TRADITIONAL AND NONTRADITIONAL STUDENT PERCEPTIONS

OF STUDENT PERSONNEL SERVICES

By

DEANNA KAY LAND

Bachelor of Science in Education
Northeastern State University
Tahlequah, Oklahoma
1967

Master of Education
Northeastern State University
Tahlequah, Oklahoma
1974

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1989

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Thesis Approved:

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Thesis Adviser

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Dean of the Graduate College

ACKNOWLEDGMENTS

It is truly impossible to express my gratitude to all of the people who have helped to make this study a reality. Included would be the students and student personnel department heads, the pilot study sample, and various faculty members and colleagues at Central State University. To these people and others, I would like to express my sincere thanks.

I owe a special debt of appreciation to Dr. Patrick M. Murphy, friend and thesis adviser of my doctoral committee. His encouragement, humor, continual support, and suggestions have been instrumental in the successful completion of this research project. The guidance and cooperation of Dr. Thomas Karman, committee chair; Dr. John Gardiner; Dr. Ronald Beer, Dr. James Seals, and Dr. Paul Miller is most appreciated. To all of these men I express my heartfelt thanks.

For their special friendships and unique contributions to my efforts I would like to express appreciation to my colleagues at the Central State University student services: Dr. Dudley Ryan, Mrs. Helen Munn, Mrs. Janet Bellows, Mr. James Noley, Mrs. Susan Thompson, Mrs. Peggy Foster, Dr. Donna Guinn, and Dr. Richard Mitchell. An extra special thanks must also go to my secretary, Mrs. Reba Lucas. Without her help, support, and understanding, a project of this magnitude could never have been completed.

Special and lasting friendships were developed with fellow doctoral students at Oklahoma State University. For their encouragement and time,

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CHAPTER I

INTRODUCTION

American universities have traditionally provided nonacademic services for their students. As is true of so many parts of contemporary American education, some services originated in our early colonial colleges and persisted into the past century with little change in form (Williamson, 1961). Leonard (1956) identified the early development of a number of these services during the first century and a half of our country's settlement.

According to Wrenn (1951), each student personnel department possesses a distinctive relationship to the administrative and instructional functions of the institution, but this relationship varies from campus to campus. It is sometimes necessary to realize that a given service can be explained only in terms of a certain campus personality, either past or present. For these reasons, it is only rarely possible to see a close relationship between a logical organizational plan of student personnel services and the actual existence of those services on a given campus (Wrenn, 1951).

Perhaps the most influential of all factors in the development of a specific program of student personnel services has been the general philosophy of the institution. This has varied widely from campus to campus. Different colleges have different purposes in dealing with their respective student groups (Wrenn, 1951).

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Student personnel services were originally developed for the traditional student. That traditional student is a recent high school graduate, 18 to 24 years old, and attending college full time. Nontraditional students consist of many groups--married students, working students, part-time students, commuting students, etc. Although nontraditional students are diverse, services must be provided for them. Because of the increasing diversity of today's student population, there is a need to re-examine the student personnel services currently provided.

The United States is becoming an aging society--a country whose population has a decreasing percentage of young people along with a growing percentage of adults and older adults. This suggests a number of potential problems, as well as unprecedented opportunities (Pifer and Bronte, 1987).

These unprecedented opportunities were addressed in a keynote speech delivered at a recent conference by Dr. Charles Schroeder (1987). His presentation stressed the importance of recognizing, affirming, and dealing with the diverse and aging student population.

Minority student enrollment in higher education is yet another unprecedented opportunity for student personnel administrators, according to Schroeder (1987). A growing percentage of American children come from two important minority groups, Blacks and Hispanics (Pifer and Bronte, 1987).

The Hispanic population in this country is very young; the median age is 23, lower than both the white majority (31) and Blacks (25). Their need for access to education is strong, but it is complicated by language and cultural differences from the majority. Because of this continuing growth, Hispanics will become the largest minority at some point in the next century (Pifer and Bronte, 1987).

Data reported by Hobbs (1986) from the 1980 Census showed that Oklahoma differs from national figures in racial characteristics. Fourteen percent of Oklahoma's population is nonwhite, compared with 16.9% at the national level. Internally, with the nonwhite category, however, the differences are significant. Whereas 11.7% of the nation's population is Black, Oklahoma's percentage is only 6.8. Also, Oklahoma's percentage of American Indians is 5.6%, compared with only 0.6% for the nation. Nationally, 6.4% is of Spanish classification, whereas in Oklahoma the proportion is only 1.9% (Hobbs, 1986).

In the future, the minority population of Oklahoma will grow faster than will the majority. The 1984 birth rate for whites in Oklahoma was 1,514 per 100,000, whereas the birth rate for Blacks and Indians was 2,311 and 3,093, respectively. Hobbs (1986) corroborated these minority birth rates by public school enrollment statistics. He stated that in 1985-86, Black students comprised 9.4% of the total elementary-secondary enrollments in Oklahoma. These minority students will be of college age during the next decade. This growing minority population will present a challenge for student personnel administrators.

Also within the next several decades it seems likely that traditional college-age students will make up a smaller proportion of the society as a whole than they have in the past. This smaller population will only provide a "steady-state" clientele for educational institutions. It appears that in order for growth to occur in Oklahoma higher education, colleges will have to increase their offerings for people in other age brackets. There may be a vast number of possibilities for colleges and universities in the area of the adult learner, but since most of their needs do not fit into the traditional four-year college

degree structure, it may be difficult to devise programs which attract nontraditional students.

Of the programs which currently have been developed to serve these learners, the most popular and best-known is probably Elderhostel. Founded in 1975 as a summer residential college program for people over 60, it has grown rapidly, and by 1985, over 100,000 people were enrolled in Elderhostel programs at more than 800 campuses around the country (Pifer and Bronte, 1987).

Another trend, occurring in the corporate world, bears noting at this point. Green and Levine (1985) stated that companies are providing increasing amounts of training and education for their employees, usually bypassing more traditional providers of such services. While accurate figures are difficult to come by, education and training by business and industry are now estimated at $80 billion per year. This can be compared with the $85 billion expended for traditional higher education. Much of this instruction by business and industry deals with content that colleges and universities are neither able nor willing to offer. Some of it, however, is directly competitive with what higher education does for a living (Green and Levine, 1985).

Because of changing demographics, corporate education providers, increased diversity on the college campus, and the aging society in America, there appears to be a need to re-examine the current student services on college campuses. This study will examine student attitudes toward the traditional student services presently being offered. It is believed that data from students are needed to determine the current state of student personnel services. If differing views are found to exist, they should be analyzed and evaluated for the purposes of better accommodating prospective learners. Similarly, such information should

be helpful to student personnel administrators in developing future plans for programs and services to generally enhance the nonacademic functions on the college campus.

In summary, this investigation will attempt to determine student attitudes toward the nonacademic student services on the campus of a large urban university in the Midwest. The study was planned to set the stage for improving services to all students. The role of higher education in a changing and aging society will almost certainly be somewhat different than it has been in the past. It appears that change and adaptation will be necessary for survival.

Statement of the Problem

What are the perceptions of traditional and nontraditional students regarding on campus nonacademic student services?

Purpose

The primary intent of this study was to develop, administer, and evaluate an instrument to gain student input regarding nonacademic student services on a college campus. As students become more diversified, the importance of service evaluation is greater than ever. This study identified by whom and to what extent specific services were being utilized. It provided information useful for decisions that benefit all students.

Since the founding of this college almost 100 years ago, the present population has grown from 23 students to over 14,000 students. It has been in a near constant state of change since its inception. Evidence of change can be seen in enrollment data. From 1960-61 to 1973-1974, enrollment increased from 3,968 to 10,481 students. Graduate students

doubled in this same period of time, from 732 in 1960-61 to 1,408 in 1973-74. Since the midseventies, enrollment has continued to increase, although not at such a rapid pace. The statistics from 1980-81 to 1988-89 revealed a total headcount increase, from 11,723 to 14,378. (See Appendix C, Table XXXV for trends in enrollment headcount from 1960-61 to 1988-89.)

There are several other areas of change which are pertinent to this study. One of these, the full-time enrollment figures (FTE), have also experienced dramatic change. From 1960-61 to 1988-89 the FTE increased from 3,431 to 9,370. (See Appendix C, Table XXXVI for FTE trends from 1960-61 to 1988-89.)

Other areas which reflect the changing student population are age, sex, and racial classification. The average age of students reflects the national trend of the aging society in America. The Spring, 1988 enrollment statistics listed the average student at 27 years of age; Summer, 1988 at 29 years of age; and Fall, 1988 at 27 years of age. This is a marked difference from the 1960's and 1970's. (See Appendix C, Table XXXVII.)

More women and minorities are now attending college. For example, Spring, 1988, enrollment statistics revealed that 54% of the total headcount was female, compared to 60% for Summer, 1988, and 56% for Fall, 1988. Traditional female roles are disappearing, while an increasing number of women are preparing themselves to join the workforce.

As the nation is changing, so is student enrollment. This study was designed to: (1) supplement recent research on nonacademic student personnel services, (2) compare the student services needs of traditional and nontraditional students, and (3) make recommendations for future studies. It was hoped that by relating the needs of today's changing

student population to what the nation's demographers are currently reporting in the literature, a clear picture of the present and future status of student personnel services would evolve.

The Student Personnel Attitude Scale (SPAS) was developed to serve as the instrument for data collection. It is an adaptation of an instrument developed by Dr. James Seals and Ms. Varna Hooper to measure high school student attitudes. Data obtained on the SPAS from traditional and nontraditional students were analyzed. This should be beneficial to student personnel administrators as they look at the present and plan for the future.

Research Questions

The research instrument used for this study included 15 nonacademic services provided for students who were enrolled at the time of the study. Because this was to be an attitude study, student input regarding the current service offerings was necessary. Hence, the following questions were answered for each of the service areas included:

1. Are students using or participating in the nonacademic services provided on campus?

2. If students have used or participated in the services, what are their attitudes toward the services?

3. Do students feel these are useful on-campus services?

4. What different attitudes exist between traditional and nontraditional students toward the services?

Definition of Terms and Concepts

The following terms and concepts were used in this study:

Nonacademic Student Personnel Services. Programs and/or services provided on the university campus which serve to enhance the nonacademic function and relate to the general philosophy and mission of the university.

Traditional Student. For purposes of this study, this term refers to a recent high school graduate, 18 to 24 years of age, and who is attending college full time as an undergraduate.

Nontraditional Student. For purposes of this study, this term refers to a student who is 25 or more years of age. The nontraditional student may be male or female, single or married, and either a full- or part-time student.

Attitudes. Entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual (Murphy, 1971).

Student Personnel Attitude Scale (SPAS). An instrument adapted for this study to gather information and student attitudes about the nonacademic student services provided on the campus of one large, urban university.

Scope and Limitations of the Study

This study was limited to: (1) students who were enrolled on one campus during the Fall, 1988 semester, and (2) the data collected by the instrument. Since the respondents were all college students during the Fall, 1988 semester, they constituted a unique group. Generalization to students on this campus during other semesters or to students enrolled at universities elsewhere would be precarious, at best.

The basis for the sample student groups, and inclusion in the study, was dependent upon many uncontrollable factors. Source of funds to enroll in college during the Fall, 1988 semester; time available to complete the survey instrument; and the random sample selection process are only a few of these variables. On this basis, the possibility of sample bias must be taken into consideration.

Assumptions

With the measurement of attitudes, certain assumptions were made. These included the assumption that attitudes can be measured, that attitudes can be found to vary along a linear continuum, and finally, that attitudes are held by many people. In addition, it is also assumed that attitudes may be temporary and therefore changeable. Attitudes, too, are subject to rationalization and manipulation (Remmers, 1954).

This study assumed that the instrument used was an accurate reflector of student attitudes. Furthermore, the investigation was based on the assumption that student attitudes would vary--depending upon prior life experiences, living arrangements, lifestyles, and ages of the participants.

It was further assumed, for purposes of this study, that if students had used the nonacademic services being studied, they considered them to be useful. This assumption was justifiable because of the instructions given to respondents in part B of the SPAS.

The final assumption was that student input into the current role and function of student personnel services is needed. Such information should be of interest to student personnel administrators as they evaluate current nonacademic services provided for the heterogeneous college student population.

CHAPTER II

REVIEW OF LITERATURE

This study was designed to provide data on the changing demographics
of college student enrollments, current student personnel service func-
tions, and the need for future change in student personnel service func-
tions in order to serve a diversified college population. Thus, the
review of literature should embrace studies which will provide informa-
tion concerning student personnel services on the college and university
campus.

Historical Overview of Student

Personnel Services

As is true of so many parts of contemporary American education, some
services originated in our early colonial colleges and persisted into the
past century with little change in form (Williamson, 1961). Leonard
(1956) identified the early development of a number of these services
during the first century and a half of our country's settlement. These
included a concern for housing, discipline, activities, and certain sim-
ple forms of counseling. Citizens and teachers alike were then as much
concerned with students' riotous manners and depraved morals as with
their intellectual development. Perhaps the convictions of the deeply
religious emigre from Europe, threatened by the reckless and immoral life
of the American frontier, forced intense preoccupation with many phases

of the out-of-class life of students and thus led to the development of early programs of extra-teaching relationships (Williamson, 1961).

During the nineteenth century, a number of events signaled the further development of extra classroom services for students. Oberlin College opened its doors to women in 1833; this move led to the appointment of female principals or preceptoresses to give special attention to the problems of women students. Out of this experience the position of dean of women emerged (Holmes, 1939). In 1870, Harvard appointed a dean of the college whose duties included a number of personnel functions. And in 1890, Harvard appointed Professor LeBaron Russell Briggs to serve as "dean of student relations" (Cowley, 1937, p. 37).

A number of events illuminate the development of organized programs of services. A plan for individual guidance of students was developed by a special committee on individual training and guidance at Stanford University in 1911, perhaps influenced by the work of Parsons in Boston in 1880 (Maverick, 1926). In 1915, Dr. Lois Mathews Rosenberry, Dean of Women of the University of Wisconsin, published a book entitled, The Dean of Women, outlining student personnel functions for women students. Other collegiate developments prior to 1926 are described by Maverick. The first Master of Arts and Diploma of Dean of Women was granted at Teachers College, Columbia University, in 1924 (Lloyd-Jones, 1949).

