the regular curriculum of the institution with minor modifications.

Advice on Aid for Families with Dependent Children. Almost 60% of those surveyed were receiving AFDC. AFDC recipients should be enrolled on an individual basis with regard to their educational deficiencies. For the AFDC recipient who dropped out of high school, the institution should review the high school transcript to determine the grade level at which the student dropped out. Some deficiencies might have been met before dropout; therefore, it should not be assumed that a GED, or lack of a GED, indicated that the students were automatically deficient in all areas. For the students who dropped out in early grades, this would be the case, but for students who dropped out in the junior or senior years, some of their deficiencies might have been met.

The fact that such a high percentage of this "at risk" adult group was supplemented financially by AFDC indicated special needs. Interagency collaboration with the Department of Human Services was essential. An adult advocate responsible for administering reentry should be appointed on campus to work with each of these students on an individual basis for recruitment and retention. This designated person should also understand the general and sometimes specific backgrounds of this audience in order to enable the institution to better serve their needs. Social workers from the Department of Human Service should be actively involved in the adult support organization in order to lend emotional support as well as to provide information regarding available services. Other agencies such as Job Training, Vocational Rehabilitation, various Native

American agencies and others should be linked directly to this group. Additional support could be provided by networking with outside private organizations or clubs. Volunteers could be solicited from these groups to further serve the needs of the "at risk" adult. All services should be made available to the group as needed.

Sensitivity across the institution's campus should be an essential component. Awareness sessions would also be a necessary part of the program to allow administration, faculty, and school staff the opportunity to be educated about AFDC recipients and their diverse educational needs. Ongoing awareness sessions should also be offered to both update the personnel involved and receive feedback from them relevant to the AFDC recipients.

Advice on Priorities. The data reflected in Tables VI and VII relative to educational priorities were significant. The top priority for the adult students surveyed was to improve educationally. As a result, direct recruitment that focuses on educational improvement should be implemented.

The data reflected in Tables I, II, and III concerning job related skills was equally indicative of perceived needs. Contrary to a stereotypical view by society of AFDC recipients as unmotivated, unemployed individuals who were satisfied with their welfare situation, these tables indicated unequivocally that the respondents desired education that would lead to marketability. Career orientation, training and placement were primary focuses for this group.

Advice on academic advisement. The data reflected in Tables VI and VII for academic advisement was proportionately distributed in each of the three categories. As a result, academic advisement was perceived as an important need and should be a central issue to community colleges recruiting these "at risk" adults. Due to their lack of educational backgrounds, they might not however value such academic advisement. Consequently, a mandated, all-inclusive academic advisement approach should be implemented more effectively to serve the needs of this population.

Advice for Practice

Current literature addressing adult students in higher education and the findings in this survey were consistent in showing that adults resist social integration. The findings, by showing low priority, established that the adults surveyed did not perceive the need for social integration. The need for academic integration was demonstrated as a top priority.

Research on the welfare recipient in college was minimal because the plight of these students often remained silenced by the privacy acts that protected them. And, until the recent decline in the number of traditional students, this high risk audience, due to their educational deficiencies, were not generally seen as a viable market. Only recently have colleges recognized and recruited this audience; as a result, these adults can now exercise their rights to participate in higher education in larger numbers. Due to the lack of long-established programs, there was a lack of

theoretical models relevant to this population.

Population

From experiential knowledge gained from the institution involved in this study, it was believed that the significant variable for the adult population was the level of income upon enrollment. The common characteristic that adults in poverty had upon initial recruitment to enrollment was a need for increased self-esteem. This institution acknowledged that these adults entered the community college with negative self thoughts of 1) "I am too old;" 2) "I am too dumb;" or 3) "I don't know why I even want to go to college; there must be something wrong with me." For the adult who rose above family standards of no high school graduation or no college attendance, committing to a college carried even more serious ramifications.

A Model Community College

Adult Program

Moos' three theoretical dimensions advocated change at the personal, relationship and institutional level. It was, therefore, important to locate an institution that recognized the need for change and committed itself, through its mission statement, to serve the needs of all its clientele. The community college chosen was attempting both.

This study was conducted in one, midwestern, public comprehensive two-year institution of higher education. This

college was located in a town with a population of approximately 13,000. In the last five years, the community was economically devastated when the only major industry closed a plant which employed 2,000 citizens at substantially high wages. This closing reduced the town's expendable income by \$65 million per year. As a result, unemployment rose to 25% in the county.

After a "Looking Forward Together" campaign, the town had restructured. The Chamber of Commerce Director recently described the transition as the town going from a middle class community to a low-socioeconomic community. The results of the plant closing caused many displaced employees to find jobs that paid approximately \$5.00 per hour with few, if any benefits. The by-product of this economic instability was that many of these workers were laid off and ended up at the Department of Human Services as displaced workers.

This community college chosen as a model was atypical in its response to their perception of diverse needs of these non-traditional students. This college recognized that adult students have divergent needs from their younger colleagues and that within the adult group exists the "traditional" adult student and the "at risk" adult student.

The community college, therefore, established a support system for adult students which included participation by administration, faculty and counselors. From the demographic information on the adult students enrolled, the need for social and academic integration was acknowledged and addressed and advice on

implementation of both was offered.

Academic Integration. In the academic integration, teacher-student interaction, adult student-adult student interaction, younger colleague-adult student interaction and administration-adult student interaction were all encouraged. A strong tutorial program was made available free at convenient hours for all adult students. Precollegiate level, non-credit classes in math, English, science, and history were offered to "remediate" or elevate skills to a point at which the students could be successful in required classes. There was no "sink or swim" concept in this program. Classes on test-taking, study skills, reading, vocabulary building and skills for success were offered to help adults who had been out of school for years to readjust to the educational environment.

