

A NEEDS ASSESSMENT OF RETURNING STUDENTS AT  
OKLAHOMA STATE UNIVERSITY

By

CAROL ANN RIDDLE  
/ /

Bachelor of Music  
Texas Christian University  
Fort Worth, Texas  
May, 1957

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
May, 1972

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, 1978



A NEEDS ASSESSMENT OF RETURNING STUDENTS AT  
OKLAHOMA STATE UNIVERSITY

Thesis Approved:

*Judith E. Dobson*  
\_\_\_\_\_

Thesis Adviser

*Wm P Evans*  
\_\_\_\_\_

*Vicki Green*  
\_\_\_\_\_

*Shawn E. McLaughlin*  
\_\_\_\_\_

*Norman N Durham*  
\_\_\_\_\_

Dean of the Graduate College

1016631

DEDICATION  
TO MY SON PRENTISS

#### ACKNOWLEDGMENTS

I wish to express sincere thanks and appreciation to those who assisted in this investigation; Dr. Judith Dobson, Dr. Frank McFarland, Dr. Price Ewens, and Dr. Vicki Green. I also wish to thank Dr. David Perrin, Dr. Chuck Heikkinen, and Virgil Marco. I wish to express my gratitude to my friends Mary Piscitello, Sue Neel, and Gary Silker. I extend sincere appreciation to Dr. Shaila Aery and Dr. J. H. Boggs who sponsored the research; to Ann Harris and Sandra Budreck and the University of Texas at Dallas who supported the research and contributed computer time to the analysis of the data. Very special thanks to my family, Summer, Prentiss, and Suzie Riddle, who aided and supported me throughout this endeavor.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	2
Limitations of This Study . . . . .	3
Definitions of Terms . . . . .	3
Research Questions . . . . .	4
II. REVIEW OF LITERATURE . . . . .	6
Commission Reports Needs . . . . .	6
Description of Returning Students . . . . .	8
Reasons for Return . . . . .	12
Needs of Returning Students . . . . .	16
Counseling Needs of Women . . . . .	17
Other Types of Student Need . . . . .	20
Program for Adults . . . . .	22
Summary . . . . .	23
III. RESEARCH DESIGN . . . . .	25
Introduction . . . . .	25
Survey Procedure . . . . .	26
Survey Method . . . . .	27
Instrumentation . . . . .	27
Statistical Procedure . . . . .	29
IV. RESULTS OF STUDY . . . . .	30
Subjects Responses Related to Demographic Variables . . . . .	30
Reasons for Return . . . . .	40
Progress Toward Goals . . . . .	40
Workshop Topics . . . . .	43
Sources of Information . . . . .	46
The Attitudes of Returning Students . . . . .	46
Use of Student Personnel Services . . . . .	50
Reactions to Student Personnel Services . . . . .	53
Reasons for Not Using Student Personnel Services . . . . .	56
Perceptions of Student Personnel Services by Returning Students . . . . .	60
Relationships Showing Significance . . . . .	63

Chapter	Page
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS . . .	64
Summary . . . . .	64
Conslusions . . . . .	67
Recommendations . . . . .	69
Implications for Student Personnel Services . . . . .	69
SELECTED BIBLIOGRAPHY . . . . .	72
APPENDIXES . . . . .	76
APPENDIX A - CORRESPONDENCE . . . . .	77
APPENDIX B - INSTRUMENT . . . . .	79
APPENDIX C - FREQUENCIES AND PERCENTS OF ATTITUDES PERCEIVED BY RETURNING STUDENTS TOWARD THEIR RETURN TO COLLEGE . . . . .	86
APPENDIX D - TABLES OF CHI-SQUARE VALUES SHOWING SIGNIFICANCE . . . . .	89
APPENDIX E - TABLES OF ALL CHI-SQUARE VALUES . . . . .	143