Williamson (1961) wrote that the term "student personnel work" refers both to a program of organized services for students and to a point of view about these students. As an organized program, every campus has certain services designed to help students solve a problem in logic, develop a study skill, enjoy associations, learn to read rapidly, or organize a charitable drive. In expressing their point of view about students, workers speak of these students in terms of their many-sided

development: physical, moral, scholastic, and social.   It is easy to

identify a respect for individuality and a concern for development of the

many facets of that individuality in the worker's attitude toward each

student.

The following quotation is taken from the "Preamble of the American

College Personnel Association Statement of Ethical and Professional

Standards":

> The American College Personnel Association, A Division of the
> American Association for Counseling and Development, is an
> educational, scientific, and professional organization whose
> members are dedicated to enhancing the worth, dignity, poten-
> tial, and uniqueness of each individual and thus to the service
> of society. Although members work in various post-secondary
> educational settings, they are committed to protecting individ-
> ual human rights, advancing knowledge of college student growth
> and development, and promoting effectiveness in student affairs
> organizations and operations (Owens, Witten, and Bailey, 1982,
> p. 296).

This statement concisely describes the role of student personnel profes-

sionals throughout the country. They are a dedicated group of people who

enjoy working with college students and devote their lives to the devel-

opment of productive, responsible citizens and members of society.

Originating as they did largely within the college president's orbit

of responsibilities--and sometimes as his personal duty--student person-

nel services became a presidential concern, and so they remain in many

respects. Perhaps this is one reason why chief student personnel offi-

cers today continue to function in close administrative relationship with

the president's staff (Williamson, 1961).

Student personnel work has been defined as a tangible expression in

the program of a basic philosophy of education. One philosophic view has

been expressed by Taylor (1952) in these words:

> In place of a fixed aim or fixed principles for education, the
> instrumentalist position is that of the growth of maturity and

of personal qualities within the student and not in terms of an intellectual discipline for training the reason (p. 36).

In operation, an educational system of this kind places its emphasis upon the individual student and the quality of his experience and tries to arrange an educational environment in which it is possible for the individual to find his own way toward full development (p. 37).

Hook (1946) stated his philosophy relevant to personnel work and identified it with the progressive education movement:

The philosophy of progressive education had from the outset been committeed to the belief that only in a democracy, and in a continuously expanding social democracy, can the end of individual growth be achieved. This follows from the concern with which the needs of every child were to be considered, the necessity of harmonizing these needs to permit their fruitful expansion, and the recognition that genuine equality of educational opportunity demands social democracy at one end and industrial democracy at the other (p. 53).

A similar point of view has been given as a basic social philosophy of education for democracy by the President's Commission on Higher Education (1947) in the following statement:

The social role of education in a democratic society is at once to insure equal liberty and equal opportunity to differing individuals and groups, and to enable the citizen to understand, appraise, and re-direct forces, men, and events as these tend to strengthen or to weaken their liberties (p. 5).

And the Commission again stated this point of view:

The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory (p. 9).

Thus, personnel workers have at hand an explicit philosophy of education. This philosophy has, in effect, been implicit in the personnel program itself for many decades. It is clear that personnel work is related to, or extends from, that philosophy of education which concerns

itself with the total development of the individual student (Williamson, 1961).

Each personnel service possesses a distinctive relationship to the administrative and/or instructional functions of the institution, but this relationship varies from campus to campus. It is sometimes necessary to realize that a given service can be explained only in terms of a certain campus personality, either past or present. For these reasons, it is only rarely possible to see a close relationship between a logical organizational plan of student personnel services and the actual existence of those services on a given campus (Wrenn, 1951).

All systems, or organizations, are based on assumptions about human behavior, values, and ways of operating. Such assumptions form the basic philosophy of student services. For several reasons, it is important to make these assumptions or philosophical bases explicit. To the degree that assumptions are examined, understood, and clarified, the student services program and organization contribute more effectively to institutional goals. Administrators often accept assumptions that are in vogue without fully analyzing them. For example, with the waning of various "in loco parentis" functions during the 1960's and 1970's, many student services programs moved their emphasis from control and reaction to student development. There is a need to ask whether student development programs merely restate the "personnel point of view," or if they represent a new approach based on different assumptions about student growth and management practice (Delworth et al., 1980).

It appears that some areas of student personnel work may have arisen out of things gone wrong. It is, in many instances, first a corrective and later a preventive program, which increases the likelihood of the optimum development of each individual. But student personnel work is

not restricted to one method, technique, or program. Student personnel work is as broad in purposes and methods as is the range of human nature, as wide as the ever-expanding and deepening knowledge of ways and means to aid individuals in developing optimally through the organized learning experiences available in our colleges and universities. Our task is to uncover and to evaluate the administrative processes and techniques necessary in managing these many services in day-to-day relationships with students (Williamson, 1961).

These day-to-day relationships with students include the following five basic functions within the area of student personnel services: (1) Orientation Function, (2) Consultation Function, (3) Participation Function, (4) Regulation Function, and (5) Service Function. These function areas were outlined by Kalthoff (1980) in his study, and again in a National Association of Student Personnel Administrators (NASPA) publication (Sandeen et al., 1972). Even though each campus is unique and the higher education community is diverse, these function areas have remained remarkably unchanged over time (Sandeen et al., 1972). On the more than 3,000 college and university campuses in the United States, some or all of these function areas will likely be represented. The degree to which they are present will be dependent upon the mission and goals of the institution.

Student services, for the most part, have historically met the needs of traditional students. However, colleges and universities have changed in recent decades and so have their students. Because substantial changes in student characteristics have occurred, the nature and organizational structure of colleges and universities must also change (Sandeen et al., 1972). Student personnel services can greatly assist institutions in responding to changing conditions and diverse student

populations by providing services and programs consistent with students' needs. Before changes can be made and students' needs met, it is important for student personnel administrators to be able to identify the nontraditional student and know how his needs differ from the traditional student.

Nontraditional Students

If higher education is to meet the needs of nontraditional students, it must first know who they are. The Commission on Nontraditional Study (1973, p. 12) stated, "Not enough is presently known about such basic matters as the type of student populations to be served, their needs, and their potential interest in furthering their education."

Many attribute the continued traditional orientation services to this informational inadequacy. Traditional students are a more homogeneous group and easier to deal with than the nontraditional students (Educational Facilities Laboratories, 1977). Traditional students customarily are defined as being 18 to 22 years old, single, campus residents, and full-time enrollees (Cottle, 1977).

Nontraditional student bodies are more heterogeneous, and therefore more elusive and difficult to serve, since their needs vary from one subgroup to another. Munday (1976) classified nine groups of nontraditional students: part-time students, evening students, students from families with annual incomes under $7,500, students from non-English speaking homes, Black students, Chicano students, older students (22 or older), students with ACT composite scores of 11 or less, and commuting students living at home.

Trivett (1974) defined nontraditional students as minority group persons, housewives, veterans, blue-collar workers, elderly and retired

persons, and college and high school dropouts. While some of these students are in the 18- to 25-year-old range, the vast majority are over 25 years of age.

Perhaps Glass and Hodgin (1977) most clearly defined the nontraditional student. They stated that the student is ". . . characterized by diversity . . . of all ages, abilities, philosophies of life, levels of knowledge, degrees of wealth and poverty, races, faiths or creeds, purposes, etc." (p. 254).

Nontraditional students also have other major responsibilities besides obtaining an education. Unlike the traditional students, nontraditional students have responsibilities with home, family, community, and job which, to varying degrees, are unrelated to getting an education. Nontraditional students need help in integrating these responsibilities (Kaback, 1967). Glass and Hodgin (1977) emphasized this point when they stated that the nontraditional student, within a single day, may be a student, worker, spouse, parent, son or daughter, and local community resident.

Nontraditional students defy stereotypical definition. As Lenz and Shaevita (1977) said when talking about one type of nontraditional student, "There is no such thing as a 'typical' returnee: people going back to school come in all ages, incomes, and assorted backgrounds" (p. 4).

As the numbers of nontraditional college students increase, they bring unique needs with them. College student personnel services must attempt to meet these needs if these students are going to continue or even return to school at traditional institutions of higher education. However, most traditional campus support services are currently designed primarily to meet the needs of the 18- to 22-year-old traditional student.

The following quote of Lenz and Shaevita (1977) represents the prevailing attitude at most colleges until recently:

> Once upon a time, education was a clearly marked territory with recognizable and identifiable inhabitants known as 'students.' You entered at a certain age, and left at a certain age, your passage from start to finish took anywhere from twelve to sixteen years, depending on whether your destination was a high school diploma or a BA degree (p. xi).

This path of securing an education has changed in recent years. Society in general and education in particular have started to realize that learning is a lifelong process involving all members of the society, not just the young. As institutions of higher education continue to admit larger numbers of these new populations, educational leaders must recognize that these new populations are different in age, appearance, motivation, and needs from the traditional 18- to 22-year-old college student (Vermilye, 1974).

If these new populations are to be served by higher education, services must be provided to meet their needs. This is not currently happening on most campuses. As a 46-year-old, married student in his junior year stated, "You know as well as I, school belongs to the kids" (Cottle, 1977, p. 52).

This student's comment seems to accurately represent most colleges, since they were built to serve a population of young people. As the number of nontraditional students increases at higher education institutions, there will certainly be a profound and far-reaching impact upon colleges and universities, since they were designed for the traditional student (Lenz and Shaevita, 1977). Boyer (1974) emphasized this point:

> Throughout the years colleges and universities have conformed to this long tradition, serving just one slice of life. College catalogs and brochures were written for the young, suggesting that students come in just four sizes--eighteen, nineteen, twenty, and twenty-one (pp. 5-6).

This development of colleges and their services for a narrow segment of the population has led to nontraditional students finding that services are not meeting their needs. Practical problems they encounter with admission procedures, child care, and financial aid are often overlooked by colleges structured to deal with younger students with different needs (Maqill and Cirksena, 1978).

Farmer (1968) discussed the problem of services not oriented to the nontraditional student. She stated:

> The adult who is often a part-time student is rarely attracted to social and cultural programs of the present day institution of higher learning. This is for the most part due to the fact that the administrative and cocurricular focus of the institutions has traditionally been oriented to the late adolescent (p. 36).

Many experts agree that there has been historical emphasis on full-time students and discrimination against part-time students in student aid and other services (Trivett, 1974). Modifications will be necessary as student demographics change. Nontraditional students are challenging these institutions to provide appropriate and flexible services to meet their unique needs, both at psychological and practical levels (Lourie and Mayo, 1977).

Student Service Functions

There is a growing number of students past the traditional college age who are now returning to institutions of higher education. Meador (1984) stated that most universities provide support services for their students, but very few have provided alternative or flexible programs for the nontraditional learner. Institutional change is often difficult.

Kalthoff (1980), Sandeen et al. (1987), and Lewis, Hardy, and Morrison (1981) agreed that student personnel services can logically be

divided into five basic functions. For this reason, the following section of the literature review will examine these functions and some of the services within each function.

Orientation Function

Orientation has traditionally been an activity geared to the freshman entering college directly from high school. The nontraditional students, in some cases, have been allowed to participate in these programs; however, they felt uncomfortable and unwelcome (Sandeen and Goodale, 1972), or the questions covered by freshman orientation did not apply or were irrelevant to their needs (Chitayat and Rael, 1975).

On many campuses, the nontraditional student has no orientation at all. Once nontraditional students are admitted and enrolled, they can depend upon little or no formal orientation to college life (Kegel, 1977). This lack of formal orientation has been particularly acute for the older person who sought to enroll in college and received little or no special assistance (Chitayat and Rael, 1975).

One of the special needs that nontraditional students have involves adjustment. These students are trying to cope with a new and unfamiliar life situation (Academy for Educational Development, 1974). As Lenz and Shaevita (1977) stated, it is not surprising that some of the nontraditional students experience at the outset a sensation resembling culture shock.

There is a great need for orientation programs which help the non-traditional student make the transition into college, and which attempt to render workable this alien territory (Chitayat and Rael, 1975). The disorientation and isolation may be severe, particularly for groups such as housewives, who have not had exposure to large organizations (Lenz and

Shaevita, 1977). Orientation programs need to help students to feel that they belong at the institution (Palais, 1967).

Orientation programs for nontraditional students should include information about where essential facilities and services are located, and should include information about both on-campus and off-campus services (Winkworth and Kroll, 1975). The orientation program also needs to include information about how to use various services. The disorientation that a nontraditional student can experience is shown in the statement made in an interview with a 46-year-old married student. He said:

> I remember they sent us to this one campus bookstore. I didn't even know where to go to ask for what I needed. I'd never been in a college bookstore--you know, where they have books listed by course numbers . . . it was mobbed (Cottle, 1977, p. 50).

Besides helping the nontraditional student adjust to college and providing basic information, the orientation program should also include the student's family. Many nontraditional students are married and express interest in an orientation program which would include their spouses. The spouse of a nontraditional student has a need to understand what the life of a university student is like (Sandeen and Goodale, 1972). Families also need to be included, because the education of a nontraditional student will require a sacrifice of time and money on the part of the entire family (Harris and Kuckuck, 1975).

Finally, orientation programs must occur at a time and place convenient for the nontraditional student. The orientation program should be run at least twice--once during the day and once at night (Harris and Kuckuck, 1975). The orientation program should also be held each semester and not just at the beginning of the fall term (Kegel, 1977). Harris and Kuckuck (1975, p. 4) stated, "Due to the limited amount of time that

mature students have, the orientation program should effectively cover the essentials in the shortest amount of time possible."

Consultation Function

The consultation function involves all areas of counseling and advisement (Kalthoff, 1980).

Counseling Services. Counseling services have been developed for the traditional student at most campuses. Counselors in many centers have been trained to deal with young students and have little awareness of the skill and knowledge required to counsel adults (Kaback, 1967). Some centers are unprepared to treat adults, since there is a feeling that mature students in college will not experience emotional problems related to going to college (Lenz and Shaevita, 1977).

Some centers also fail to help the nontraditional student because they are geared to serve those students who need therapy. As Sandeen and Goodale (1972) stated:

> Apparently personal counseling was often limited to students who needed therapy. Transfer students with everyday problems or doubt about their motivation and interest seldom found help at the four-year college or university (p. 182).