This institution of higher education did not make assumptions about the knowledge base of the adult student upon enrollment. These students were therefore screened for placement by their American College Testing Program scores (ACT). Consequently, they were placed in classes that were designed for success, not failure. If the "traditional" or "at risk" adult displayed skills that demonstrated knowledge superior to the coursework in a particular class, then an advanced standing test was offered to place the student in the more appropriate class; this, however, was not the norm.

Social Integration. The social integration of adult students was equally important. Adults who scored 24 on the ACT were

encouraged to join the Honors Programs and other academic organizations on campus. All adults were encouraged to join school activities across campus: Aggie Society, Animal Science Club, Automotive Technology Club, Collegiates for Christ, International Friends, Press Club, Student Body Government. To integrate the adults, it was extremely important for them to have "ownership" in their college to prevent dropout. The most vital social integration for the adults was the Older, Wiser, Learning Students (OWLS) Program. The OWLS joined together in a total support effort and were active on campus. They additionally established support circles within the core group. For instance, there were 100 OWLS; they divided into groups of 9 per group. They exchanged phone numbers and called each other, if a phone was available. They also exchanged class schedules and met in the Student Union for tutoring. They were also committed to respond to any student in need, especially other adults. They strove to maintain their own status quo in their individual as well as educational lives.

AFDC Recipients. For the AFDC recipients, the community college investigated found that interagency support was also essential. Since "at risk" adults had needs in the area of addictive behaviors, physical abuse, legal representation and others, their needs were far more encompassing than the "traditional" adult. The most important goal of this entire program was to accept each OWL "as is," unconditionally without judgmentalism. Most of this program was implemented through the changing of mindsets and the advocated recruitment and retention of

"at risk" adults, as well as traditional adult students.

Summary

The Adult Learner Needs Assessment Survey findings were used to recast and reduce the data into sets of advice for community colleges who serve similar populations of adult students. Advice was generated in each of the Sections that comprised the Adult Learner Needs Survey. The advice generated from the demographic data indicated a need for individualized recruitment and retention plans for both "at risk" and traditional adults. Both individual and group counseling should be made available to address multiple marriages, step-parenting, smoking, alcoholic/drug abusive relationships, sexual abuse, and physical abuse, as well as a plethora of other critical issues.

Academic and social integration was essential to retain these adults who enrolled without previous formal education and who entered in poverty. Academic integration must be implemented by understanding the educational goals, funding and preference of both "at risk" and traditional adults. Social integration must be implemented by encouraging relationships between peers, faculty and administration. Networking through interagency collaboration was also vital to attrition of these adults.

The needs of these adults must be addressed holistically if they are to be recruited and retained in an institution that can no

longer ignore changing demographics. Sensitivity across the campus must be a continual process by which the needs of this population can be served.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND COMMENTARY

Summary

The theoretical, empirical and experiential knowledge bases in adult education supported the assumption that adult students had different needs than the traditional 18-19 year old student. Research substantiated that academic and social integration were vital to the success of adult students (Bosier, 1973; Garrison, 1985; Moos, 1979; Moos & Moos, 1978; Pascarella, Duby, Miller & Rasher, 1981, Pascarella & Terenzini, 1979; Sweet, 1986; Tinto, 1975; Wilson, 1980). However, researchers and theorists had offered little practical advice for accomplishing such tasks.

Researchers (Darkenwald & Gavin, 1987; Pascarella, Duby, Miller, Rasher, 1981; Sweet, 1986; Bean, 1980, Chavez, 1984, Pascarella, 1979) supported Moos' three theoretical dimensions as being important to the retention of the adult student population. In spite of empirical research substantiating the need to integrate the adult student both socially and academically within the college setting, few pragmatic models incorporating all three dimensions were offered for replication. Additionally, there was little research that investigated the "at risk" adult in higher education. The majority of research relevant to the adult student failed to recognize subgroups within that population.

Summary of the Study

Purpose

The purpose of this study was to investigate both the "at risk" adult student and the "traditional" adult student. Four objectives were established:

Objective 1: To describe the "traditional" and "at risk" adult student in terms of demographics, perceived needs, social and academic integration.

Objective 2: To compare the "traditional" and "at risk" student noting similarities and differences, and to compare the males and females.

Objective 3: To describe the institution and program in which these students were currently placed to see if, and to what degree, this institution met the needs of these adult student groups; and

Objective 4: To generate advice for practice.

Data Needs and Sources

To accomplish this purpose, data that defined the range of diversity within the adult higher education population were needed. Three related variable clusters emerged for consideration in this study:

- I. Demographics;
- II. Academic Integration of Adult Students; and
- III. Social Integration of Adult Students.

Demographics included background information relevant to age, racial/ethnicity, gender, marital status, number of dependent children, level of formal education, employment background, current family income, and the educational plans and preferences.

Academic and Social Integration included the prioritizing of the personal and educational needs as perceived by the adult learner. These priorities were ranked from highest to lowest by the adult students. The experiential knowledge obtained through this study was used to generate advice for future models. Two data sources for experiential knowledge were administration involved with adult students enrolled in the community college chosen, and the adult students enrolled in that setting. The adult students provided their demographics, their perceived academic and social integration needs and the institution studied provided an established model which attempted to serve the needs of this population as a solution for consideration. The administration offered examination of programs, organizations and documents.

Data Collection

The instrument used in this study was the Adult Learner Needs Assessment (Appendix A) which was prepared by the American College Testing Company. To aid in the process, an additional ten questions were prepared to focus directly on personal background data of adult students. These questions were submitted by social workers representing the Department of Human Services in the surrounding area. The data were processed by the Evaluation/Survey Service of

the American College Testing Program (See Appendix B).

Institutional documents were used to determine the demographics and the mission of the community college studied.