LIST OF TABLES

Table	Page
I. Age Categories of Returning Students Responding to Questionnaire . . . . .	31
II. Marital Status of Returning Students Responding to Questionnaire . . . . .	32
III. Number of Semesters/Summers Since Last Enrollment of Returning Students Responding to Questionnaire . . . . .	33
IV. Number and Percent of Returning Students Reporting School Age Children . . . . .	35
V. Number and Percent of Returning Students According to Educational Classification . . . . .	35
VI. Number and Percent of Returning Students and Hours Spent in Commuting to Campus . . . . .	37
VII. Number of Days Spent on Campus Each Week as Reported by Returning Students . . . . .	38
VIII. Times of Day Respondents Came to the Campus . . . . .	39
IX. Number and Percent of Returning Students and Reasons for Return to College, N = 249 . . . . .	41
X. Number and Percent of Returning Students Perceived Progress Toward Goals in Returning to School, N = 249 . . . . .	42
XI. Selection of Workshop Topics of Interest to Returning Students Returning Questionnaire, N = 249 . . . . .	44
XII. Responses to Sources of Information . . . . .	47
XIII. Changes in Perceptions Toward College From Time of Entrance to Time of Sampling, N = 249 . . . . .	49
XIV. Frequencies and Percents of Returning Students Using Student Personnel Services, N = 249 . . . . .	51

Table	Page
XV. Frequencies and Percents of Reactions of Returning Students to Student Personnel Services That They Had Used, N = 249 . . . . .	54
XVI. Frequencies and Percents of Reasons Student Personnel Services Were Not Used by Returning Students, N = 249 . . . . .	57
XVII. Frequencies and Percents of Perceptions of Student Personnel Services by Returning Students, N = 249 . . .	61
XVIII. Frequencies and Percents of Attitudes Remembered by Returning Students Upon Entrance to Oklahoma State University, N = 249 . . . . .	87
XIX. Frequencies and Percents of Attitudes Expressed by Returning Students at Time of Sampling, N = 249 . . .	88
XX. The Relationship of Age Category and "To Have Something to Do When My Children Are Gone or I Retire" as a Reason for Return . . . . .	90
XXI. The Relationship of Age and "To Prepare for Employment" as a Reason for Return to College . . . . .	91
XXII. The Relationship of Age Category and Progress Toward a Goal of "Broadened Appreciation of the Arts" . . . .	92
XXIII. The Relationship of Age Category and Responses to Prospective Attendance by Returning Students at a Workshop on "Effective Parenting" . . . . .	93
XXIV. The Relationship of Age Category and the Number of Times the Department of Financial Aids Was Used by Returning Students . . . . .	94
XXV. The Relationship of Age Category and the Number of Times Admission/Registration Was Used by Returning Students . . . . .	95
XXVI. The Relationship of Age Category and the Number of Times the Medical Department of University Hospital Was Used by Returning Students . . . . .	96
XXVII. The Relationship of Male and Female Responses and "The Development of Personal Independence and Self-Reliance" as a Reason for Return to School . . . . .	97
XXVIII. The Relationship of Male and Female Responses and "To Have Something to Do When My Children Are Gone or I Retire" as a Reason for Return . . . . .	98