This approach to counseling will not help most nontraditional students. They need help to be able to start college, not merely when a crisis occurs (Harrington, 1974).

Although most counseling for nontraditional students is either not provided or is inadequate, it is considered to be generally the most important feature of a program for nontraditional students (Branson and Kohn, 1975). Several studies also indicated that if services were provided, they would be used by over half of the nontraditional student population (Lourie and Mayo, 1977).

Nontraditional students have special problems with which the student counseling center can assist. Many nontraditional students become disoriented when they plunge into the youth culture of the college (Lena and Shaevita, 1977). They experience discomfort as they begin to change roles and adjust to new environments. This creates in many an "out-of-phase" feeling, and anxieties about how they will be accepted on campus (Lena and Shaevita, 1977).

Nontraditional students often experience anxiety from a sense of insecurity and inadequacy when they enter college. These students feel a lack of both confidence and skills and they fear failure (Smydra and Kochenour, 1978). They are also fearful of not being able to study well and of not being prepared (Chitayat and Rael, 1975).

Nontraditional students can also encounter problems related to their family situations, and experience guilt for neglecting their families for school activities (Berkove, 1976). Frequently, these students face a lack of support and resistance from family members when they decide to return to school (Smydra and Kochenour, 1978).

Although nontraditional students appear to need counseling services, many will not use them without encouragement from the counseling center staff. Many of these students are adults and are hesitant to seek help (Lenz and Shaevita, 1977). Also, many of them feel that as adults they should be able to solve their own problems. Special approaches from counseling centers are necessary to encourage these students to use counseling services.

Counseling services are needed by nontraditional students and should be provided. The Commission on Nontraditional Study (1973, p. 12) has concluded that, "Nontraditional study requires a considerable amount of counseling and guidance for the potential student."

<u>Advisement</u>. Advisement has traditionally been prepared to deal with the students without experience or clearly defined goals. Nontraditional students, however, usually bring broad experiences and identified goals to college with them. Therefore, advisement may need to assist these students in evaluating and obtaining their own goals or to guide them in setting new goals and career objectives, rather than simply giving them new directions (Kalthoff, 1980).

Participation Function

The participation function entails involvement in cocurricular activities, organizations, and student government. Corcurricular activities and organizations, for the most part, have been geared toward the traditional student. Activities are held mainly on the weekends and evenings and are planned for a young audience. Many of these activities may not be appealing to the nontraditional student. Also, activities on traditional campuses may be difficult for most nontraditional students to attend, due to family obligations, a residence which is too far from campus, and the need to remain gainfully employed. Activities may need to be developed which appeal to the nontraditional student and which will circumvent problems experienced by the nontraditional student. This would make it easier for the nontraditional student to identify with the campus and become a more integral part of the student body.

Organizations on campus have been developed to serve the needs of the traditional student. This has occurred because the administrative and cocurricular focus of institutions has traditionally been oriented to the late adolescent (Farmer, 1968). Kegel (1977) stated:

> Student government, fraternities, sororities, athletic events, rallies, proms, and other forms of organizational activities frequently regarded as important in helping the young student

prepare for his place in his community, have small appeal for the adult student (pp. 167-168).

Student activity programs have failed to adjust to the fact that most nontraditional students are already involved in their adult life. Unlike the traditional students who live on campus and who have extensive peer experience through clubs, residence halls, and classes, nontraditional students have no strong relationships with college peer groups (Hatala, 1977). Nontraditional students thus experience difficulty in relating to their fellow students and lack people with whom to talk (Glass and Hodgin, 1977).

Organizations need to be formed to help the nontraditional student acclimate to university life, achieve socialization in organizations, and form a network of friends and supporters (Hatala, 1977). Various types of organizations can accomplish such goals: a "Comeback Club" to help returning students (Lenz and Shaevita, 1977), support groups to help meet the emotional needs of men and women (Harris and Kuckuck, 1975), and professional and vocational clubs to provide entry to areas of employment (McDaniel, 1968).

These organizations also need to conduct programs which will give the nontraditional student the opportunity to involve family members (Harris and Kuckuck, 1975). If the family is not included, demands made by them may impede the individual's participation in cocurricular activities and inhibit campus friendships (Glass and Hodgin, 1977).

In order to integrate the nontraditional student into campus life and student activities, organizers need to be able to adapt to a changing campus population. Schmidt and Blaska (1977) stated:

> In student activities it is necessary to adapt to new opportunities and needs arising from shifts in the composition of the student population, economic conditions, and other factors of social change (p. 161).

Regulation Function

The regulation function involves both academic and nonacademic rules, regulations, policies, and procedures. Most nonacademic regulations have come from the "in loco parentis" view that many colleges have had toward their students. However, since in most cases nontraditional students are not students away from home for the first time, this function will probably not be necessary for them. An example of this would be the university housing policy. Most campuses specify that "all freshmen" or "students under 21 years of age" (or some other similar rule) must live on campus. Regulations of this nature would not meet the needs of most nontraditional students.

Admission policies, in most cases, are written with the 18-year-old high school graduate in mind. Policies that require high school transcripts, certain high school grade point averages, and the full-time enrollment of the student may prevent, delay, or discourage nontraditional students from attending college. Student personnel administrators could be utilized as valuable resources when admission policies come up for review.

Service Function

Service functions include such campus services as financial aid, carrer planning and placement, health services, and housing.

Financial Aid. Financial aid, in many cases, is unable to serve the nontraditional student, due to government rather than university regulations (Kalthoff, 1980). However, as the number of nontraditional students increases, the universities must become involved in assisting these students. Traditional procedures that require a great deal of paper work

may have to be adjusted to include more personal contact in an effort to meet these students' needs.

Nontraditional students also have many needs which place financial burdens upon them that are not related to their educational expenses. These are burdens that are not experienced by most traditional students. Married students are often under greater financial stress, have bigger budgets, and often have uncertainty regarding the employment of the student's spouse (Dannells, 1977). Female students may not have the personal income to support a decision to return to school, and many are not supported in their education by employers or veteran's benefits (Hengesback, 1978). Many adult students have the expenses of room and board, support of other family members, travel to work, clothing, and recreation, besides the additional education expenses (Bowman and Van Dusen, 1978). Nontraditional students often have needs which go beyond the normal educational expenses.

Financial aid is needed and should be provided to nontraditional students, according to the following statement:

> Financial support should be provided to all post-secondary school students on which they may draw according to their educational needs, circumstance of life, and continuing or recurrent interests in improvement (Commission on Nontraditional Study, 1973, p. 24).

Career Planning and Placement. The placement service on most campuses is geared toward finding jobs for the student who is graduating with a bachelor's degree and who has no work experience. Many nontraditional students come to the campus with previous work experience. Placement services may need to begin improving their staffs' abilities to assist these people in finding employment. Nontraditional students also

may be older, and this can be a problem in placement. Student services must be aware of this problem and attempt to deal with it.

Career planning services have traditionally helped young people in choosing an occupation, preparing themselves for it, and formulating career plans (Blaska and Schmidt, 1977). These services normally deal with initial or entry-vocational choices and are often uninformed about employment trends for the nontraditional student (Kaback, 1967). The services are, therefore, unable to help adults seeking job changes or retraining (O'Toole, 1974).

While the services may not be prepared to help the nontraditional student, there is a need and desire for these services. A large proportion of nontraditional students indicated that they would use the services if they were available and met their needs (Lourie and Mayo, 1977).

The need for career planning services is great among the nontraditional students. The years between 35 and 55 are the main period of potential career redirection (Branson and Kohn, 1975). These people lack the knowledge of career and educational opportunities, and they lack the skills related to taking advantage of these opportunities. They also lack information about realistic job opportunities and salary expectations (Chitayat and Rael, 1975).

Besides providing information to the nontraditional student, there is also a need to provide information concerning specific employment opportunities (Branson and Kohn, 1975). These students need assistance in advancing themselves or in finding another position (Palais, 1967). These students need job referrals and employment counseling.

In providing career services to nontraditional students, it must be remembered that not all of these people are going to be changing

employment. However, many nontraditional students need career counseling even if they retain a job.

> Career counseling activities and materials should reflect the reality that adults are almost equally divided among those who wish to identify or find a career, change careers in mid-life, or enhance their present careers (Smydra and Kochenour, 1978).

Health Services. The health service has traditionally provided for the health needs of the student. However, for the nontraditional student a problem may arise where the service does not meet the health care needs of the student's family. Examples of problems encountered by nontraditional students might include (but not be limited to) hours of operation (closing at 5:00 p.m.), or only providing treatment for currently enrolled (or full time) students. If the student must provide for the family's health care needs, this places another burden on the nontraditional student. Health services may need to adjust their programs to serve not only the students but the students' families as well.

Housing. Housing has traditionally provided residence hall rooms for students which they share with another student. This is adequate for the single, traditional student. For nontraditional students, particularly married students, there is a need for more space than a single, shared room. These students need apartments which can be used by them and their families. Higher education may want to consider in the future how it is going to help the nontraditional student in the area of housing.

Barriers

Besides the fact that currently provided student services may not meet the needs of many nontraditional students, there are other barriers;

for example: information, location, time, child care, and parking. These barriers could effectively prevent the nontraditional student from using the service.

Information

Many students currently fail to use services due to the fact that they are ignorant of the service (Lenz and Shaevita, 1977). To provide the service, in many cases, will only require that the students be educated about what is available (Schubert, Dietz, and Madson, 1978). Thompson (1977) found that financial aid services were unknown to 25% of a group of nontraditional students. Palais (1967) stated:

> The failure of commuting students to develop a strong identification with the college they are attending or to participate in scheduled activities is often due to the fact that they do not know what is going on (p. 64).

Clearly, this indicates that there is a need to establish a method to publicize student services for nontraditional students (Smydra and Kochenour, 1978). This method could take several forms: a person or office to inform students of services (Harris and Kuckuck, 1975), information message boards around campus (Educational Facilities Laboratories, 1977), or special printed materials for nontraditional students that inform them of the services. Whatever the method used, it must inform the students of available services.

Location

Too often the facilities provided for residential students are not convenient in location or scheduling for the commuting students (Educational Facilities Laboratories, 1977). This may affect all nontraditional students, not just the commuter. Services must be located in

places accessible for the nontraditional students, or they will not use them (Harrington, 1974).

For the nontraditional students to be involved in and use student services, they must be encouraged by providing appropriate facilities and easy access to them (Educational Facilities Laboratories, 1977). Also, since many nontraditional students attend classes in a variety of places, student services must be flexible in terms of location.

Time

Time is one of the major barriers to the use of services by nontraditional students, since they have other demands on their time besides their education. Time and efficiency are major concerns to the nontraditional student (Educational Facilities Laboratories, 1977). According to many nontraditional students, time is the second-largest barrier to access of higher education, following financial problems (Carp, Peterson, and Roelfs, 1974).

One of the reasons that time is a major barrier to the nontraditional student is that they must minimize their time on campus (Harrington, 1974). Student services may want to provide personnel who would be available to the nontraditional student during the small amount of free time they have while they are on campus (Educational Facilities Laboratories, 1977).

Time is also a barrier for the commuting nontraditional student. Commuter students' participation in student services will be limited by transportation and time schedules (Educational Facilities Laboratories, 1977). The further the student lives from campus, the more time will be consumed in travel, a factor which precludes their returning for student services (Glass and Hodgin, 1977). Services may need to be available

beyond traditional hours (Hatala, 1977). Services may need to be scheduled in the evenings (Cross and Zusman, 1977); they may need to be scheduled more than once during the day (Harris and Kuckuck, 1975), and in many cases, services may need to be available on weekends (Hengesbach, 1978).

Child Care

Lack of child care facilities is a major barrier to those nontraditional students with children (Harrington, 1974). While this is a problem for all nontraditional students with children, it is particularly difficult for the mother of the children (Branson and Kohn, 1975). In the future, as more nontraditionally aged people combine parenting and taking classes, colleges and universities will likely have to assess how to assist if they hope to attract and retain such students (Kegel, 1977).

Parking

For the nontraditional student who is a commuter, parking can be a barrier to using services. These students need to have parking spaces provided, and the spaces should be located close to where the services are located (Educational Facilities Laboratories, 1977).

In summary, there are many barriers that the nontraditional student faces. For this reason, many nontraditional students are not using services which they need (Smydra and Kochenour, 1978). If institutions of higher education are to eliminate these barriers, there will have to be some profound and far-reaching changes (Lenz and Shaevita, 1977).

Conclusion

As the numbers of traditional-aged students decline and the number

of nontraditional students increases, there will be a need to better provide for the needs of these nontraditional students. The future of many universities may well depend on their capacity to grasp the need of the great unknown constituency and to respond to them (Hechinger, 1975).

As nontraditional students increase on campus, there must be a true commitment to serve them. These students cannot be viewed as a "stop-gap," a "filler," or a way of staving off the doomsday of declining enrollments (DeMott, 1975).

However, if higher education is to serve nontraditional students, more must be understood about their unique needs if they are to be assisted. Not enough is presently known about such basic matters as the types of student populations to be served, their needs, and their potential interest in furthering their education (Commission on Nontraditional Study, 1973).

The literature reveals that research on the nontraditional student and his needs is apparently on the increase. There is, however, a need for additional studies which will add insight and provide empirical evidence for student personnel administrators as they evaluate their current program offerings and plan for the future.

CHAPTER III

METHODOLOGY

Introduction

It is important for student personnel administrators involved in providing services for students to understand the needs, preferences, and attitudes of their clientele, the student. This is especially true at a time when college enrollments are reflecting increasing diversity among students. This diversity is perhaps most evident in the increase of the nontraditional student at the same time as the nation's colleges and universities are experiencing a decrease in the number of traditional students. As time passes, it will be increasingly important to understand the needs of the college student population and what aspects of student services need to be changed to meet the needs of the increasingly heterogeneous student population.

Subjects: Population and Sample

The literature has clearly shown that nontraditional students defy stereotypical definition. According to Lenz and Shaevita (1977) and Glass and Hodgin (1977), they come in all ages and income brackets, have assorted backgrounds, and are best characterized by diversity. For purposes of this study, students between 18 and 24 years of age and attending college full time as an undergraduate, were chosen for the sample of

traditional students, and students who were 25 or more years of age were chosen for the sample of nontraditional students.