Data Analysis and Interpretation

The first data analysis technique used in generating advice were the descriptive statistics from the Adult Learner Needs Assessment Survey Instrument. The first section of this survey instrument addressed the background information on the population. The second section addressed the educational plans and preferences of respondents. The third section contained the personal and educational needs as perceived by respondents.

The second data analysis technique used was an instrument prepared to direct relevant questions which were not a part of the Adult Learn Needs Assessment Survey. These additional questions were offered by the case workers from the Department of Human Services in Craig, Delaware and Ottawa County.

The third data analysis technique used was a review of the institutional documents which reflected programs, organizations and mission statements. Various administrative people within the community college selected for this study were instrumental in discussing the model program which was presently serving the traditional, as well as "at risk" adult student.

Inductive processes were used to recast and reduce the data into sets of advice for community colleges who serve similar populations of adult students. Recommendations were generated from

the results of each of the Adult Learner Needs Survey Instruments and support for these recommendations was documented by the additional informal interview data gathered from both adults and administrators.

Summary of the Findings

Section I. Background Information

The sample was heavily comprised of single-parent women who had dependent children at home. The males had fewer dependent children in their care. The sample was primarily making less than \$12,000 a year and used this money to support themselves, as well as a large number of dependents. Most of the sample were unemployed, full-time students. The majority of the sample was comprised of Caucasian and Native Americans who had less than a high school diploma.

Section II. Educational Plans

and Preferences

This sample was primarily interested in pursuing a degree for career rather than personal reasons. Their educational expenses were funded through educational grants such as Pell, and SEOG. The respondents were basically satisfied with the educational format at the community college in which they were enrolled. Most of the sample were full-time students and preferred that status.

Section III. Personal and
Educational Needs

This section addressed the educational and personal needs of the adult students surveyed. The questions were arranged in the following four basic categories: life skills development, career development, educational planning and association with others. This was important because it addressed the social and academic integration of the adult students. While academic integration was given a high priority by the adult students, social integration was given low priority. The results indicated that the research documented by Garrison (1985), which concluded that adults find little need or desire to seek social integration, was highly correlated within this sample.

Section IV. Additional Questions

These additional questions were included in this survey to determine if the socioeconomic needs of the "at risk" population could be determined. Since many of the respondents were on AFDC, the questions were in part submitted by the social workers from the Department of Human Services in the surrounding counties. The others were generated by the researcher with input from the administrators in the community college being studied. It was the desire of both agencies that information attained through this survey enhance their knowledge of the audience they serve.

One commonality was that the majority of the adults surveyed smoked. Another was that the majority had been married two or more times. The number of children per household varied, but the majority had more than two children. Approximately half of the respondents had children by more than one person. Almost half of the respondents were in a relationship with an alcoholic or drug abusive person. Almost half had been physically abused, and approximately one-third had been sexually abused. The non-high school graduates married at younger ages than the high school graduates and almost an equal proportion from both groups were on AFDC.

Conclusions and Implications

The results of this study led to two basic conclusions:

1. There did exist a subgroup of "at risk" adults in the population of the midwestern community college investigated. This subgroup primarily consisted of AFDC recipients who were currently enrolled in that setting. The commonality of "at risk" adults was that they were in poverty and on government welfare programs. The poverty level of this adult sample constituted the "at risk" status more than the high school diploma, a General Education Development (GED) or lack of either.
2. It was possible for institutions of higher education to meet the needs of this group of adults. The institution described in this study was meeting the general needs of the adult students in many ways. The OWLS Program was a vital recruitment tool and was

used actively to retain both "traditional" and "at risk" adult students. This institution, however, needed to develop more intense counseling programs.

Recommendations for Education

By the year 2,000, over 60% of the students on campuses across the United States will be adults. With the implementation of federally mandated Education, Training, and Employment Program, a larger percentage of this adult population will be comprised of adults receiving AFDC. These adults will enter higher education in a state of poverty. This influx of students will continue to create a subgroup within the adult population that will have distinctive needs. With access to such information, educational institutions must respond to these demographic movements if they are to increase their recruitment numbers, maintain or improve retention numbers and decrease attrition.

To accommodate the needs of the "at risk" adult in higher education, Moos' three theoretical dimensions must be applied, but in inverse order. The first dimension to be addressed must be the system maintenance and change dimension. This dimension is concerned with an orderly environment that has clear expectations, while maintaining control and responding to change. The institutions of higher education, especially community colleges with open door access, must activate change.

Moos' three dimensions could be applied to each issue that needed to be addressed for the adult student population. One

example could be smoking. Under Moos' order, the person would change, then relationships could be established and then the institution would change. Under the inverse order, the institution would prepare its facilities for smokers, the relationships could then be established in designated smoking areas and non-designated areas and then the person could change. The difference in order establishes that the institution must be prepared for the adult student population, and that the institution cannot expect the adult student population to change upon enrollment or prior to enrollment. The primary assumption in the original order of Moo's dimensions is that the adult student population would understand what change would be expected. Many adult students have never been exposed to postsecondary education, many have negative views of educational institutions from dropping out of secondary education, and the majority have been absent from formal education for several years.

Recruitment and Retention of

"At Risk" Adults

Recruitment. The time frame for recruitment is at least one month before enrollment. Differentiated recruitment procedures must be implemented in order to recruit "at risk" adults. One example is to meet these adults where they gather either at the Department of Human Services orientation seminars, General Education Development (GED) classes or an established restaurant that is not connected to the college campus. The purpose for selecting an off-campus site for initial contact for adults is to provide a less-intimidating

setting. Adult students perceive the campus as formidable due to their past negative experiences with traditional school settings.