Table	Page
XXIX. The Relationship of Male and Female Responses and "Preparation for Widow/Widowerhood" as a Reason for Return to College . . . . .	99
XXX. The Relationship of Male and Female Responses and "To Meet and Be With People" as a Reason for Return to College . . . . .	100
XXXI. The Relationship of Male and Female Responses and "A Few Hours Escape From Home" as a Reason for Return to College . . . . .	101
XXXII. The Relationship of Male and Female Responses and "Primarily for Fun" as a Reason for Return to College . . . . .	102
XXXIII. The Relationship of Male and Female Responses and Progress Toward a Goal of "Development of Personal Independence and Self-Reliance" . . . . .	103
XXXIV. The Relationship of Male and Female Responses and Progress Toward a Goal of "To Have Something to Do When My Children Are Gone or I Retire" by Returning Students . . . . .	104
XXXV. The Relationship of Male and Female Responses With Progress Toward a Goal of "Preparation for Widow/Widowerhood" . . . . .	105
XXXVI. The Relationship of Male and Female Responses and Progress Toward a Goal of "To Meet and Be With People" . . . . .	106
XXXVII. The Relationship of Male and Female Responses and Progress Toward a Goal of "A Few Hours Escape From Home" . . . . .	107
XXXVIII. The Relationship of Male and Female Responses and Progress Toward a Return to School "Primarily for Fun" . . . . .	108
XXXIX. The Relationship of Male and Female Responses and the Workshop Topic "Divorce/Separation" . . . . .	109
XL. The Relationship of Male and Female Responses and Prospective Attendance at a Workshop on "Managing Home and School" . . . . .	110
XLI. The Relationship of Male and Female Responses and the Attitude "I Am a Better Student Now Than When I Was Younger" as Remembered From the Time of Entrance . . .	111

Table	Page
XLII. The Relationship of Male and Female Responses and the Number of Times Academic Advisers Were Used by Returning Students . . . . .	112
XLIII. The Relationship of Male and Female Responses and Reactions by Returning Students to the University Counseling Center . . . . .	113
XLIV. The Relationship of Male and Female Responses and the Reaction of Returning Students to the Department of Financial Aids . . . . .	114
XLV. The Relationship of Male and Female Responses and Perceptions of Admissions/Registration by Returning Students . . . . .	115
XLVI. The Relationship of Male and Female Responses and Perceptions of the Psychological Department of University Hospital by Returning Students . . . . .	116
XLVII. The Relationship of Male and Female Responses and Perceptions of Psychological Guidance Services . . . . .	117
XLVIII. The Relationship of Marital Status and "To Prepare for Employment" as a Reason for Return to College . . . . .	118
XLIX. The Relationship of Marital Status and "To Meet and Be With People" as a Reason for Return to College . . . . .	119
L. The Relationship of Marital Status and "Primarily for Fun" as a Reason to Return to College . . . . .	120
LI. The Relationship of Marital Status and Progress Toward a Goal of "Increased Effectiveness in Interpersonal Relationships" . . . . .	121
LII. The Relationship of Marital Status and Progress Toward a Goal of "Preparation for Widow/Widowerhood" . . . . .	122
LIII. The Relationship of Marital Status and Progress Toward a Goal of "To Meet and Be With People" . . . . .	123
LIV. The Relationship of Marital Status and Proposed Attendance by Returning Students at a Workshop on "Sexuality" . . . . .	124
LV. The Relationship of Marital Status and Proposed Attendance at a Workshop on "Divorce/Separation" . . . . .	125

Table	Page
LVI. The Relationship of Marital Status and the Number of Times the Department of Financial Aids Was Used by Returning Students . . . . .	126
LVII. The Relationship of Marital Status and the Number of Times Academic Advisers Were Used . . . . .	127
LVIII. The Relationship of Marital Status and the Number of Times University Placement Service Was Used by Returning Students . . . . .	128
LIX. The Relationship of Marital Status and the Number of Times the Medical Department of University Hospital Was Used by Returning Students . . . . .	129
LX. The Relationship of Marital Status and the Number of Times the Psychological Department of University Hospital Was Used by Returning Students . . . . .	130
LXI. The Relationship of Marital Status and Reactions of Returning Students to Admissions/Registration . . . .	131
LXII. The Relationship of Marital Status and the Reaction of Returning Students to the Psychological Department of University Hospital . . . . .	132
LXIII. The Relationship of Marital Status and Reasons University Counseling Center Was Not Used by Returning Students . . . . .	133
LXIV. The Relationship of Marital Status and Perceptions of University Placement Service by Returning Students . .	134
LXV. The Relationship of Commuter/Local Resident Status and Progress Toward a Goal of "Preparation for Employment" . . . . .	135
LXVI. The Relationship of Commuter/Local Resident Responses and Proposed Attendance at a Workshop on "Sexuality" .	136
LXVII. The Relationship of Primary Source of Information on the Oklahoma State University Campus and Commuter/Local Resident Status . . . . .	137
LXVIII. The Relationship of Commuter/Local Resident Status and Responses to the Attitude "Coming Back to School Has Been Good for the Whole Family" as Remembered From Time of Entrance at Oklahoma State University . . . .	138