The sample for this study was drawn from students enrolled at one large urban university during the 1988 Fall Semester. Two computer printouts were requested from the Campus Police Department. One was a list of the 1988 Fall Semester students who received resident student parking decals; the other was a list of those students who had received commuter student parking decals. This procedure was used to eliminate the possibility of including any faculty or staff personnel who might be enrolled for fall semester classes.

Since the enrollment statistics for the university showed that approximately 14% of the total enrollment lived on campus and 86% of the total enrollment commuted to campus, these proportional percentages were used to obtain a random sample of the total student population.

Research Procedure

Kirk (1968) described five factors to be considered in the process. They were: (1) minimum treatment effects, (2) number of treatment levels, (3) population error variance, (4) probability of making a type I error, and (5) probability of making a type II error. Using the procedure described by Kirk, it was determined that 1,400 subjects were needed for an initial mailing to prospective respondents. The number necessary for the study to be significant at the .05 level of confidence was 373.

Within each student group (resident and commuter) the subjects were selected randomly by sorting from the last four digits of the prospective respondents' Social Security numbers in the column order: 5, 9, 6, and 8. After sorting of the resident students, the first 196 names were selected for inclusion in the research sample. This was 14% of the 1,400

predetermined sample size, which was the same proportion as in the total population. After sorting of the commuter students, the first 1,204 names were selected for inclusion in the research sample. This was 86% of the 1,400 predetermined sample size, which was the same proportion as in the total population.

The sample was limited to students who were taking coursework on campus. This procedure assured that all sample members would have had the opportunity to use the on-campus student services.

The survey instrument was mailed to the local school address of the 1,400 students who had been selected to be included in the research. Labels for the mailing were obtained from the campus computer center.

The first mailing of the survey was on October 26, 1988. A reminder letter was sent on November 9, 1988, two weeks after the initial mailing. On November 23, 1988, 520 completed surveys had been received. Since this was well over the 373 responses necessary for the study to be significant at the .05 level of confidence, collection efforts ceased. Of the 520 respondents, 271 (52%) were classified as traditional (18-24 years of age and attending college full time as undergraduates), 229 (44%) were classified as nontraditional (25 or more years of age), and 20 (4%) did not indicate their age and were not classified into either group.

The Instrument

The instrument selected for the research was the Student Personnel Attitude Scale (SPAS). It is based on a Likert-type scale in which small differences are apt to appear statistically significant. This technique produces F values which indicate the ratio of variances within each group (Correia, 1979). The SPAS (see Appendix B) is an adaptation of an

instrument developed by Dr. James Seals and Ms. Varna Hooper to measure high school student attitudes in a large suburban high school.

The instrument designed by Seals and Hooper was formulated to obtain student attitudes of the service functions of each of the service functions at a public high school. This survey consisted of 90 statements and was organized to identify the functions of each of the 18 departments identified as being service oriented. The high school students were asked to respond to each of the 90 student services functions which they had used.

Development of the SPAS entailed selecting the campus services to be included and securing goal statements from the department head or director of each service. The adapted instrument was then reviewed by a panel of judges. This panel consisted of four student personnel department heads and four students. The judges evaluated the survey. Several of the demographic questions were deemed to be irrelevant to the study and thus were eliminated.

The edited SPAS was then administered to a pilot group which consisted of students from three class sections--one each from the College of Education, the College of Liberal Arts, and the College of Special Arts and Sciences. The pilot was administered to determine if the students would have difficulty understanding any part of the survey and also to see how much time would be required to complete the survey. The students were asked to look for clarify in words, instructions, and construction.

The questionnaire was revised to incorporate reviewers' suggestions and submitted to doctoral committee members for further suggestions and/or revisions. The committee reviewed the instrument with the researcher, approving the final format as it was used in this study.

Because the SPAS was designed for a specific purpose and group, face and content validity were determined through judgment. The goal statements were viable and constituted item validity since each statement represented a specific goal in the intended content area.

For the study, the questionnaire was designed to incorporate brevity, uncluttered format, clear instructions, and relevancy to the subjects who were representative of the larger population. The first part of the questionnaire made a statement regarding the purpose of the study. Brief and explicit instructions were given concerning confidentiality and how to take the survey. Respondents were asked to complete the demographic data sections of the SPAS. The following areas were covered: (1) age, (2) gender, (3) enrollment status, and (4) ethnic classification. A yes-no question was included to determine if they considered themselves to be adult learners.

The "Student Personnel Services" section of the SPAS was divided into two major sections. The first section (Part A) asked the respondents to check the services they had either used or participated in. The second section (Part B) presented the 15 nonacademic student services which were currently being provided. Respondents were asked to rate only the services they had checked in Part A.

Responding to a five-point Likert-type continuum ranging from strongly agree (SA) to uncertain (U), each subject was instructed to put a check to indicate the degree of agreement or disagreement with each goal statement. The subjects were instructed to respond only to the goal statements for the services that were checked in part A. Each response was associated with a point value of one to five, and each subjects' score was determined by summing the point value for each goal statement checked. The questionnaire took approximately 15 minutes to administer.

Content validity for the survey instrument was assumed on the basis of: (1) the solicited expert judgment of student personnel department heads, (2) the pilot study done during the summer semester of 1988, (c) all of the statements reflected in the attitude instrument being selected from the goal statements provided by the department head or director of each of the services surveyed, and (d) each respondent only evaluating a service they have used or participated in.

Statistical Treatment

The statistical treatment selected for the examination of the data was a simple one-way analysis of variance. This statistic is particularly well suited for research when comparison among groups is of prime consideration. As a procedure, one-way analysis of variance compares the variance of values of the group means around the mean of the total score. This method is described in Popham (1967) and in Bruning and Kintz (1968).

The computation and statistical treatment of the data was completed at the campus computer center. Computer programs previously written and developed by the staff of the computer center were used in this research. Both one-way analysis of variance and the chi-square test were readily available to facilitate the computation of the data. Actual procedural steps for statistics are available in most textbooks on statistics (Popham, 1967).

Further evaluation of the data was carried out in the form of frequency tables and group means. Appropriate comparisons based on percentage distributions are also used to detect possible further differences among the respondents.

It should also be noted that in those few cases where a student failed to answer a question, the statement was treated as if the respondent had answered by checking "undecided" (Padrone, 1968).

Summary

This chapter has considered the design and methodology used in the preparation and completion of this study. The selection and grouping of the subjects, the form and construction of the SPAS, the reliability and validity of the instrument, and the statistical treatment used in analyzing the data obtained were discussed.

Chapter IV presents, analyzes, and discusses the data obtained in this investigation. Pertinent tables are used to present the results of the one-way analysis of variance, chi-square, group means, and frequency and percentage distributions.

CHAPTER IV

RESULTS

This chapter describes the statistical procedures that were used for the data obtained in the study and the results of each analysis. The primary purpose of the study was to examine the attitudinal differences of traditional and nontraditional students on one college campus regarding the nonacademic student services being offered. The results are based on the responses of 520 individuals who completed and returned the measuring instrument, the Student Personnel Attitude Scale (SPAS). Of the 520 respondents, 271 were classified as traditional students (18-24 years of age and attending college full time as undergraduates). For purposes of this study, the remaining 229 individuals were classified as nontraditional (25 or more years of age).

A 37% (520 of 1,400 students) participation rate was achieved and a usable questionnaire rate of 100% resulted. A frequency count of respondents in the study resulted in 150 male (28.8%) and 364 female (70%) participants. This compares with the actual university enrollment statistics of 46% male and 54% female. A similar count by enrollment status resulted in 332 full-time undergraduates (63.8%), 39 part-time undergraduates (7.5%), 42 full-time graduates (8.1%), and 106 part-time graduates (20.4%). Actual enrollment status figures reflected 44% full-time undergraduates, 32% part-time undergraduates, 5% full-time graduates, and 19% part-time graduates. Of the 520 student participants, 316 (60.8%) fell within the 18-24 year age bracket and 179 (34.4%) were age 25 or older.

Actual age of the total campus population was 54% in the 18-24 year bracket and 46% in the 25 or older age group. Race classification was broken down into the following categories: Caucasian - 423 (81.3%), Black - 54 (10.4%), American Indian - 11 (2.1%), Hispanic - 8 (1.5%), and International - 10 (1.9%). Actual race percentages were: Caucasian, 83%; Black, 8%; American Indian, 2%; Hispanic, 1%; and International, 6%. When the respondents were asked to indicate if they considered themselves adult learners according to the definition given, 462 "yes" responses (88.8%) and 30 "no" responses (5.8%) were received.

The analyses of data and presentation of results for this investigation are reported as they relate to each of the research questions. As stated in Chapter III, the data were analyzed by employing one-way analysis of variance and chi-square. The data were further interpreted by using group means, frequency tables, and percentage distributions. The format for this chapter will be to state each research question, present the data in tabular form, and to summarize the findings.

Research Question I

Research Question I. Are students using or participating in the nonacademic services provided on campus?

In analyzing Research Question I, the responses were subdivided into two parts. A first analysis was done to determine the use patterns of the services by traditional student classification (271), nontraditional student classification (229), and for the entire sample of students (520). This was accomplished by performing one-way analysis of variance for each student service. (See Tables I through XV.) Table XVI reflects percentage of cases and frequency of participation for each service

category by all respondents. Further data are reflected by dividing the sample by traditional and nontraditional categories.

TABLE I

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ADMISSIONS AND RECORDS FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0406	.0406	1.1671
Within Groups	498	17.3114	.0348	
Total	499	17.3520		

Note: Significant, p < .05

TABLE II

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
CAMPUS POLICE FOR VARIABLE OF THE
TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0819	.0819	.3494
Within Groups	498	116.7261	.2344	
Total	499	116.8080		

Note: Significant, p < .05

TABLE III

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
COUNSELING AND CAREER SERVICES FOR
VARIABLE OF THE TRADITIONAL
STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.8591	.8591	4.1567*
Within Groups	498	102.9229	.2067	
Total	499	103.7820		

*Significant, $p < .05$

TABLE IV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ENROLLMENT CENTER FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	1.2051	1.2051	10.8435*
Within Groups	498	55.3449	.1111	
Total	499	56.5500		

*Significant, $p < .05$

TABLE V

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
INTERNATIONAL STUDENT ADVISEMENT FOR
VARIABLE OF THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0001	.0001	.0047
Within Groups	498	14.5499	.0292	
Total	499	14.5500		

Note: Significant, p < .05

TABLE VI

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
INTRAMURAL SPORTS FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	11.5022	11.5022	61.7986*
Within Groups	498	92.6898	.1861	
Total	499	104.1920		

*Significant, p < .05

TABLE VII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
MINORITY STUDENT ADVISEMENT FOR
VARIABLE OF THE TRADITIONAL
STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.1284	.1284	2.8143
Within Groups	498	22.7196	.0456	
Total	499	22.8480		

Note: Significant, $p < .05$

TABLE VIII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ON-CAMPUS HOUSING FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	19.9621	19.9621	107.0433*
Within Groups	498	92.8699	.1865	
Total	499	112.8320		

*Significant, $p < .05$

TABLE IX

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
PLACEMENT SERVICES FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0546	.0546	.5014
Within Groups	498	54.2574	.1090	
Total	499	54.3120		

Note: Significant, $p < .05$

TABLE X

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT ACTIVITIES FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	13.6734	13.6734	71.0500*
Within Groups	498	95.8386	.1924	
Total	499	109.5120		

*Significant, $p < .05$

TABLE XI

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT HEALTH CENTER FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	11.0692	11.0692	53.3777*
Within Groups	498	103.2728	.2074	
Total	499	114.3420		

*Significant, p < .05

TABLE XII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT FINANCIAL AID FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	4.2214	4.2214	18.0098*
Within Groups	498	116.7286	.2344	
Total	499	120.9500		

*Significant, p < .05

TABLE XIII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT SERVICES FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.6681	.6681	6.6761*
Within Groups	498	49.8339	.1001	
Total	499	50.5020		

*Significant, p < .05

TABLE XIV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
VETERAN AFFAIRS FOR VARIABLE OF THE
TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.2261	.2261	6.2387*
Within Groups	498	18.0519	.0362	
Total	499	18.2780		

*Significant, p < .05

TABLE XV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
VOCATIONAL REHABILITATION FOR VARIABLE OF
THE TRADITIONAL STUDENT

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0942	.0942	4.8352*
Within Groups	498	9.7058	.0195	
Total	499	9.8000		

*Significant, $p < .05$

In analyzing the results presented in Table XVI, it can be determined that the frequency of use for the total sample ranged from a high of 96.3% for Admissions and Records, to a low of 1.9% for Vocational Rehabilitation. Three of the services were used by 50% or more of the subjects. These were: Admission and Records (96.3%), Campus Police (63.7%), and the Enrollment Center (87.1%). Six of the services were used by less than 25% of the total sample. These were: International Student Advisement (2.9%), Minority Student Advisement (4.8%), Placement Services (12.3%), Student Services (11.9%), Veteran Affairs (3.8%), and Vocational Rehabilitation (1.9%). The remaining six services were used by 25 to 50% of the total respondents. These were: Counseling and Career Services (30.2%), Intramural Sports (29.0%), On-Campus Housing (35.0%), Student Activities (32.3%), Student Health Center (34.8%), and Student Financial Aid (41.9%).