The second phase of this non-traditional adult recruitment involves motivational talks given at various off-campus locations. The approach should be acceptance of self, acceptance of the past as a vehicle by which to get to the present, and acknowledgment that fear exists for college enrollment.

The third phase of this recruitment includes a tour of the campus. During this tour, only the pertinent buildings are acknowledged. Dormitories and buildings irrelevant to the adult students are diminished in importance. The potential recruits should be exposed to all offices that are crucial to the enrollment procedure including financial aid, admissions, and the adult re-entry administrator. Enrollment procedures should be indicated in a general manner, but the primary focus should be that the "at risk" adults come to the adult reentry administrator who will guide them through the necessary stations for enrollment. This administrator should then select only nurturing individuals as advisors. These advisors should understand the "at risk" adult and their special needs.

Pre-Enrollment. The time frame for pre-enrollment is set by the Admission's Office. A special area of concern for most colleges is testing for placement. Three basic areas should be addressed: funding for testing fees, fear of testing, and an alternative testing plan for "at risk" adults who have special academic and personal needs.

Enrollment in a Guarded Semester. The guarded semester is the first semester only. The plan of study for "at risk" adults should include enrollment in precollegiate courses determined by testing placement and deficiencies regulated by regent policies. Classes such as Skills for Success and Reading Improvement should be encouraged to refresh and/or remediate areas of academic deficiencies. Each adult should be enrolled in Adult Orientation. This class should be specially designed to foster affiliation between adults and their peers.

Balancing the class schedule is another important aspect of "at risk" adult enrollment. The majority of these students are women who are single-parents with singular responsibility for their children. This responsibility should be discussed openly and class schedules adjusted accordingly. During the guarded semester, the class load should be limited to 13, including 12 hours of classes with the addition of Adult Orientation. Early classes should be avoided since most of these adults have school-aged children. Night classes should be avoided since this would normally leave the children unattended. Classes for these adult students should be scheduled for a five day week, instead of an intense three day school week. In this manner, the adults have more time to study for tests and prepare for homework. The additional time on campus would allow the adults more time to work in the Learning Resource Centers, as well as to socialize with other adults. Advisors should be made aware that the Department of Human Services could fund the child care fees for a staggered class schedule. It is strongly advised

that staff awareness sessions be conducted to sensitize the campus personnel to the special needs of the "at risk" adults. These should include faculty, administration, and staff and provide a time for feedback from those involved.

Student Services. Since student services are essential to retaining "at risk" adult students, the primary goal of each student service activity should be directed toward the improvement of self esteem. Perhaps the most important beginning is to establish various support groups. The community college investigated in this study established the OWLS (Older, Wiser, Learning Students). This adult organization accepts each other without judgment. The approach to any issue is to have positive direction. Other support groups can be established on campus: Alcoholics Anonymous, 12 Step Groups and others. Similar off-campus groups can be identified for additional support.

Counseling services are also extremely important to the retention of this population. Counseling programs must be intense, covering issues such as physical abuse, alcoholic and drug abusive relationships. The issues must be directed to "at risk" adults, as well as their children. A qualified counselor trained in these areas should be designated and made available to this group. Crisis intervention plans must be implemented to meet the diverse problems of these adults.

Holistic health care programs should be provided for the adult students. These programs should be informative and practical in philosophy and approach and directly address the health needs of

this population. Often these "at risk" adults have unhealthy nutritional habits, including smoking and poor eating habits which often lead to illnesses for themselves and their families. The health care programs should address other issues like sexually transmitted diseases, sexual addictions, relationships, self-esteem building, step-parenting, and parenting skills.

Student services should also include funding from all available sources. Whether the funding is generated from various Native American organizations to federal grants, "at risk" adults need all monies available in order to stay in school. Since these adults and their children are living in poverty at initial enrollment time, funding sources are vital to their retention. A catalog of funding sources should be provided to these students upon initial contact. A continual dissemination of relevant information should be made available. The college personnel working with these students should be the "watchdog" for any and all funding that might be applicable and any discrimination that might occur within the institution, either intentional or non-intentional.

Student services should include a continuing dialogue between all relevant governmental and private agencies lending support to the "at risk" adults. Various agencies, such as the Department of Human Services, Community Action, Job Training, Native American Tribes, can provide additional support. When these agencies unite to support the "at risk" adult, chances increase dramatically for their retention.

Transportation is another area of concern for adult students. For most "at risk" adults, transportation is one of the major deterrents to college attendance. Public transportation systems can be contacted for commuters from various towns. Car pools can be established to alleviate both the expense of and problems associated with undependable vehicles. The Department of Human Services can also offer additional funding in this area to aid the students until their first federal dollars are received. This problem must be addressed immediately upon enrollment.

Housing is another concern the adult student faces. Due to the lack of adequate transportation, one solution would be to encourage "at risk" adults to live in college housing. These adults do not generally own homes and are generally mobile. The cost of the college housing can be supplemented by Housing and Urban Development (HUD), making it comparable to their current housing situations. College housing also provides security to protect some of the single-parent women.

Another benefit of placing adult students in college housing can be its close proximity to campus. With students living on campus, vehicles would not be a necessity. Students can walk to classes, college functions and the Learning Research Center. Transportation to public schools for their dependents will be provided by the local school district. College housing would also allow for cultural socialization since many of the residents are from diverse backgrounds.

Graduation/Certification. All "at risk" adults need to be enrolled in areas of high marketability, leading to self-sufficiency. The ultimate goal, beyond socialization, is to help these adults become active, productive citizens. In order to accomplish this goal, graduation/certificate requirements should be explained in a progressive manner. Advisors should take special caution to facilitate this process. For those planning a baccalaureate degree, transferability of credit hours should be closely monitored. For those having certification as a goal, skills in job placement and interviewing should be honed.