Table	Page
LXIX. The Relationship of Commuter/Local Resident Status and the Number of Times the Medical Department of University Hospital Was Used by Returning Students . . .	139
LXX. The Relationship of Commuter/Local Resident Status and the Reaction to Admissions/Registration by Returning Students . . . . .	140
LXXI. The Relationship of Commuter/Local Resident Status and Reactions to the Medical Department of University Hospital by Returning Students Who Had Used the Service . . . . .	141
LXXII. The Relationship of Commuter/Local Resident Status and Perceptions of the Medical Department of University Hospital by Returning Students . . . . .	142
LXXIII. Reasons for Return, X <sup>2</sup> Values . . . . .	144
LXXIV. Progress Toward Goals, X <sup>2</sup> Values . . . . .	145
LXXV. Workshops Topics, X <sup>2</sup> Values . . . . .	147
LXXVI. Sources of Information, X <sup>2</sup> Values . . . . .	148
LXXVII. Attitudes As Remembered From Time of Entrance, X <sup>2</sup> Values . . . . .	149
LXXVIII. Attitudes at Time of Sampling, X <sup>2</sup> Values . . . . .	150
LXXIX. Number of Times Student Personnel Services Were Used by Returning Students, X <sup>2</sup> Values . . . . .	151
LXXX. Reaction to Student Personnel Services Used by Returning Students, X <sup>2</sup> Values . . . . .	152
LXXXI. Reasons Student Personnel Services Not Used by Returning Students, X <sup>2</sup> Values . . . . .	153
LXXXII. Perceptions of Student Personnel Services as They Existed Spring, 1977, by Returning Students, X <sup>2</sup> Values . . . . .	154

## CHAPTER I

### INTRODUCTION

The "Women's Task Force Reports" (1977) stated that a thorough needs assessment of all the women at Oklahoma State University is necessary and essential. Further, this Report stated that programs established to meet the needs of women returning to school after their education has been interrupted were based solely on speculation and the results of research done on other campuses. The needs of the Returning Women currently enrolled at Oklahoma State must be assessed to verify or disprove this speculation.

According to a 1977 report by the Department of Student Activities, women and older students will comprise an increasingly larger percentage of the campus population at Oklahoma State University. This is the trend across the country and yet as Flores (1975) states:

Student Personnel Services have not kept pace with this changing enrollment. Repeated studies have concluded that the campus remains an environment equipped primarily for the needs of the unmarried young adult (p. 154).

A minimal number of activities have been planned for Returning Students on the Oklahoma State campus such as informal luncheons held for Returning Women and Returning Students Groups conducted by the University Counseling Center and by advisers in the College of Education. Such activities were terminated on the basis of low attendance.

This lack of participation possibly may indicate that felt needs

of Returning Students were not being met. Therefore, an assessment of the needs of Returning Students may be necessary in order to develop Student Personnel programming appropriate to this special college population. Bulpitt (1973), Hoenninger and Black (1973), and Carney and Barak (1976) stated that frequent samplings of student needs should be made in order to understand the changing nature of these needs and of the needs of special groups within the student population.