TABLE XVI

PERCENTAGE OF CASES AND FREQUENCY OF USE BY TRADITIONAL CLASSIFICATION, NONTRADITIONAL CLASSIFICATION, AND TOTAL SAMPLE

SERVICE	TRADITIONAL		NON-TRADITIONAL		TOTAL SAMPLE	
	FREQUENCY	% OF CASES	FREQUENCY	% OF CASES	FREQUENCY	% OF CASES
Admissions and Records	259	95.6	223	97.4	501	96.3
Campus Police	167	61.6	147	64.2	331	63.7
Counseling & Career Services	90	33.2	57	24.9	157	30.2
Enrollment Center	248	91.5	187	81.7	453	87.1
International Student Advisement	8	3.0	7	3.1	15	2.9
Intramural Sports	118	43.5	30	13.1	151	29.0
Minority Student Advisement	17	6.3	7	3.1	25	4.8
On-Campus Housing	143	52.8	29	12.7	182	35.0
Placement Services	31	11.4	31	13.5	64	12.3
Student Activities	129	47.6	33	14.4	168	32.3
Student Health Center	133	49.1	44	19.2	181	34.8
Student Financial Aid	134	49.4	71	31.0	218	41.9
Student Services	40	14.8	17	7.4	62	11.9
Veteran Affairs	5	1.8	14	6.1	20	3.8
Vocational Rehabilitation	2	.7	8	3.5	10	1.9

Note: Highest percentage = highest use

The frequency of use for the traditional student classification ranged from a high of 95.6% for Admissions and Records, to a low of .7% for Vocational Rehabilitation. Four of the services were used by 50% or more of the traditional sample. These were: Admissions and Records (95.6%), Campus Police (61.6%), Enrollment Center (91.5%), and On-Campus Housing (52.8%). Six of the services were used by less than 25% of the traditional subjects. These were: International Student Advisement (3.0%), Minority Student Advisement (6.3%), Placement Services (11.4%), Student Services (14.8%), Veteran Affairs (1.8%), and Vocational Rehabilitation (.7%). The remaining five services were used by 25 to 50% of the traditional respondents. These were: Counseling and Career Services (33.2%), Intramural Sports (43.5%), Student Activities (47.6%), Student Health Center (49.1%), and Student Financial Aid (49.4%).

The frequency of use for the nontraditional student classification ranged from a high of 97.4% for Admissions and Records to a low of 3.1% for International Student Advisement and Minority Student Advisement. Three of the services were used by 50% or more of the nontraditional respondents. These were: Admissions and Records (97.4%), Campus Police (64.2%), and the Enrollment Center (81.7%). Eleven of the services were used by less than 25% of the nontraditional subjects. These were: Counseling and Career Services (24.9%), International Student Advisement (3.1%), Intramural Sports (13.1%), Minority Student Advisement (3.1%), On-Campus Housing (12.7%), Placement Services (13.5%), Student Activities (14.4%), Student Health Center (19.2%), Student Services (7.4%), Veteran Affairs (6.1%), and Vocational Rehabilitation (3.5%). The remaining service, Student Financial Aid, was used by 31% of the nontraditional respondents.

A second analysis was done to determine whether there was a significant difference in rate of use by traditional and nontraditional students for each of the services. To accomplish this, the chi-square test (X^2) was performed on each of the nonacademic student services. The results are presented in Table XVII.

TABLE XVII

CHI-SQUARE ANALYSIS FOR THE 15 NONACADEMIC
STUDENT SERVICES

Service	X^2	df	Significance
Admissions and Records	1.20	1	.27
Campus Police	.35	1	.55
Counseling and Career Services	4.16	1	.04*
Enrollment Center	10.69	1	.01**
International Student Advisement	.01	1	.95
Intramural Sports	58.44	1	.00**
Minority Student Advisement	2.92	1	.09
On-Campus Housing	94.78	1	.00**
Placement Services	.50	1	.48
Student Activities	65.93	1	.00**
Student Health Center	50.19	1	.00**
Student Financial Aid	17.65	1	.00**
Student Services	6.83	1	.01**
Veteran Affairs	6.32	1	.01*
Vocational Rehabilitation	5.03	1	.02

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

In analyzing Table XVII, it can be concluded that there is a significant difference in rate of use by traditional and nontraditional students. Significant differences at the .05 level of confidence were found in three of the service categories. These were: Counseling and Career Services, Veteran Affairs, and Vocational Rehabilitation. Significant differences at the .01 level of confidence were found in seven of the service categories. These were: Enrollment Center, Intramural Sports, On-Campus Housing, Student Activities, Student Health Center, Student Financial Aid, and Student Services. The chi-square table in Appendix D also reflects that traditional students used Counseling and Career Services, Enrollment Center, Intramural Sports, On-Campus Housing, Student Activities, Student Health Center, Student Financial Aid, and Student Services significantly more than did nontraditional students. Conversely, Veteran Affairs and Vocational Rehabilitation were used significantly more by nontraditional students.

Summary for Research Question I

The results indicated that all of the services provided were being used. The frequency of use varied significantly when broken down by total sample, traditional classification, and nontraditional classification. For the total sample, three of the services were used by more than 50%, six were used by 25 to 50%, and the remaining six were used by less than 25%. For the traditional subjects, four of the services were used by more than 50%, and the remaining six were used by less than 25%. For the nontraditional respondents, three of the services were used by more than 50%, one was used by 25 to 50%, and the remaining 11 were used less than 25%. The frequency of use for the total sample ranged from 96.3% for Admissions and Records, to 1.9% for Vocational Rehabilitation. The

frequency of use for the traditional subjects ranged from 95.6% for Admissions and Records to .7% for Vocational Rehabilitation. The frequency of use for the nontraditional respondents ranged from 97.4% for Admissions and Records, to 3.1% for International Student Advisement and Minority Student Advisement. The chi-square test (X^2) revealed that of the 15 services, eight were used significantly more by traditional students and two were used significantly more by nontraditional students.

Research Question II

Research Question II: If students have used or participated in the services, what are their attitudes toward the services?

Analysis of Research Question II will present data from the responses received for each of the service objectives included in the survey instrument. This analysis was accomplished by using mean scores and standard deviations.

Table XVIII presents the names of the 15 services being studied, the services' stated primary objectives, the respondent number (N), mean scores, and standard deviations for the stated objectives for each of the 15 nonacademic student services. If students did not check that they had used the service in Section A, their responses were not considered in the calculation of attitudes.

In analyzing the results, it was found that those students who had used the services had an overall positive attitude toward the goal statements. More specifically, the services tend to be perceived favorably in regard to their stated objectives. This was concluded since all mean responses were above 3.5, where a mean of 3.5 would tend to indicate the positive side on the Likert-type continuum. The values represented on

TABLE XVIII

RESPONDENT NUMBER, MEAN SCORES, AND STANDARD
DEVIATIONS FOR GOAL STATEMENTS FOR THE
15 NONACADEMIC STUDENT SERVICES

Service Objectives	N	$\overline{X}$	SD
1. Admissions and Records			
Provided information on admissions	501	4.34	.63
Maintained records and data	501	4.36	.61
Provided grade processing	501	4.40	.59
Interpreted rules and regulations	501	4.03	.79
Provided transcripts	501	4.41	.62
2. Campus Police			
Provided safe environment	331	3.99	.79
Provided trained officers	331	3.99	.83
Service-oriented department	331	3.88	.88
Protected property	331	3.92	.85
Enforced regulations and federal law	331	4.15	.73
3. Counseling and Career Services			
Provided individual counseling	157	4.02	.86
Provided group counseling	157	3.68	.89
Provided counseling in deficient areas	157	3.64	1.04
Provided testing and assessment	157	3.82	.95
Provided crisis intervention	157	3.79	1.03
4. Enrollment Center			
Provided educational options	453	3.78	.95
Provided information on academic programs	453	3.93	.89
Provided referrals	453	3.79	.88
Assisted in forms processing	453	4.04	.77
Provided degree checks	453	4.11	.80
5. International Student Advisement			
Responded to application inquiries	15	4.43	.51
Evaluated overseas transcripts	15	4.15	.69
Assisted with insurance	15	4.27	.65
Assisted with community relations	15	4.43	.76
Assisted in study abroad	15	4.46	.69
6. Intramural Sports			
Provided recreation	151	4.60	.58
Encouraged group loyalty	151	4.42	.71
Stressed mental and emotional health	151	4.20	.86
Stressed positive attitudes	151	4.30	.81
Provided social contact	151	4.57	.62

TABLE XVIII (Continued)

	Service Objectives	N	$\overline{X}$	SD
7.	**Minority Student Advisement**			
	Helped develop academic skills	25	4.17	.72
	Helped adjust to university life	25	3.96	.83
	Helped to stay in school	25	3.78	.85
	Helped mainstream students	25	3.91	.90
	Increased minority graduates	25	3.68	1.00
8.	**On-Campus Housing**			
	Provided healthy living environment	182	3.96	.87
	Encouraged individual growth	182	3.81	.90
	Promoted programming	182	3.83	.89
	Encouraged self reliance	182	3.94	.88
	Encouraged responsibility	182	4.06	.87
9.	**Placement Services**			
	Provided information on careers and jobs	64	4.15	.85
	Directed establishment of placement file	64	4.13	.85
	Provided on-campus interviews	64	4.05	.88
	Career days/job fairs	64	4.18	.72
	Preparation for interviews	64	4.08	.92
10.	**Student Activities**			
	Reinforced academic learning	168	4.27	.60
	Offered developmental opportunities	168	4.34	.61
	Provided cultural/social stimulus	168	4.29	.69
	Developed materials on activities	168	4.29	.69
	Fostered faculty/student interaction	168	4.20	.70
11.	**Student Health Center**			
	Cared for minor injuries	181	4.57	.51
	Health education programs	181	4.15	.76
	Developed support groups	181	4.04	.92
	Expanded health care	181	4.18	.81
	Increased use of center	181	4.23	.73
12.	**Student Financial Aid**			
	Provided for demonstrated financial need	218	4.01	.89
	Helped seek/obtain financial resources	218	3.68	1.04
	Identified resources for need	218	3.69	1.03
	Linked enrollment/payment	218	3.89	.93
	Connected university/financial services	218	3.80	1.02
13.	**Student Services**			
	Promoted student development	62	4.34	.62
	Assisted in special problems	62	4.10	.69
	Identified negative influences	62	4.18	.61
	Interpreted policy	62	4.13	.61
	Interpreted student data to faculty	62	4.13	.76

TABLE XVIII (Continued)

	Service Objectives	N	$\bar{X}$	SD
14.	**Veteran Affairs**			
	Assisted veterans and dependents	20	4.47	.74
	Civilian transition	20	3.92	.86
	Financial assistance with jobs	20	3.92	1.00
	Linked enrollment/payment	20	4.31	.95
	Connected university/financial services	20	3.87	1.19
15.	**Vocational Rehabilitation**			
	Provided diagnostic assessment	10	4.56	.53
	Provided vocational evaluation counseling	10	4.60	.52
	Developed individual rehabilitation plans	10	4.25	1.04
	Monitored client progress	10	4.00	.94
	Provided job development/placement	10	3.83	1.17

the Likert-type scale were: "Strongly Agree" (SA) - 5, "Agree" (A) - 4, "Disagree" (D) - 3, "Strongly Disagree" (SD) - 2, and "Uncertain" (U)- 1.

Summary for Research Question II

Based on the findings, it can be concluded that if the student respondent had used the service, he or she had a tendency toward a positive attitude and therefore perceived it as useful. Both traditional and nontraditional students surveyed for this study apparently viewed student services objectives positively and as a legitimate and congruent function of their total academic experience.

Research Question III

Research Question III: Do students feel these are useful on-campus services?

At the outset of this study the assumption was made that if services were being used, they would be considered useful. Research Questions I and II provided data to validate this assumption. It was found that all of the 15 services were being used. It was also found that if the student respondent had used the service, he or she had a positive attitude toward the service and therefore perceived it as useful.

Summary for Research Question III

It can be concluded that large percentages of use for the majority of the services indicated that this sample group felt the services were useful. Also, for those students who used the services, the data reflected in Table III revealed that there was an overall positive attitude toward the services being studied.

Research Question IV

Research Question IV: What different attitudes exist between traditional and nontraditional students toward the services?

Analysis of Research Question IV presents data from the respondents divided by traditional and nontraditional classifications. This analysis was computed with the dependent variable (DV) being the ratings on each objective, summed for the services, and with the independent variable (IV) being membership in the traditional or nontraditional student groups.

Data presented in Table XIX are the service, respondent number, mean scores, standard deviations, and the F ratio for each of the services. The analysis of variance data for each student service may be found in Tables XX through XXXIV.

In analyzing the results, it can be determined that there was a significant difference in attitudes between traditional and nontraditional students for 2 of the 15 nonacademic student services. The two services which reflected the differing attitudes were: Counseling and Career Services and the Student Health Center. The means reported in Table XIX reflect that both of these services were viewed more positively by traditional students than by nontraditional students. No significant differences in attitudes about other services by traditional and nontraditional students were found.

Summary for Research Question IV

Based on the data analysis, it can be concluded that there was a significant difference in perceptions between traditional and nontraditional students for Counseling and Career Services and the Student Health Center. Traditional students used these services significantly more than nontraditional students.

Summary

The results of data analysis in relation to the four research questions examined in this study were presented in this chapter. It was determined that all of the 15 student services included in the survey instrument are being used. In general, the large percentage of use for the services would indicate that the services are viewed as useful. Of the 15 services, 8 were used significantly more by traditional students.

TABLE XIX

RESPONDENT NUMBER, MEAN SCORES, STANDARD
DEVIATIONS, AND F RATIO BY TRADITIONAL
AND NONTRADITIONAL CLASSIFICATION FOR
THE 15 NONACADEMIC STUDENT SERVICES

Service	Traditional			Nontraditional			F Ratio
	N	$\overline{X}$	SD	N	$\overline{X}$	SD	
Admissions and Records	257	20.54	3.47	221	20.58	3.62	.02
Campus Police	164	17.77	5.27	141	16.95	5.87	1.65
Counseling and Career Services	85	14.11	7.15	52	11.35	6.87	4.95*
Enrollment Center	242	17.90	5.03	186	17.59	5.12	.41
International Student Advisement	8	16.75	5.85	7	20.00	7.35	.91
Intramural Sports	116	21.68	3.71	29	21.48	3.77	.07
Minority Student Advisement	16	19.69	3.86	6	20.00	2.76	.03
On-Campus Housing	140	18.79	4.42	29	18.45	4.41	.14
Placement Services	27	17.07	6.93	26	17.42	5.94	.04
Student Activities	120	19.78	4.83	27	19.96	4.01	.04
Student Health Center	128	17.82	6.11	41	15.05	6.90	6.00*
Student Financial Aid	129	17.28	5.56	66	16.76	5.53	.39
Student Services	38	17.58	5.97	12	18.58	4.80	.28
Veteran Affairs	4	14.75	2.36	11	19.82	4.85	3.88
Vocational Rehabilitation	2	18.50	2.12	8	18.38	5.78	.00

*Significant at the .05 level of confidence.