To be effective, the college must establish itself as a job placement center for such adults. Resume seminars, "dress for success" classes, and interviewing protocol can all become a necessary requirement before exiting the institution. The college, as the facilitator of placement, should keep all advisors aware of changing demographics in order to advise students appropriately.

Recommendations for Academic and Social Integration

Research establishes that academic and social integration are vital to the retention of all students on the college campus. It is even more vital for the "at risk" adults since their attrition rates are higher. As a result, various methods can be implemented to foster such integration.

Academic Integration

Academic programs can be designed to meet the needs of the adult student. Strong faculty involvement is a necessity. Effective advisement/counseling must be ensured. Free tutorial programs must also be implemented, as well peer tutoring within the adult support groups. A computer room can be established for the typing of essays, research papers and other relevant documents. A tutor must be available to assist adults who are inexperienced in the use of computers. Smoking areas must be established in the refreshment areas and in a quiet study zone. A mentoring system can be established to enable the "at risk" adult an opportunity to gain a different perspective.

Social Integration

Social integration can be fostered by encouraging adults to socialize with other adult peers. Intramural activities including bowling, softball, tennis, country western dancing and other activities can be encouraged. These activities can be planned for the adults, as well as their children and significant others. Socialization should be all-inclusive of the "at risk" adult's "family" structure. Faculty participation in such events will also enhance the total social integration process.

Recommendations for Application

of Moos' Dimensions

All of the above recommendations are to be established by

humanizing the educational process. Moos' three theoretical dimensions must be applied inversely. According to Moos, the first dimension is personal, the second is relationship and the third is the change within the institution.

If Moos' dimensions are to be reversed, the first to be applied is institutional change. The institution must be the change agent; it must be visionary and empathetic to the needs of the adult population. Ironically, change can be the vehicle by which control is maintained since an institution that remains archaic and fails to serve the students will only bring discontent and increasing attrition rates. The institution must be the facilitator of communication between federal policy and the welfare system and their consequent ramifications on student retention. Educational and social governmental policies should continue to address the unmet needs of the AFDC recipient in the critical areas of medical, food, housing, and child care. Social or educational structural relationships that create barriers to self-sufficiency must be addressed. Financial resources for both subsistence and college expenses, administrative simplicity and support services are necessary components to the educational survival of "at risk" adults. The environment within the community college and the interagency structures will determine much of the success rate of these adult students.

The relationship dimension is the second to be addressed. This dimension assesses the degree to which people are involved in setting, the degree to which they support and help one another, and

the degree to which they are allowed to express themselves in a safe environment. Once the institution implements changes that will address the needs of the adult student, the relationships can be established.

The first requirement for establishment of relationships is ownership with individuals throughout the system. This is accomplished vertically, beginning with the president and extending to all those within the institution. When the people within the institution accept a collegial philosophy, then adults can and will establish many productive relationships. Faculty members who are empathetic to the unique needs of the adult student often promote the improvement of grades and thus the improvement of self-esteem. The advisor/counselor who listens and offers advice can help in academic and social integration. When the president as well as other college personnel meet with adults and offer a message of hope, then social and academic integration often occur.

The adult student must be approached holistically. Research indicates that adults bring their societal, familial and personal backgrounds to higher education with them. Once the people within the organization have the same relationship goals, then relationships between the students themselves can become the central focus.

An organization such as the OWLS (Older, Wiser, Learning Students) could be established to foster interpersonal relationships. Adult students often enter a campus in total isolation. These adults are usually commuters and often do not know

anyone on campus and even the towering campus buildings can be intimidating. The OWLS Organization can be the impetus by which adults can learn to support themselves and others. The philosophy of the OWLS or a similar organization should be for adult students to accept each other "as is" without judgmentalism. Another approach would be to view the past as a vehicle to self improvement. The past is uncontrollable; the present and the future are their primary focus for improvement.

Adults can be encouraged to participate in all campus activities and other organizations. They can be advised that they too are an integral part of the campus. An extension of this socialization process is the student union as a meeting place. The student union can be a safe place for adults to gather and share their fears, expertises, and commonalties. The goal of social integration for students with other students is to move them from dependency to independence to interdependence. A group is more powerful than an isolated individual. This group structure is an effective means by which others can be empowered.

The third dimension, personal growth or goal orientation, assesses the basic goals of the setting which offer opportunities for personal development and self-enhancement. Once the attitude of the institution changes and its environment becomes conducive to fostering healthy relationships, then the personal growth dimension can be effective. Humanization within the organization is essential for the success of this "at risk" population.

Commentary

Students are not now, nor have they ever been problems to be solved. An increasing number of enrollees in higher education fit the socioeconomic and demographic profile of the "at risk" adult. Adults from an impoverished background entering postsecondary education most often are admitted with educational deficiencies. They bring with them societal, familial and personal conflicts that must be identified, addressed, and overcome. Consequently, for the AFDC recipient, many have been rejected, abused and abandoned throughout their lives. With the establishment of programs in higher education, "at risk" adults can be allowed to free themselves from the chains of dependency. These adults need more than an education; they need total socialization. This process of holism must encompass a support system, including educational as well as relevant governmental agencies.

The education of "at risk" adults is a critical issue for the nation as a whole. The "at risk" adult includes minorities, females, low-income, displaced homemakers, and disabled individuals. Many of this group find themselves seeking governmental assistance, some for the first time as adults. Predictions indicate that this group will continue to enter higher education in increasing numbers well into the 21st century.

Institutions need this "at risk" population. With lower enrollment cycles due to the diminishing 18-19 year old student population, institutions of higher education must investigate alternative student markets. Decreasing enrollment which leads to

insufficient funding can signal a reduction in faculty, inappropriate facilities, and elimination of services. The long-term academic curricula will be adversely affected if the decrease in enrollment is not addressed. The "at risk" population is a viable solution to this enigma. Once educated, the AFDC recipient and other "at risk" adults can be productive, vital forces in the labor market, thereby saving taxpayers millions of dollars.