In a personal interview with the Dean of Student Affairs (Schmalfield, 1977), the writer was informed that a needs assessment had not been applied to this special population at Oklahoma State University and that such a procedure would be desirable. Since the reports of the "Women's Task Force" speak clearly to the needs of the Returning Women, but say nothing about the male returnee, this investigator spoke with the Veterans Counselor whose clientele is largely male. He concurred that a needs assessment focusing on the needs of all Returning Students on this campus would be highly desirable in designing programs and assessing the use of present programs.

#### Purpose of the Study

Since no research had been conducted on the needs of Returning Students at Oklahoma State University, the purposes of this study were the following:

1. Provide a profile of Returning Students at Oklahoma State University.
2. Survey the needs of this Returning Student population in April, 1977.
3. Ascertain the perceived needs of the Returning Students within

a selected area of responsibility, the Student Personnel Services.

4. Provide a needs-focused, rationally derived basis for establishing Student Personnel programs or altering present programs to meet the needs of this special population.
5. Assess existing Student Personnel programs to determine whether they are being used, the relative frequency of use, and the reaction of Returning Students to their usefulness.

#### Limitations of this Study

1. The population studied is drawn from and specific to Oklahoma State University and may not be generalized to any other institution.
2. Data was collected by an experimenter-compiled questionnaire. An assumption is made that the respondents are honest in their expressions of needs and that the questionnaire provides an adequate means of collecting the data for this study.

#### Definitions of Terms

Student Personnel Services. Student Personnel Services include: Academic Advisement, Financial Aids, Psychological Department and Medical Department of the University Hospital, University Counseling Center, Admissions/Registration, University Placement Office, and Psychological Guidance Center.

Returning Students. Returning Students are those over twenty-five years of age who have returned to school after an absence of five years or more.

## Research Questions

One of the purposes of this study was to provide a demographic profile of Returning Students. The following data was collected:

1. What does the profile of the Returning Student resemble according to:
  - a. Age
  - b. Sex
  - c. Marital status
  - d. Number of school age children
  - e. Local resident or commuter
  - f. Number of semesters and/or summers enrolled since return
  - g. Educational classification
  - h. Number of hours spent commuting to campus
  - i. Number of days per week spent on campus
  - j. Times of days spent on campus
2. What are the reasons that men and women over twenty-five, who have been out of school five years or more, return to school?
3. How do these students rate their progress toward their goals?
4. What types of workshops would Returning Students attend?
5. What is the primary source of information for Returning Students on the Oklahoma State University campus?
6. What are some of the attitudes of Returning Students toward their return to school?
7. Do these attitudes change over time?
8. How frequently do Returning Students use Student Personnel Services?



9. How helpful do they find these services?
10. Why do Returning Students not use existing Student Personnel Services?

## CHAPTER II

### REVIEW OF THE LITERATURE

In recent years Student Personnel workers have designed learning experiences and provided services to help students develop as human beings and enhance the more cognitive learning experiences of the college or university. The literature of the adult education movement, material on adult development, and questions as to the needs of adult students will aid the Student Personnel worker's understanding which may aid in building programs and services for the growing numbers of adults returning to college.

This chapter reviews the literature related to adults returning to higher education and serves as a background for the needs assessment data. The chapter begins with a presentation of commission reports concerning the needs of Returning Students and includes a description of these students and a discussion of their expressed needs. The chapter concludes with a review of selected programs for Returning Students developed on college campuses.

#### Commission Reports Needs

Several prestigious professional reports have made observations and recommendations concerning Returning Students. The Carnegie Report (1971, p. 11) lists needed academic reform: "To make educational opportunities more appropriate to lifetime interests." The report

suggests that there need to be more chances for adults to re-enter formal higher education and more stress on life-long learning. However, the Carnegie Report (1970) also points out that despite recent progress in this area, opportunities are still inequitably distributed and that degrees are more available to the young than to the middle-aged and old. The Carnegie Commission (1971) in Less Time, More Options states:

Higher education is now prejudiced against older students. They should be welcomed instead. Too often they are looked upon as inferior. Yet older students will help end the 'in loco parentis' atmosphere of many campuses, add maturity to discussions, and make a more balanced community out of college (p. 19).