TABLE XX

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ADMISSIONS AND RECORDS FOR VARIABLES
OF TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.2118	.2118	.0169
Within Groups	476	5965.7631	12.5331	
Total	477	5965.9749		

Note: Significant, p < .05

TABLE XXI

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
CAMPUS POLICE FOR VARIABLES OF TRADITIONAL
AND NONTRADITIONAL GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	50.7229	50.7229	1.6455
Within Groups	303	9339.8476	30.8246	
Total	304	9390.5705		

Note: Significant, p < .05

TABLE XXII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
COUNSELING AND CAREER SERVICES FOR
VARIABLES OF TRADITIONAL AND
NONTRADITIONAL GROUP
MEMBERSHIP

Source of Variaton	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	245.7166	245.7166	4.9511*
Within Groups	135	6699.8163	49.6283	
Total	136	6945.5328		

*Significant, p < .05

TABLE XXIII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ENROLLMENT CENTER FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	10.4224	10.4224	.4051
Within Groups	426	10960.7435	25.7294	
Total	427	10971.1659		

Note: Significant, p < .05

TABLE XXIV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
INTERNATIONAL STUDENT ADVISEMENT FOR
VARIABLES OF TRADITIONAL AND
NONTRADITIONAL GROUP
MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	39.4333	39.4333	.9097
Within Groups	13	563.5000	43.3462	
Total	14	602.9333		

Note: Significant, $p < .05$

TABLE XXV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
INTRAMURAL SPORTS FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.9121	.9121	.0658
Within Groups	143	1982.4397	13.8632	
Total	144	1983.3517		

Note: Significant, $p < .05$

TABLE XXVI

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
MINORITY STUDENT ADVISEMENT FOR VARIABLES
OF TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.4261	.4261	.0326
Within Groups	20	261.4375	13.0719	
Total	21	261.8636		

Note: Significant, p < .05

TABLE XXVII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
ON-CAMPUS HOUSING FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	2.7354	2.7354	.1399
Within Groups	167	3264.7438	19.5494	
Total	168	3267.4793		

Note: Significant, p < .05

TABLE XXVIII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
PLACEMENT SERVICES FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	1.6133	1.6133	.0386
Within Groups	51	2130.1980	41.7686	
Total	52	2131.8113		

Note: Significant, $p < .05$

TABLE XXIX

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT ACTIVITIES FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.7787	.7787	.0354
Within Groups	145	3191.8880	22.0130	
Total	146	3192.6667		

Note: Significant, $p < .05$

TABLE XXX

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT HEALTH CENTER FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	238.5321	238.5321	6.0021*
Within Groups	167	6636.7696	39.7411	
Total	168	6875.3018		

*Significant, $p < .05$

TABLE XXXI

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT FINANCIAL AID FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	11.8740	11.8740	.3857
Within Groups	193	5942.0747	30.7880	
Total	194	5953.9487		

Note: Significant, $p < .05$

TABLE XXXII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
STUDENT SERVICES FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	9.2002	9.2002	.2812
Within Groups	48	1570.1798	32.7121	
Total	49	1579.3800		

Note: Significant, p < .05

TABLE XXXIII

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
VETERAN AFFAIRS FOR VARIABLES OF
TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	75.3470	75.3470	3.8810
Within Groups	13	252.3864	19.4143	
Total	14	327.7333		

Note: Significant, p < .05

These were: Counseling and Career Services, Enrollment Center, Intra-
mural Sports, On-Campus Housing, Student Activities, Student Health Cen-
ter, Student Financial Aid, and Student Services. Veteran Affairs and
Vocational Rehabilitation were used significantly more by nontraditional
students.

TABLE XXXIV

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE FOR
VOCATIONAL REHABILITATION FOR VARIABLES
OF TRADITIONAL AND NONTRADITIONAL
GROUP MEMBERSHIP

Source of Variation	df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	.0250	.0250	.0008
Within Groups	8	238.3750	29.7969	
Total	9	238.4000		

Note: Significant, p < .05

Based upon respondent perceptions of the services' objectives, it
was found that all 15 services are viewed by student respondents as posi-
tive. However, significant differences were found between traditional
and nontraditional student groups in use of two of the services. Tradi-
tional students used Counseling and Career Services and the Student
Health Center more often than nontraditional students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was specifically concerned with determining if attitudinal differences exist between traditional and nontraditional students toward selected nonacademic student services on a college campus. Fifteen student services were identified for inclusion in this study. For each service, five objective statements were formulated. The study investigated student use, student attitudes, and whether the services were useful as perceived by students. The final analysis of data was directed toward determining whether traditional and nontraditional students have differing attitudes regarding student personnel services. As reflected in the professional literature, the student population on college campuses has become increasingly diversified, with more nontraditional students enrolled than ever before. In order for student services professionals to meet the needs of this new clientele, it is important to determine the students' use patterns and perceptions of student services as they currently exist. From this kind of assessment, services can be changed and/or modified to maximize the use of campus resources and better assure that student needs are being attended to.

The remainder of this chapter summarizes the investigation, offers conclusions based upon the findings which resulted from the study, and outlines recommendations for possible implementation. In addition, future research in the area of college and university student personnel services are suggested.

Summary

The study sample was composed of a randomly selected 1,400 students. The 1,400 invited participants represented 10% of the 14,378 enrolled students at one university campus during the Fall, 1988 semester. From the total random sample, 520 individuals responded and participated in the study. Of the 520 individuals, 271 were classified as traditional students, 229 were classified as nontraditional students, and 20 were unclassified.

Lenz and Shaevita (1977), Glass and Hodgin (1977), Munday (1976), and Trivett (1974) reported conflicting definitions of the nontraditional student. The one characteristic common in most definitions was that the majority of nontraditional students are older in chronological age. Therefore, for purposes of this study, the nontraditional student was defined as being 25 or more years of age.

Since no instrument was found which would meet the needs of this study, the Student Personnel Attitude Scale (SPAS) was modified for use in this investigation. The data were collected during the Fall, 1988 semester.

The SPAS is an adaptation of an instrument developed to measure high school student attitudes. For purposes of this study, the SPAS was modified to measure attitudes toward nonacademic student personnel services in higher education. The instrument employed a Likert-type format. The respondents were asked to state their degree of agreement or disagreement with five objective statements for each of 15 student services they could have potentially used. The total possible responses for each service was 25. In other words, if the respondent had used a specific service and

had totally agreed with that service's five objectives, then 25 could be reported for the service.

Content validity for the SPAS was assumed on the basis of: (1) the solicited expert judgment of student personnel department heads, (2) a pilot study of the instrument, (3) all of the statements reflected in the attitude instrument being selected from the goal statements provided by the department head or director of each of the services studied, and (4) each respondent only evaluating a service he or she had used or participated in.

The statistical treatment selected for the examination of the data was simple one-way analysis of variance. This statistic is particularly well suited when comparison of groups is of prime consideration. Further evaluation of the data was carried out in the form of chi-square tests (X^2) and frequency tables. Appropriate comparisons based on percentage distributions were also used to detect possible differences among the respondents. Whenever statistical tests were employed, it was assumed that differences were not statistically significant unless they were at or above the .05 level of confidence.

The data were further analyzed by using overall mean scores as a relative measure of favorable and unfavorable attitudes toward the service under consideration. A narrative discussion of the findings for each of the research questions follows.

Research Question I

Use of student personnel services was determined by utilizing a frequency table. All 15 services were used by the respondents. The frequency of use varied significantly when broken down by total sample, and traditional and nontraditional student classifications.

The frequency of service use for the total sample ranged from 96.3% for Admissions and Records to 1.9% for Vocational Rehabilitation. The frequency of use for the traditional student sample category ranged from 95.6% for Admissions and Records to .7% for Vocational Rehabilitation. The frequency of use for the nontraditional student sample ranged from 97.4% for Admissions and Records to 3.1% for International Student Advisement and Minority Student Advisement.

The variation in frequency of use possibly resulted because of the nature of the services. For example, the three most frequently used services for all three groups (total respondents and traditional and nontraditional student categories) were: Admissions and Records, the Enrollment Center, and Campus Police. For all classification groups, these three particular services were used by more than 50% of the respondents. For the traditional student group, On-Campus Housing was also used by over 50% of the research participants.

In general, the traditional student classification group was more parallel to the total sample group than the nontraditional student classification group for frequency of use of the services. More specifically, whereas the same nine services were used more frequently by 75% of the total sample and the traditional sample, only four of the services were used by 75% of the nontraditional sample. As a result, it seems reasonable to assume that the nature of the services, as well as the differing needs of nontraditional students, plays a role in the frequency of use by nontraditional students.

Other factors which could contribute to frequency of use differences may include, but not be limited to: type of service rendered, degree of responsiveness of service to needs of users, quality of service, knowledge of the services' existence, the services' location on campus, the

time services are available for student use, and the availability of parking near the services' location. These kinds of issues are often cited in the literature about the constraints and unique needs of nontraditional students. The current study results may well point to a validation of the need for further assessment being necessary if nontraditional students are to be well served in the future.

The chi-square test (X^2) revealed that of the 15 services, 8 were used significantly more by traditional students, while only 2 were used significantly more by nontraditional students. This statistical analysis and the services that were identified as being used significantly more by each student group perhaps provides evidence that the nature of the services, location, time availability, knowledge of existence, and parking availability could possibly account for the statistical differentiation about patterns and frequency of student use.

Research Question II

Attitudes toward student personnel services were determined by reporting mean scores and standard deviations for each of the total 75 service objectives included in the SPAS. Based on the findings, it can be concluded that if the student respondent had used the service, then he or she had a tendency toward a positive attitude and therefore was likely to perceive it as useful. Both traditional and nontraditional students surveyed for this study apparently viewed student services objectives positively for the services they have used. For these student users, the services can be assumed to function as a legitimate and perhaps important part of the total academic experience.

Research Question III

It can be postulated that a large percentage of use for the 15 services would indicate that, at least for this sample, the services were useful. Congruently, for those students who used the service, an overall positive attitude toward the services prevailed.

To suggest that a large percentage of use would indicate a useful service is a reasonable and valid assumption. Other factors could possibly contribute to a large percentage of use for some of the services being studied. For example, use of the service may be an enrollment requirement. All students must use Admissions and Records to be admitted to the university and Campus Police to secure a parking decal. Another example would be International Student Advisement. All first-time entering international students must be admitted and cleared for enrollment through International Student Advisement. The literature revealed that student personnel departments vary from campus to campus and that a given service can be explained only in terms of a certain campus personality. Therefore, because this study was limited to students who were enrolled at one university, it was important to describe the service functions as they exist on this particular campus.

Research Question IV

Difference in attitudes between traditional and nontraditional students was analyzed by reporting mean scores, standard deviations, and the F ratio for each service. This analysis was computed with the dependent variable (DV) being the ratings of each service objective, summed for the services. The independent variable (IV) was membership in the traditional or nontraditional student groups.

Based on the findings, it can be concluded that there was a significant difference in perceptions between traditional and nontraditional students for 2 of the 15 nonacademic student services. These services were: Counseling and Career Services and the Student Health Center. Traditional students used these services more frequently than nontraditional students.

Many nontraditional students are older adults, perhaps in mid-life or older by chronological time. They frequently feel they should be able to solve their own problems and therefore may be hesitant to seek help in services that they perceive as "for the kids," meaning traditional-aged undergraduate students.

If the student is employed, the employer may provide the necessary health insurance to meet their health care needs. One factor may be the requirement of full-time enrollment status being necessary to use the health center facilities. Statistically, it is known that the majority of nontraditional students do not meet this requirement. Also, physicians are available only on a limited basis. The majority of nontraditional students work full- or part-time away from the campus. Therefore, providing this limited medical service could be a contributing factor to lack of use by nontraditional students.

Based upon the preceding discussion and the assumption that Counseling and Career Services and the Student Health Center were originally provided to meet the needs of the traditional student, it appears that the more positive attitude which is held by the traditional students in this study is perhaps understandable. The findings of this study clearly indicate that the full-time enrollment status requirements, sporadic lapses in health care services, and physician availability are substantial barriers to nontraditional students. If students are to be

served, attention to current policies and procedures will need to be considered.

Conclusions

On the basis of the results of this study, the following conclusions seem valid:

1. All 15 nonacademic student services which were studied are being used.

2. The frequency of use for the services varied significantly when broken down by total sample, traditional classification, and nontraditional classification.

3. For frequency of use, the traditional student classification group was more parallel to the total sample group than it was to the nontraditional student classification group.

4. Eight of the services studied were used significantly more by traditional students. These services were: Counseling and Career Services, the Enrollment Center, Intramural Sports, On-Campus Housing, Student Activities, the Student Health Center, Student Financial Aid, and Student Services. Conversely, the majority of the examined services were not seen as particularly useful or perhaps easily available to large numbers of nontraditional students.

5. Veteran Affairs and Vocational Rehabilitation were used significantly more by nontraditional students.

6. The nature of the services being provided and the differing needs of nontraditional students is no doubt a contributing factor in frequency of use for this group.

7. Those students who had used the services had an overall positive attitude toward the service objective statements. The services were

therefore perceived favorably in regard to their stated objectives when used by the participants, regardless of their classification as a traditional or nontraditional student.

8. All 15 services reflected a positive overall attitude.

9. A large percentage of the users of the majority of services indicated that the services were useful.

10. Traditional students used Counseling and Career Services and the Student Health Center significantly more than nontraditional students.

Recommendations

1. This study should be replicated, based on a larger sample of students. Such replication would serve to validate or refute these findings. In addition, a detailed item analysis for the SPAS would be beneficial. This could be done in conjunction with the replication procedure. As a result, data on specific objective statements could be focused upon; i.e., what specific objective statements within the SPAS are most troublesome to the respondents?

2. This kind of campus-focused research should be extended to other college campuses. This could provide a data base for making decisions on future programs.

3. The SPAS may potentially be a valuable tool for student personnel research. One suggested use would be in the examination of student attitudes toward student personnel services on a statewide, regional, or national basis. However, before such research would be possible, the SPAS would need to undergo a detailed item and factoral analysis, with standardization based on norms established on a large student population.

4. Additional research into what factors are essential to the success of student personnel services on the college campus would be of

interest and value, particularly when that research is directed toward the characteristics of nontraditional students.