Adults entering community colleges at or below the poverty level are not traditional in any sense of the word. Traditional approaches and programs simply will not work. New strategies must target the special retention needs of the "at risk" adult. Institutions must be committed to providing academic, social, emotional, and financial support. Institutions must become the change agents, the innovators, the creators.

However, postsecondary institutions cannot educate the "at risk" adult in isolation. A concerted effort is essential for the liberation of these adults. Interagency collaboration of all governmental forces, educational institutions and others believing in empowerment of the heart must unite to keep this very important movement, the restructuring of human lives, moving forward.

AFDC recipients and other "at risk" adults are not problems to be solved, but unique individuals; and, as such, each has the right to self-sufficiency and self-respect which can only be gained through emancipation and empowerment.

America is not a nation at risk, but rather a nation comprised of people from all backgrounds, including some "at risk"

educationally. These, and all people, deserve the opportunity to be liberated from cycles of welfare that foster dependency.

The secret to successful retention lies, as it always has, in the very foundations of the higher educational enterprise rightly understood, namely that it is at its core an enterprise committed to the education of all, not just some, of its students (Tinto, 1991, p. 1).

It is with this commitment that the "at risk" adult shall be set free.

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APPENDIXES

APPENDIX A

ADULT LEARNER NEEDS ASSESSMENT SURVEY

ADULT LEARNER NEEDS ASSESSMENT SURVEY

DIRECTIONS: The Adult Learner Needs Assessment Survey is an untimed questionnaire designed to evaluate the education-related needs of adult learners. By answering the following questions, you will assist college officials in identifying and developing programs and services that better address the needs of individuals like yourself.

The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to identify your responses and contact you directly. The data you supply will be used for research purposes and will not be individually listed on any report. If, however, the question requests information that you do not wish to provide, feel free to omit it. **NOT** use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you. If this is the case, skip these items. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to identify your responses and contact you directly. The data you supply will be used for research purposes and will not be individually listed on any report. If, however, the question requests information that you do not wish to provide, feel free to omit it. **NOT** use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you. If this is the case, skip these items. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

SECTION I - BACKGROUND INFORMATION

Begin by filling in your name, address, and telephone number in Block A. Next, write your Social Security number in the large boxes at the top of Block B, and blacken the appropriate oval in the column below each box. Complete the remaining blocks by blackening the single most appropriate oval in each case.

<p>A NAME, ADDRESS, AND TELEPHONE NUMBER</p> <p>Name _____</p> <p>Street Address _____</p> <p>City _____ State _____ Zip Code _____</p> <p>Telephone _____</p>																											
<p>B SOCIAL SECURITY NUMBER (Identification Number)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>(0)</td> <td>(1)</td> <td>(2)</td> <td>(3)</td> <td>(4)</td> <td>(5)</td> <td>(6)</td> <td>(7)</td> <td>(8)</td> <td>(9)</td> <td>(0)</td> <td>(1)</td> <td>(2)</td> </tr> </table>															(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(0)	(1)	(2)
(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(0)	(1)	(2)															
<p>C AGE</p> <p><input type="radio"/> 19 or Under</p> <p><input type="radio"/> 20-22</p> <p><input type="radio"/> 23-25</p> <p><input type="radio"/> 26-29</p> <p><input type="radio"/> 30-34</p> <p><input type="radio"/> 35-39</p> <p><input type="radio"/> 40-44</p> <p><input type="radio"/> 45-49</p> <p><input type="radio"/> 50-54</p> <p><input type="radio"/> 55-61</p> <p><input type="radio"/> 62 and Over</p>	<p>D RACIAL/ETHNIC GROUP</p> <p><input type="radio"/> Afro-American/Black</p> <p><input type="radio"/> American Indian/Alaskan Native</p> <p><input type="radio"/> Caucasian American/White</p> <p><input type="radio"/> Mexican American/Chicano</p> <p><input type="radio"/> Asian American/Oriental/Pacific Islander</p> <p><input type="radio"/> Puerto Rican/Cuban/Other Hispanic Ethnicity</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> Prefer Not to Respond</p>																										