Several changes are suggested in existing administration policy: external degree programs, open universities, more flexible scheduling, increased training in adult education, and a change in financial policy are suggested. In New Students, New Places the Carnegie Commission (1971, p. 12) states: "There is a double standard in financial policy. Except in Cooperative Extension Service adults pay their own way, whereas youth are subsidized."

The Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA) (1971) states:

The purpose of Student Development Services in Higher Education is to provide both affective and cognitive expertise in the processes involved in education. The specialists providing these services function in a cooperative-integrative role with the faculty members concerned with the academic content to be acquired in this development. The student development specialist bears a responsibility toward the broad spectrum of persons who can profit from post secondary education.

This would, of course, include Returning Students.

### Description of Returning Students

The age range of adult students seems to vary depending on the particular study reviewed. Snyder (1971), in a study of 998 adult students in a Pennsylvania Community College, reports one-half these were ages 21-24, two-thirds were under 30, and one-fifth (200 students) were 35 or older. Seven-tenths of this group were men and three-tenths women. Half of the men Snyder studied were age 24 or younger, while three-tenths of the women were in this same age group. One-third of the women were 35 or older; most of the women were married and had at least one child.

Roelfs (1975) in a study of 6,500 students at 27 diverse junior and community colleges compared adult students (those 22 and older) to those students 18-21. Of this sample, 1,403 were in the 22-29 year age group and 616 were 30 or older. She found that older students, particularly those over 30, are less likely to have academic problems: only one in six of the older students reported academic difficulty, while one in three of the 18-21 age group did report difficulties with studies. Roelfs hypothesizes that lighter class loads and greater care in balancing choice of courses may account for this difference in the two age groups.

In a comparison of adult part-time students at a New York Community College with those at a private four-year college, Anderson (1972) indicated that community college students were older and had less formal education beyond high school than those at the four-year college. In addition, community college adult students were in lower socio-economic levels, had been away from education longer, and had lower

self-concepts.

Bulpitt (1973) sees adult students as being older and taking fewer hours than they did formerly. She speaks of these adults having not only a longer, but more complex history frequently including work, marriage, parenthood, and military service. Bulpitt states that this implies that adults may have more important responsibilities than younger students.

Anderson (1972) compared adult evening college students with regular college students using the College Student Questionnaire. Significant differences (0.01 level) were found in Family Independence, Peer Independence, Liberalism, Social Conscience, Satisfaction with Faculty, Satisfaction with Administration, Study Habits, and Extra Curricular Involvement. In comparing female part-time, female full-time adults, male part-time, male full-time adults, Anderson found three significant differences. Male part-time adults were higher than female part-time adults on the Peer Independence Scale. The female part-time adult scored significantly higher than the male part-time student on the Cultural Sophistication Scale and the Satisfaction with Administration Scale. These high independence and sophistication scores would seem to reflect greater maturity on the part of the adult students.

Glass and Harshberger (1971, p. 212) reviewed the theoretical literature in their description of the full-time, middle-aged, adult student. They state that our "culture values, youth, our society production, our community involvement or participation, and our economy emphasizes materialistic success." Increasing age may bring adults to a sense of dissatisfaction with themselves in relation to any one or all of these values. Adults, sensing that time is not infinite, may adopt

a "now or never" approach to life and return to school as means to self-fulfillment. They warn that adults operating in the "youth culture" of higher education may over-extend themselves physically and emotionally in order to compete with younger students. Socially the middle-aged student may have a heightened sense of aging and may develop a general sense of worthlessness.

In relation to the work/production value, adults may have conflicts also. Glass and Harshberger (1971) state that our society does not look upon the full-time student as a producer. If the adult has returned to school from a productive work situation, he may feel worthless in the eyes of society. His heightened sensitivity to the passage of time may bring him to a conflict between his return to school and current productivity. This conflict may raise doubts regarding his self-worth.