5. Additional research on the effect that college size has on student use of nonacademic student services would be of value. The results of that study could serve to prioritize those services which have been found to be most useful in relation to student use or participation.

6. Similar studies that investigate why students do not use student personnel services would be worthwhile and helpful, as it would provide documentation and insight for student personnel program evaluations.

7. Longitudinal studies of the attitudes of traditional and nontraditional students should be initiated. The SPAS, again perhaps in revised form, could be used in conjunction with other instruments for an understanding of the changing feelings, needs, attitudes, and desires of the college student population on a given campus over time. Decisions about student personnel services, as well as many other areas, could then be made on a more substantive and defendable basis.

It seems evident that many areas of research are still needed with regard to student personnel services and their relationship to serving nontraditional students. Although several studies have previously been completed on traditional and nontraditional students, more seem justified. Few studies, for example, have been completed of a longitudinal nature. There are currently limited empirical findings on the educational impact upon students of the use or nonuse of nonacademic student services. Research of the nature suggested would be valuable for student personnel administrators as they strive to meet the needs of the increasingly diversified student population of the future.

Summary

This study has added insight into the current state of student personnel services as depicted by a sample of traditional and nontraditional students from a large urban university in the Midwest. However, many questions still remain unanswered. Student personnel administrators can be encouraged to continue moving toward a program of services that will meet the nonacademic needs of all college students.

This study attempted to bring one small segment of attitudes, those of traditional and nontraditional college students, to bear on the situation as it exists today on a single university campus. These results are offered for contribution to a brighter future for college and university student personnel services.

Finally, this investigation provided attention to important areas of student personnel services. It has served to establish a foundation for future investigations.

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APPENDIXES
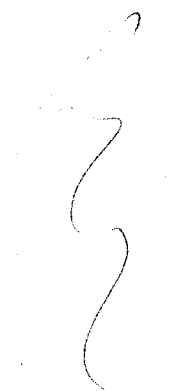
APPENDIX A

LETTER TO STUDENT SERVICES DEPARTMENT HEADS AND

STUDENT SERVICES DEPARTMENT HEAD RESPONSES

Central State University

100 N. University Drive • Edmond, Oklahoma 73060-0158 • 405-341-2980

Associate Dean of Students   April 25, 1988

Dear

    All of us in higher education are aware of the nationwide decline of the
18-21 year-old age groups and its effect on college enrollments. Central State
University is not unlike other campuses in this particular area. Our enroll-
ment statistics show that only 22% of our current enrollment is in the 18-21
year-old bracket, 31% are between 21 and 25 years of age, and 47% are over 25
years of age. We are, however, unique in that our enrollment has reflected a
steady increase over the past several years. This can be attributed to
several factors: our outstanding education programs, the flexibility of
these programs, the wide variety of both day and evening classes, our geographic
location, and the convenience of our class scheduling.

    As a doctoral student at Oklahoma State University, it is my intent to
study the non-academic student services being provided for the diversified
student enrollment at Central State University. My purpose is to examine the
attitudinal differences of traditional and non-traditional students at Central
State University regarding the non-academic student services being offered and
to recommend changes if unmet needs are found to exist.

    Fifteen non-academic student services have been selected for inclusion
in this research. Not all of these services are within the Department of
Student Affairs, but all are vital to the enrichment of our students' lives
and success in their college career. It is my hope that you will allow me
to include your area in this study.

    In order to prepare an accurate research instrument, I would appreciate
your listing the five (5) major objectives of your department and returning
them to me at your earliest convenience. Also, it you are interested in
receiving a summary of this study, please so designate in your response.

    Your help and cooperation with this project will be deeply appreciated.

                         Sincerely,

                         Deanna K. Land
                         Associate Dean of Students

Darrell Gilliland

ADMISSIONS & RECORDS

Major Objectives

1.) To communicate to prospective students, counselors and parents, in clear and understandable ways, an accurate interpretation of the institution's admissions criteria, educational costs and major offerings as they relate to the admissions process, and to apply the requirements fairly and equitably to all applicants.

2.) To develop and maintain student records and data systems which will ensure the integrity and accuracy of institutional records to include records retention of current and archival quality past records, and secure and accurate grade processing practices.

3.) Custodian of the University seal and the ethical implications and responsibilities involved in using and housing the seal.

4.) Provide student data and resource information to assist with the interpretation and application of academic rules and regulations. Responsible for implementation of academic rules and regulations through admissions and records policies and procedures and their presentation to students.

5.) Provide transcript and enrollment verification services to students, faculty, administrators, and appropriate federal, state and outside agencies.

___X___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Chief Bob Roberts

CAMPUS POLICE

Major Objectives

1.) To provide a safe and comfortable environment in which a student may pursue an education

2.) In order to accomplish the above, a major objective is to provide proper training for members of this department, so training is a major issue.

3.) To be known as a service-oriented department with high marks in public relations, but at the same time, to also be thought of in a positive light with respect to law enforcement

4.) To protect property of this University and property of Students, Staff/Faculty, and guests and to enforce all regulations of this University as well as federal laws, state statutes and city ordinances

5.) To build strong relationships with other law enforcement agencies in the State of Oklahoma

___✓___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Ms. Peggy Foster

COUNSELING & CAREER SERVICES

Major Objectives

1.) Provide individual counseling in areas of personal, educational, career development/vocational choice, interpersonal relationships, family, and social problems.

2.) Provide group counseling to help students to establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communications skills, decision-making concerning personal and educational/career matters, and the establishment of personal values.

3.) Counseling support to help students assess and overcome specific deficiencies in areas of study skills and test taking abilities.

4.) Provide psychological testing and other assessment techniques, when appropriate, to foster client self-understanding and decision making.

5.) Provide crisis intervention and emergency coverage, through the Student Health Service, the Office of Personnel and at faculty request. Also serve as a resource for mental health referrals to students, faculty and staff.

___XX___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Darrell Gilliland

ENROLLMENT CENTER

Major Objectives

1.)   Assist student in obtaining information about self and careers so
        that he/she can make choices about educational options to plan
        their academic program.

2.)   Maintain and make available to students accurate information
        concerning academic programs, requirements, policies and
        procedures.

3.)   Have available resource information for student referrals when
        needed to other support services.

4.)   Assist students with the processing of academic forms including
        schedule changes, etc.

5.)   Provide the student an official degree check after 70-80 semester
        hours have been completed or when I am 2-3 semesters from graduation.

_____X_____   Would like to receive a summary report.

_____   Do not care to receive a summary report.

Dr. Ron Paddack

INTERNATIONAL STUDENT ADVISEMENT

Major Objectives

1.) To answer all application inquiries in a timely fashion and to offer admission or rejection to all applicants in a professional manner.

2.) Accurate and fair evaluation of all overseas transcripts. As educational systems around the world are vastly different and in a constant state of flux this objective requires constant study and updating.

3.) To assist internationals with all concerns related to Immigation and Naturaliza Service requirements. As INS regulations change frequently, this objective requi regular study and contact with I.N.S. officials.

4.) To assist students in relating to the community through host family programs, civic and church organizations, visits to local schools, and participation through our speaker's bureau.

5.) To assist all Central State University students interested in Study Abroad by developing and maintaining a comprehensive Study Abroad Library of materials.

_____X____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Dr. Mel O'Bannon

INTRAMURAL SPORTS

Major Objectives

1.) RECREATION   The Central State University Department of Intramurals desires
to provide a program of varied activity that will provide an
opportunity for every student (including graduate students)
to develop useful leisure time while a student and throughout
their lifetime.

2.) GROUP LOYALTY

3.) MENTAL AND EMOTIONAL HEALTH

4.) POSITIVE ATTITUDE TOWARD RECREATIONAL AND PHYSICAL ACTIVITY

5.) SOCIAL CONTACT

___X___   Would like to receive a summary report.

_____   Do not care to receive a summary report.

Mr. James Noley

MINORITY STUDENT ADVISEMENT

Major Objectives

1.) To help students develop academic skills.

> Student development of academic skills may be accomplished
> through student peer counseling, tutorial assistance,
> development of student self-help materials, and use of
> study skills workshops.

2.) To help students adjust to university life.

> This goal may be accomplished through student peer counseling,
> keeping students informed about campus activities, encouraging
> students to attend university functions, and establishing a
> Big Brother - Big Sister program on campus.

3.) To help students stay in school and complete programs.

> Student peer counseling, use of financial aid workshops, and
> development of an information service pertaining to financial
> aids, scholarships, and part-time work are key factors to
> help accomplish this goal.

4.) To mainstream students.

> This is an on-going process of identification, encouragement,
> and progression of students toward achievement of independence,
> during their university life.

5.) To increase the number of minority graduates.

> The key to success of this goal is dependent upon the success
> of the first four objectives.

___X___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Ms. Dana Christman

ON-CAMPUS HOUSING

Major Objectives

1.) to establish a safe, healthy environment where students can sleep,
study and interact with each other

2.) to encourage individual growth within a community environment by
teaching the individual how to interact within the parameters of
community living

3.) to promote programming efforts which will substantiate this growth

4.) to aid students in their efforts to become self-reliant

5.) to assist students in becoming responsible for their own actions
and behavior

_____X_____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Mr. Kent Todd

PLACEMENT SERVICES

Major Objectives

1.) The CSU Placement Office offers students and alumni full information and counseling on careers in general and jobs in particular. It is responsible for developing and maintaining communication channels among students, faculty, educational institutions, industry and government.

2.) Directs CSU students and alumni in establishing a placement file which contains comprehensive material regarding academic transcripts, past and present employment, personal data and letters of recommendation.

3.) The Placement Office facility is used for staging interviews conducted by businesses on a local and national level. It also accomodates students with up-to-date full and part-time job openings.

4.) In conjunction with the College of Education and the College of Business, the Placement Office hosts the annual "Teacher Job Fair" and "Career Day" respectively. These two projects are conducted to assist CSU students in finding employment upon completion of their individual degree.

5.) The CSU Placement Office offers CSU students helpful tips and guidance concerning interview skills in preparing for interviews.

_____✓_____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Dr. Dudley Ryan

STUDENT ACTIVITIES

Major Objectives

1.) Reinforce classroom instruction and complement academic learning.

2.) Offer instruction in and provide for the development of specific skills related to social relations, physical development and leadership opportunities.

3.) Bring cultural, intellectual and social stimulation to the campus community.

4.) Develop and dissiminate materials on public events, activities calendars, organizational directories and student handbooks.

5.) Develop environments fostering student interaction among students, faculty, and administrative staff personnel.

_____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Ann Stewart, R.N.C.

STUDENT HEALTH CENTER

Major Objectives

1.) Provide care for minor injury and illnesses for all C.S.U. Students.

2.) Develop health education/promotion programs.

3.) Assist in the development of various support groups/programs.

4.) Expand care provided by the Student Health Center.

5.) Increase student use of Student Health Center.

___XX___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Sherri Hancock

STUDENT FINANCIAL AID

Major Objectives

1.) We make every effort to meet the demonstrated financial need of all
students to the extent that funding permits.

2.) Help students seek, obtain and make the best use of all financial
resources available.

3.) Assure that students with demonstrated need receive every consideration
for need-based funding and balance the assistance awarded as needed;
identify other resources for students who have no demonstrated need.

4.) Provide an integral link between the enrollment process and the tuition
payment process of the institution.

5.) Provide a dynamic interface to the university community, private, state
and federal agencies or organizations.

___X___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Dr. Dudley Ryan

STUDENT SERVICES

Major Objectives

1.)   Promote student development by encuraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences and the capacity to work independently and interdependently.

2.)   Assist students in overcoming specific personal, physical, or educational problems or skill deficiencies.

3.)   Identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions.

4.)   Assist in the formulation, interpretation and dissimination of policy.

5.)   Interpret to faculty relevant data about student body.

_____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Sherri Hancock

VETERANS AFFAIRS

Major Objectives

1.) To provide every assistance possible to veterans and veterans' dependents
by offering sincere, courteous, competent service in order to insure
that their educational needs are met.

2.) To prepare veteran students for transition into the civilian community
by providing job skills through the Veterans Workstudy Program.

3.) To assist veterans with financial help by the offering of jobs in the
various state agencies as they become available.

4.) Provide an integral link between the enrollment process and the tuition
payment process of the institution.

5.) Provide a dynamic interface to the university community, private, state
and federal agencies or organizations.

X____ Would like to receive a summary report.

_____ Do not care to receive a summary report.

Ms. Lynn Holdsclaw

VOCATIONAL REHABILITATION SERVICES

Major Objectives

1.) To provide diagnostic assessment of applicants to determine the presence of a physical or mental disability which is a handicap to employment.

2.) To provide vocational evaluations and counseling to clients to guide them toward a vocational goal which draws upon their aptitude and does r. aggravate their disability.

3.) To develop an individualized rehabilitation plan to meet each client's needs to become employable, outlining services needed and responsibilities of the client, VR, and others respectively in meeting the goals of the plan. (Training at CSU is just one of the services which might be included in a plan.)

4.) To monitor client progress in working toward the goal, and provide supportive counseling and other services.

5.) To provide job development/placement assistance to clients ready to enter the work force.

_____**X**___ Would like to receive a summary report.

_____ Do not care to receive a summary report.

APPENDIX B

SURVEY COVER LETTER AND STUDENT

PERSONNEL ATTITUDE SCALE

Central State University
100 N. University Drive • Edmond, Oklahoma 73060-0158 • 405-341-2980

Associate Dean of Students   June 20, 1988

Dear Central State University Student:

You are one of a select group of students who has been chosen to
participate in a research study on this campus. By participating,
you can make an important contribution to your fellow classmates
and to the campus student services program here at Central State
University.

Please take a few minutes out of your busy schedule to answer the
brief research survey which is enclosed. When you have completed
the survey, please return it in the enclosed self-addressed,
stamped envelope. Your prompt reply will be greatly appreciated.

You can be assured that the collected data will remain strictly
confidential. All data will be reported as group responses;
individual responses will not be identified. The number which
appears on the research survey will be used only if follow-up
mailings are necessary. Although participation is obviously
voluntary, your support will be very much appreciated.

Thank you for your cooperation and assistance.