<p>E SEX</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>	<p>F MARITAL STATUS</p> <p><input type="radio"/> Single (Never Married)</p> <p><input type="radio"/> Married</p> <p><input type="radio"/> Divorced</p> <p><input type="radio"/> Separated</p> <p><input type="radio"/> Widowed</p> <p><input type="radio"/> Prefer Not to Respond</p>	<p>G NUMBER OF DEPENDENT CHILDREN CURRENTLY LIVING IN YOUR HOME</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 1</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 4 or more</p>	<p>H WHAT IS THE HIGHEST LEVEL OF FORMAL EDUCATION THAT YOU HAVE COMPLETED? (Select Only ONE)</p> <p><input type="radio"/> Attended Elementary School</p> <p><input type="radio"/> Completed Elementary School</p> <p><input type="radio"/> Attended High School</p> <p><input type="radio"/> Completed High School</p> <p><input type="radio"/> Obtained High School Equivalent Degree (GED)</p> <p><input type="radio"/> Took Vocational/Technical School Courses</p> <p><input type="radio"/> Completed a Vocational/Technical School Program</p> <p><input type="radio"/> Attended College (2-Yr. College, University, etc.) But Did Not Complete a Degree</p> <p><input type="radio"/> Received Associate Degree</p> <p><input type="radio"/> Received Bachelor's Degree</p> <p><input type="radio"/> Received Master's Degree</p> <p><input type="radio"/> Received PhD or Professional Degree</p>	<p>I HOW LONG HAS IT BEEN SINCE YOU WERE LAST ENROLLED IN COURSES FOR CREDIT? (To the Nearest Year)</p> <p><input type="radio"/> I am Currently Enrolled in Courses for Credit</p> <p><input type="radio"/> Less Than 1 Year</p> <p><input type="radio"/> 1 Year</p> <p><input type="radio"/> 2-3 Years</p> <p><input type="radio"/> 4-6 Years</p> <p><input type="radio"/> 7-10 Years</p> <p><input type="radio"/> More Than 10 Years</p>
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<p>J WHAT IS YOUR CURRENT ANNUAL FAMILY INCOME (Include Both Taxable and Nontaxable Income)</p> <p><input type="radio"/> Less Than \$6,000</p> <p><input type="radio"/> \$6,000 to \$8,999</p> <p><input type="radio"/> \$9,000 to \$11,999</p> <p><input type="radio"/> \$12,000 to \$14,999</p> <p><input type="radio"/> \$15,000 to \$17,999</p> <p><input type="radio"/> \$18,000 to \$20,999</p> <p><input type="radio"/> \$21,000 to \$23,999</p> <p><input type="radio"/> \$24,000 to \$26,999</p> <p><input type="radio"/> \$27,000 to \$29,999</p> <p><input type="radio"/> \$30,000 to \$34,999</p> <p><input type="radio"/> \$35,000 to \$39,999</p> <p><input type="radio"/> \$40,000 to \$44,999</p> <p><input type="radio"/> \$45,000 to \$50,000</p> <p><input type="radio"/> Over \$50,000</p> <p><input type="radio"/> Prefer Not to Respond</p>	<p>K WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)</p> <p><input type="radio"/> Employed (Including Full-Time and Part-Time Employment and Employer Farming, etc.)</p> <p><input type="radio"/> Retired</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> Unemployed</p> <p><input type="radio"/> Continuing My Education (College, Vocational School, etc.)</p> <p><input type="radio"/> Serving in the Armed Forces</p> <p><input type="radio"/> Caring for a Home Family</p>
<p>L IF YOU ARE CURRENTLY EMPLOYED, PLEASE INDICATE YOUR TYPE OF OCCUPATION (If Not Employed, Leave This Question Blank.)</p> <p><input type="radio"/> Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)</p> <p><input type="radio"/> Craftsman or Foreman (Carpenter, Bricklayer, etc.)</p> <p><input type="radio"/> Farmer/Rancher</p> <p><input type="radio"/> Laborer (Construction Worker, Longshoreman, etc.)</p> <p><input type="radio"/> Machine or Vehicle Operator</p> <p><input type="radio"/> Professional (Accountant, Lawyer, Medical Technologist, etc.)</p> <p><input type="radio"/> Teacher/Administrator</p> <p><input type="radio"/> Inspector/Manager/Business/Insurance Sales, etc.)</p> <p><input type="radio"/> Service Worker (Janitor, Cook, etc.)</p> <p><input type="radio"/> Other</p>	

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SECTION 1: CURRENT AND FUTURE EDUCATION

Please respond to each of the following questions dealing with your educational plans by blackening the single most appropriate oval in each case. If a question does not apply to you, leave it blank. If you mark "No" or "Undecided" to the first question, skip the remainder of this page and go on to page 3 of this questionnaire.

A ARE YOU CURRENTLY PLANNING TO CONTINUE YOUR EDUCATION?
(Vocational School, College, Correspondence Course, etc.)

No Undecided (SKIP TO PAGE 3 OF THIS QUESTIONNAIRE)
 Yes (Continue with This Section)

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

MAJOR REASON → MINOR REASON → NOT A REASON

To Obtain a Higher Degree
 For Personal Satisfaction or Happiness
 To Obtain or Maintain a Certification
 To Meet Job Requirements or Improve Job Skills
 For General Self-Improvement
 To Meet New People
 To Become Better Educated and Informed
 To Improve My Income
 To Learn a New Occupation
 To Learn How to Solve Personal or Community Problems

C INDICATE WHETHER EACH OF THE FOLLOWING WILL BE A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR EDUCATION.

MAJOR SOURCE OF FUNDS → MINOR SOURCE OF FUNDS → NOT A SOURCE OF FUNDS

Personal Earnings
 Other Family Income
 Personal or Family Savings
 Funds from Relatives or Friends
 Social Security Benefits
 Veteran's Benefits
 Educational Grants (PELL, SEOG, Private Grants, etc.)
 Scholarships (Private, Federal, College, etc.)
 Student Loans (Federal Loan, GSU Stafford Loan, etc.)
 Other Loans (Bank Loans, etc.)
 Reimbursement by Employer

D WHICH TYPE OF ENROLLMENT DO YOU MOST PREFER?

Full-Time Status
 Part-Time Status

E WHICH OF THE FOLLOWING TYPES OF CLASSES IS MOST CONVENIENT FOR YOU? (Select Only One)

Morning Classes
 Noon Hour
 Afternoon Classes
 Evening Classes
 Weekend Classes
 No Preference

F HOW FREQUENTLY DO YOU FEEL EACH OF YOUR COURSES SHOULD MEET?

Once Weekly
 Twice Weekly
 3 or 4 Times Weekly
 5 or More Times Weekly
 Other
 No Preference

G WHICH TYPE OF CLASS DO YOU PREFER?

A Class Composed Primarily of Nontraditional-Aged Students
 A Class with Students of Mixed Ages
 No Preference

H WHERE DO YOU PREFER TO ATTEND CLASSES?