Glass and Harshberger (1971) also suggest using outlets recognized by society as a means of raising the self-esteem of adult students. Coauthorship with faculty and using the adult's background and experience in a consultative role are mentioned.

The conflict with community involvement may be one of withdrawal. The adult student may have to disinvolve himself from community activities during a return to school. This disinvolvement may result in a loss of status. Glass and Harshberger (1971) urge educators of adults to provide every available opportunity for them to gain status within the university setting.

De Wolf (1972) studied 100 undergraduate students over 35 years of age who entered the University of Washington, Seattle, during the academic year 1970-1971. She found the average age of women was 43 years and for men was 42 years. Most were married and had children.

All but four members of the sample had previous college experience. Financing of education was no problem to 41 percent of her sample. Most women were dependent on their spouses for financing their education, while men were supported by full-time employment or the G.I. Bill.

Carp, Peterson, and Roelfs (1973) conducted a study for The Commission on Non-Traditional Study of Educational Testing Service composed of a random sample of all people living in private households in the United States who were not full-time students. This study divided the sample into Learners and Would-Be-Learners. Forty percent of the Learners were under 30 and were engaged in study pertaining to occupations. Forty-eight percent of the Learners were 35 or older. They report participation in learning activities declines slightly during the early 30's and then again after age 55. This age pattern is the same for men and women. They report a high incidence of single people among the Learners and relates this to the youth of the subsample. Higher educational and occupational levels are reported by Learners than are found in the general population. Half as many of the Learners (17 percent) reported that they did not finish high school, whereas 33 percent are found in the total population. Twenty-five percent of the general population reported working at unskilled occupations; the corresponding figure among the Learners is 16 percent. At the other end of the occupational spectrum, 16 percent of the Learners are professionals or business executives, in contrast to 8 percent in the general population.

Several studies described women who returned to school. In a study of 198 female Returning Students in a Florida community college system, Aanstad (1972) found 50 percent were between the ages of 25 and

34 and 34 percent between the ages of 25 and 29. Seventy-one percent are married and most of the women have children. Aanstad reports the mature woman is likely to be either going to school during the day or enrolled part-time at night. In addition to home and school responsibilities, 59 percent of the women in this study worked 20 to 40 hours per week.

Markus (1973) studied a random sample of 150 women who had contacted the University of Michigan Center for Continuing Education. She described them as: (1) relatively affluent, (2) educated through or beyond high school, and (3) without clear-cut goals other than expanding interests beyond the home and wanting to prepare for employment. Markus describes Returning Women as having strong motives, seriousness of purpose, persistence, adaptability, more realistic views of marriage than younger women, and more positive self-concepts.

Hansen and Lenning (1973) compared male and female Returning Students on an ability test. A steady decline from high school achievement was found on all eight scales for the women but not for men. However, women rated themselves higher on "academic motivation" than men. The older women reported more motivation to do well on the job than did the younger women. The researchers also report that women tended to be more certain of vocational choice than did men.

#### Reasons for Return

Women's return to school seems to be viewed as a self-initiated attempt to actively change and improve her life (Markus, 1973). Markus hypothesizes that for the older woman, feminine identity is already assured; and a return to school seems to mark a period of goal setting



and determination, a phase of achievement unhindered by affiliation needs. Markus reports 58 percent of the women she studied attribute their return to school to finding additional stimulation, enlarging their own interests and pleasures, and increasing their skills as wives and mothers. Twenty-six percent of these women report seeking an interesting and satisfying job as a reason for returning to school.