                                        Sincerely,

                                        Deanna K. Land
                                        Associate Dean of Students

DKL/rl

Encl. 2

1890   -   A Century of Service   -   1990

CENTRAL STATE UNIVERSITY

Student Personnel Attitude Scale

The purpose of this questionnaire is to survey the non-academic student services provided at Central State University.

INSTRUCTIONS:

You may use a pen or a pencil to complete this survey. DO NOT write your name on the survey. Your answers will be kept in confidence and will be used only for research purposes. Check the appropriate blanks below:

( ) Full time undergraduate (12 or more hours)   ( ) Male
( ) Part time undergraduate (Less than 12 hrs)   ( ) Female
( ) Full time graduate (9 or more hours)
( ) Part time graduate (Less than 9 hrs)   ( ) Age 18 - 24
                                                        ( ) Age 25 or older
An adult learner can be defined as an individual
who pursues education in order to improve them-   ( ) Caucasian
selves by increasing their knowledge, skills, or   ( ) Black
attitudes. Does this definition describe you?   ( ) American Indian
( ) Yes , ( ) No   ( ) Hispanic
                                                        ( ) International

PART A: Put a check (✓) in the blank space in front of each service listed below that YOU have used or participated in at Central State University.

            ( ) Admissions and Records
            ( ) Campus Police
            ( ) Counseling & Career Services
            ( ) Enrollment Center
            ( ) International Student Advisement
            ( ) Intramural Sports
            ( ) Minority Student Advisement
            ( ) On-Campus Housing
            ( ) Placement Services
            ( ) Student Activities
            ( ) Student Health Center
            ( ) Student Financial Aid
            ( ) Student Services
            ( ) Veteran Affairs
            ( ) Vocational Rehabilitation Services

PART B: Below are fifteen areas of student services. Your opinion as to the importance of these services is a valuable part of this research. Please indicate your opinion by checking (✓) whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or are Uncertain (U). Respond only to statements under the services you checked in Part A that YOU have used or participated in at Central State University.

Admissions and Records	SA	A	D	SD	U
a. provided information on admissions	( )	( )	( )	( )	( )
b. maintained student records and data systems	( )	( )	( )	( )	( )
c. provided grade processing	( )	( )	( )	( )	( )
d. interpreted academic rules and regulations	( )	( )	( )	( )	( )
e. provided transcripts and enrollment verification	( )	( )	( )	( )	( )

Campus Police	SA	A	D	SD	U
a. provided a safe environment	( )	( )	( )	( )	( )
b. provided trained law enforcement officers	( )	( )	( )	( )	( )
c. strived to be a service-oriented department	( )	( )	( )	( )	( )
d. protected university and student property	( )	( )	( )	( )	( )
e. enforced university regulations, federal laws, state statutes, and Edmond city ordinances	( )	( )	( )	( )	( )

Counseling and Career Services	SA	A	D	SD	U
a. provided individual counseling	( )	( )	( )	( )	( )
b. provided group counseling	( )	( )	( )	( )	( )
c. provided counseling support to help overcome deficiencies in study skills and test-taking	( )	( )	( )	( )	( )
d. provided psychological testing and other assessments	( )	( )	( )	( )	( )
e. provided crisis intervention and emergency coverage	( )	( )	( )	( )	( )

Enrollment Center	SA	A	D	SD	U
a. provided assistance in making choices about educational options	( )	( )	( )	( )	( )
b. provided information concerning academic programs, requirements, policies, and procedures	( )	( )	( )	( )	( )
c. provided resource information for student referrals	( )	( )	( )	( )	( )
d. assisted in processing of academic forms (i.e., schedule changes, etc.)	( )	( )	( )	( )	( )
e. provided official degree checks	( )	( )	( )	( )	( )

International Student Advisement	SA	A	D	SD	U
a. responded to application inquiries	( )	( )	( )	( )	( )
b. provided evaluation of overseas transcripts	( )	( )	( )	( )	( )
c. assisted with Immigration & Naturalization Service requirements	( )	( )	( )	( )	( )
d. assisted students in relating to community	( )	( )	( )	( )	( )
e. assisted students interested in Study Abroad	( )	( )	( )	( )	( )

Intramural Sports	SA	A	D	SD	U
a. provided recreation	( )	( )	( )	( )	( )
b. encouraged group loyalty	( )	( )	( )	( )	( )
c. stressed mental and emotional health	( )	( )	( )	( )	( )
d. stressed positive attitudes towards recreational and physical activity	( )	( )	( )	( )	( )
e. provided social contact	( )	( )	( )	( )	( )

Minority Student Advisement	SA	A	D	SD	U
a. helped students develop academic skills	( )	( )	( )	( )	( )
b. helped students adjust to university life	( )	( )	( )	( )	( )
c. helped students stay in school and complete programs	( )	( )	( )	( )	( )
d. helped mainstream students	( )	( )	( )	(.)	( )
e. increased number of minority graduates	( )	( )	( )	( )	( )

On-Campus Housing	SA	A	D	SD	U
a. provided a healthy living environment	( )	( )	( )	( )	( )
b. encouraged individual growth within a community environment	( )	( )	( )	( )	( )
c. promoted programming efforts	( )	( )	( )	( )	( )
d. encouraged students to become self-reliant	( )	( )	( )	( )	( )
e. encouraged students to be responsible for their own actions and behavior	( )	( )	( )	( )	( )

Placement Services	SA	A	D	SD	U
a. provided information and counseling on careers and jobs	( )	( )	( )	( )	( )
b. directed students in establishing a placement file	( )	( )	( )	( )	( )
c. provided space for business (local and national) to conduct interviews	( )	( )	( )	( )	( )
d. co-hosted career days and job fairs on campus	( )	( )	( )	( )	( )
e. provided guidance for students in preparation for employment interviews	( )	( )	( )	( )	( )

Student Activities	SA	A	D	SD	U
a. reinforced and complemented academic learning	( )	( )	( )	( )	( )
b. offered developmental and leadership opportunities	( )	( )	( )	( )	( )
c. provided cultural, intellectual and social stimulation for the campus community	( )	( )	( )	( )	( )
d. developed and dissiminated materials on campus activities	( )	( )	( )	( )	( )
e. helped foster interaction among students, faculty, and administrative personnel	( )	( )	( )	( )	( )

Student Health Center	SA	A	D	SD	U
a. provided care for minor injuries and illnesses	( )	( )	( )	( )	( )
b. provided health education/promotion programs	( )	( )	( )	( )	( )
c. assisted in the development of various support groups/programs	(.)	( )	( )	( )	( )
d. provided expanded care in health center	( )	( )	( )	( )	( )
e. increased student use of health center	( )	( )	( )	( )	( )

Student Financial Aid	SA	A	D	SD	U
a. provided for the demonstrated financial need of students	( )	( )	( )	( )	( )
b. helped students seek, obtain, and make the best use of all financial resources available	( )	( )	( )	( )	( )
c. identified resources for students who have no demonstrated need	( )	( )	( )	( )	( )
d. provided an integral link between the enrollment process and tuition payment process	( )	( )	( )	( )	( )
e. provided a helpful connection between the university and private, state, and federal financial services	( )	( )	( )	( )	( )

Student Services	SA	A	D	SD	U
a. promoted student development	( )	( )	( )	( )	( )
b. assisted students in overcoming specific personal, physical, or educational problems	( )	( )	( )	( )	( )
c. identified environmental conditions that may negatively influence student welfare	( )	( )	( )	( )	( )
d. assisted in the formulation, interpretation, and dissemination of policy	( )	( )	( )	( )	( )
e. interpreted to faculty relevant data about students	( )	( )	( )	( )	( )

Veteran Affairs	SA	A	D	SD	U
a. provided assistance to veterans and veterans' dependents to insure that their educational needs were met	( )	( )	( )	( )	( )
b. prepared veteran students for transition into the civilian community	( )	( )	( )	( )	( )
c. assisted with financial help by offering jobs as they were available	( )	( )	( )	( )	( )
d. provided an integral link between the enrollment process and the tuition payment process	( )	( )	( )	( )	( )
e. provided a helpful connection between the university and private, state, and federal financial services	( )	( )	( )	( )	( )

Vocational Rehabilitation Services	SA	A	D	SD	U
a. provided diagnostic assessment for applicants	( )	( )	( )	( )	( )
b. provided vocational evaluations and counseling	( )	( )	( )	( )	( )
c. developed individualized rehabilitation plans to meet each clients' needs	( )	( )	( )	( )	( )
d. monitored client progress	( )	( )	( )	( )	( )
e. provided job development/placement assistance	( )	( )	( )	( )	( )

APPENDIX C

TABLES--ENROLLMENT TRENDS

TABLE XXXV

HEADCOUNT ENROLLMENT TRENDS, 1960-61
TO 1988-89

Year	Fall	Spring	Summer
1960-61	4,028	3,737	1,749
1965-66	8,038	7,008	2,859
1970-71	10,608	10,013	4,667
1975-76	12,736	11,299	6,626
1980-81	11,723	10,820	5,400
1985-86	13,217	12,176	5,578
1986-87	13,412	12,477	5,584
1987-88	13,866	12,746	5,792
1988-89	14,378	13,212	

TABLE XXXVI

FULL-TIME ENROLLMENT TRENDS, 1960-61
TO 1988-89

Year	Fall	Spring	Summer
1960-61	3,431	3,161	1,366
1965-66	6,712	5,077	2,468
1970-71	8,366	7,639	2,634
1975-76	8,867	7,992	4,830
1980-81	8,091	7,526	4,116
1985-86	8,684	8,070	4,175
1986-87	8,802	8,407	4,147
1987-88	9,203	8,538	4,260
1988-89	9,370	8,809	

TABLE XXXVII

STUDENTS' AVERAGE AGE, 1960-61
TO 1988-89

Year	Fall	Spring	Summer
1960-61	23	23	24
1965-66	24	24	25
1970-71	25	25	25
1975-76	26	26	25
1980-81	27	27	28
1985-86	27	27	26
1986-87	28	27	29
1987-88	29	27	29
1988-89	27	28	

APPENDIX D

CHI-SQUARE ANALYSIS TABLE FOR 15 NONACADEMIC

STUDENT SERVICES BY TRADITIONAL AND

NONTRADITIONAL

TABLE XXXVIII

CHI-SQUARE ANALYSIS FOR 15 NONACADEMIC STUDENT
SERVICES BY TRADITIONAL AND NONTRADITIONAL

SERVICE	USED N	NOT USED N	USED %	NOT USED %	x^2	P
Admissions and Records					1.20	.274
Traditional	259	12	95.6	4.4		
Non-Traditional	223	6	97.4	2.6		
Campus Police					.35	.554
Traditional	167	104	61.6	38.4		
Non-Traditional	147	82	64.2	35.8		
Counseling and Career Services					4.17	.041*
Traditional	90	181	33.2	66.8		
Non-Traditional	57	172	24.9	75.1		
Enrollment Center					10.69	.001**
Traditional	248	23	91.5	8.5		
Non-Traditional	187	42	81.7	18.3		
International Student Advisement					.01	.945
Traditional	8	263	3.0	97.0		
Non-Traditional	7	222	3.1	96.9		
Intramural Sports					58.45	.000**
Traditional	118	153	43.5	56.5		
Non-Traditional	30	199	13.1	86.9		
Minority Student Advisement					2.92	.088
Traditional	17	254	6.3	93.7		
Non-Traditional	7	222	3.1	96.9		
On-Campus Housing					94.78	.000**
Traditional	143	128	52.8	47.2		
Non-Traditional	29	200	12.7	87.3		

TABLE XXXVIII (Continued)

SERVICE	USED N	NOT USED N	USED %	NOT USED %	X^2	P
Placement Services					.50	.479
Traditional	31	240	11.4	88.6		
Non-Traditional	31	198	13.5	86.5		
Student Activities					65.93	.000**
Traditional	129	142	47.6	52.4		
Non-Traditional	33	196	14.4	85.6		
Student Health Center					50.19	.000**
Traditional	133	138	49.1	50.9		
Non-Traditional	44	185	19.2	80.8		
Student Financial Aid					17.64	000**
Traditional	134	137	49.4	50.6		
Non-Traditional	71	158	31.0	69.0		
Student Services					6.83	.009**
Traditional	40	231	14.8	85.2		
Non-Traditional	17	212	7.4	92.6		
Veteran Affairs					6.32	.012*
Traditional	5	266	1.8	98.2		
Non-Traditional	14	215	6.1	93.9		
Vocational Rehabilitation					5.03	.025*
Traditional	2	269	.7	99.3		
Non-Traditional	8	221	3.5	96.5		

*Significant at the .05 level of confidence
**Significant at the .01 level of confidence

VITA 2

Deanna Kay Land

Candidate for the Degree of

Doctor of Education

Thesis: TRADITIONAL AND NONTRADITIONAL STUDENT PERCEPTIONS OF STUDENT
PERSONNEL SERVICES

Major Field: Higher Education

Biographical:

Personal Data: Born in Prairie Grove, Arkansas, April 10, 1945, the
daughter of Frank R. and Betty M. Briggs. Married to James R.
Land on November 26, 1964.

Education: Graduated from Stilwell High School, Stilwell, Oklahoma,
in May, 1963; received Bachelor of Science in Education degree
from Northeastern State University in May, 1967; received Mas-
ter of Education degree from Northeastern State University in
May, 1974; completed requirements for the Doctor of Education
degree at Oklahoma State University in May, 1989.

Professional Experience: Division Secretary, Health, Physical Ed-
ucation and Safety Division, Northeastern State University,
Tahlequah, Oklahoma, 1967-69; High School Business Teacher,
Stroud, Oklahoma, 1969-70; Secretary to Dean of Student Af-
fairs, Northeastern State University, Tahlequah, Oklahoma,
1970-74; Assistant Director of Residential Life, Northeastern
State University, Tahlequah, Oklahoma, 1974-77; Residential
Life Coordinator, Northeastern State University, Tahlequah,
Oklahoma, 1977-78; Associate Dean of Students, Central State
University, Edmond, Oklahoma, 1978 to present.

Professional Organizations: Oklahoma College Personnel Association,
American College Personnel Association, Oklahoma Association of
Counseling and Development, Southwest Association of Student
Personnel Administrators, National Association of Student Per-
sonnel Administrators, Oklahoma Women in Educational Adminis-
tration, Oklahoma Association of University Deans, American
Business Women's Association.