At an On-Campus Location (e.g., Classroom, Individual Arts Center, etc.)
 At an Off-Campus Location (e.g., Building, High School Classroom, etc.)
 No Preference

I WHICH TYPE OF CLASS FORMAT DO YOU MOST PREFER? (Select Only One)

Traditional Lecture Format
 Small Group Format
 Independent Study Format (Self-Paced Study)
 Laboratory or Shop Format (with Hands-On Experience)
 Private Tutor Format
 Correspondence Course Format
 Other Format
 No Preference

J INDICATE YOUR PLANNED AREA OF STUDY

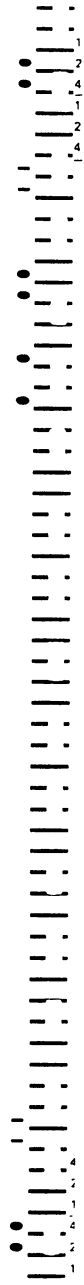
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

K INDICATE YOUR OCCUPATIONAL CHOICE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L USING THE LIST OF COLLEGE MAJOR OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-SHORT CODES FOR YOUR PLANNED MAJOR AREA OF STUDY AND FOR YOUR OCCUPATIONAL CHOICE. IN THE BOXES AT THE TOP OF BLOCKS J AND K, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU PLAN TO HAVE MORE THAN ONE MAJOR AREA OF STUDY, SELECT THE ONE CODE THAT BEST REPRESENTS YOUR EDUCATIONAL PROGRAM.)

G E 2 DO NOT T E A R O R S T A P L E Y H I S F O R M



SECTION III—PERSONAL AND EDUCATIONAL NEEDS

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

	I need a lot of help in this area	I need a medium amount of help in this area	I need a little help in this area	This area is not important or does not apply to me
EXAMPLES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LIFE SKILLS DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Developing independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning how to concentrate better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Getting out of bed in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Increasing my skills in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Improving my writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing my speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Improving my understanding of what I read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Increasing my reading speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Improving my study skills and habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Learning how to take tests better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Developing and demonstrating confidence in myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Learning how to handle pressure from friends, family, instructors, or myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Learning how to better make decisions and solve personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Becoming more independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Setting goals in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Learning how to manage my time better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Learning how to budget money more wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Learning how to maintain my physical and mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Understanding my rights and responsibilities as a consumer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Learning how to use my leisure time to get more out of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Identifying my strengths and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Identifying career areas which will fit my current skills, abilities, and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Learning about job opportunities in my career interest areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Learning more about training requirements for jobs I'm interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Learning about the income potentials of jobs in my career interest areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Learning where to get the training necessary for jobs in my career interest areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Getting some full-time job experience in a work career area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Arranging to discuss career interests with people employed in the same area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Obtaining part-time work in my career interest area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Learning how to find job openings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Learning more about how to interview for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Learning how to develop a personal vita or resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Learning what jobs are available near where I wish to live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Getting advice about my educational plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Learning more about entrance requirements for educational programs that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Selecting an educational program to meet my interests and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Learning more about enrollment procedures (application fee payment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Learning more about financial aid for students my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Obtaining help with college re-entry procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Learning more about graduation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Learning more about how to transfer prior credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Securing transportation to and from campus (car, pooling, mass transit, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Learning how to make better use of library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Obtaining child care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Educational or personal needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P A G E 3 MAKE NO STRAY MARKS ON THIS FORM

DO NOT TEAR OR STAPLE THIS FORM

	I need a lot of help in this area	I need a medium amount of help in this area	I need a little help in this area	This area is not important or does not apply to me
33	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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58	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ED PLANNING (Continued)

ASSOCIATIONS WITH OTHERS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

APPENDIX B

ADDITIONAL QUESTIONS SURVEY

31. Do you smoke cigarettes?
- A. Yes
 - B. No
32. How many times have you been married?
- A. 0
 - B. 1
 - C. 2
 - D. 3
 - E. More than 3
33. How many children do you have (grown or at home?)
- A. 0
 - B. 1
 - C. 2
 - D. 3
 - E. 4
 - F. More than 4
34. Did you have children by more than one person?
- A. Yes
 - B. No
35. Have you had or are you currently in a relationship with a person who was or is alcoholic or drug abusive?
- A. Yes
 - B. No
36. Have you been physically abused?
- A. Yes
 - B. No
37. Have you ever been sexually abused?
- A. Yes
 - B. No
38. Does your partner emotionally support you in going to college?
- A. Yes
 - B. No
 - C. No partner

39. At what age did you get married?
- A. Under 15
 - B. 15-17
 - C. 18-20
 - D. over 20
40. Are you currently on AFDC?
- A. Yes
 - B. No
41. Highest grade completed in school
- A. 8th
 - B. 9th
 - C. 10th
 - D. 11th
 - E. 12th

VITA

Jo Sue Glenn-Stidham

Candidate for the Degree of

Doctor of Education

Thesis: "AT RISK" ADULTS IN HIGHER EDUCATION: AN APPLICATION OF
MOOS AND TINTO

Major Field: Educational Administration

Biographical:

Personal Data: Born in Miami, Oklahoma, December 3, 1948, the daughter of Henry and Doris Thomasson. Wife of Dr. Phil A. Stidham and mother of two children: Scott and Keith Glenn.

Education: Graduated from Wyandotte High School, Wyandotte, Oklahoma, in May, 1967; received Associate in Arts from Northeastern Oklahoma A&M College in December, 1974; received Bachelor of Science in Education from Missouri Southern State College in 1976; received Master of Arts in English from Pittsburg State University in 1982; received Specialist in Education from Pittsburg State University in July, 1988; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1991.

Professional Experience: Instructor of English at Commerce High School in Commerce, Oklahoma from March, 1979 to August, 1985; Instructor of English at Northeastern Oklahoma A&M College from August, 1985 to August, 1989; Director of Continuing Education at Northeastern Oklahoma A&M College from August, 1989 to present.