Brandenburg (1974) sees women returning to school during "middle motherhood," a time between ages 35 and 40. These women return at a time of renewed identity crisis and at a second period of career exploration (Brandenburg, 1974; Bart, 1972; Manis and Mochizki, 1972). For these women, family needs may be reduced; and boredom, advancing age, feelings of being less needed and less wanted may generate serious questions. The middle-aged woman Returning Student may find herself asking, "Who am I?; What do I do with my time?; and What will I do with the rest of my life?" (p. 34).

Kelman and Staley (1974, p. 1) in a Needs Assessment of Returning Women at Colorado State University see the Women's Movement as a motivating force toward self-development. They state: "Women increasingly desire to become more independent or self-supporting through the kinds of higher status employment usually achieved only after completion of some higher education." The idea that career development is a life-long process and changes may be made at almost any stage of life (Super, 1953; Tiedeman and O'Hara, 1963) may well describe the shifting roles of the middle-aged woman according to Kelman and Staley.

Aanstad (1972) reports that women frequently return to school to escape boredom and to have a more exciting life. Other reasons for return include escape from marriage and family problems, to meet new

people, to develop new skills, and to catch up on ideas. The two most common reasons given were to get a degree and to gain personal satisfaction.

Perlman (1974) concurs, but includes both men and women. He says:

Many adults come because they want to finish a degree program started years before, but interrupted for financial, social, or sometimes psychological reasons. Other adults feel blocked in their career aspirations without a college degree or seek retraining in a new profession (p. 4).

Less frequently mentioned reasons for return to college include: keeping up with the kids, seeking certification in a certain area, and seeking a creative and fulfilling way to use leisure time.

Snyder (1971) finds self-improvement was rated very important most frequently in his study conducted on both men and women. Continuation of earlier college work was "very important" to about 40 percent. Preparation for a better job in the same field ranked second.

Hoenninger (1974) points to the fact that a current issue in our culture is the quality of life. The need to optimize the vocational aspects of this phenomenon is facilitated by being able to go to work and school simultaneously and be employers financing job-related education. Hoenninger discusses the phenomenon of mid-life career change.

He states:

The changes in job requirements, the early completion of families, the ability to work and study at the same time, and, perhaps most important, the desire of men and women to lead more satisfying lives, have encouraged both the 'recycling' of life styles and careers. Additional incentives for career change has come from the nationwide trend to early retirement, and liberalization of pension plans, and the rise in social security benefits (p. 4).

Hoenninger also points out that there are a multiplicity of acceptable life-styles in this rapidly changing society. Stability of

self-concept is threatened by constant reality testing. Coping strategies calling for multiple identifications and little investment of self, increase openness to change. For highly motivated people "trapped" in low autonomy jobs, change of careers becomes a viable alternative. Frequently career change prompts the return to school.

Carp (1973) reports that of the "Learners" in his study, 4 percent took basic education courses (reading, math, etc.). Hobbies and crafts accounted for courses taken by one-fourth of the "Learners," which is 8 percent of the general population; while 35 percent of the "Learners" studied vocational or technical subjects.

The literature of continuing education includes several investigations into reasons for returning to school. Houle (1961) says that adults pursue continuing education to reach a goal, to seek activity, or to pursue learning for its own sake. Goal-oriented learners seek continuing education to accomplish clearly-defined objectives largely related to attaining vocational skills for job-entry, re-entry, or promotion. They are impatient to achieve their goals and tend to be indifferent to education which is not immediately useful. Activity-oriented learners participate in continuing education in order to be with others who have similar interests. Whether the stimulation is loneliness, a need for therapy, or an escape from problems or boredom, education in and of itself is meaningless to the activity-oriented; social participation is more important than increased levels of educational attainment. Learning-oriented adults have a desire to know; learning itself is fun and considered a recreational outlet. Sheffield (1964) found that adults were learning-oriented, personal-goal oriented, societal-goal oriented, and need-activity oriented.

Johnstone and Rivera (1965) reported that the most frequent reasons adults gave for continuing their education included becoming better informed persons, preparing for new jobs or occupations, and learning more about the jobs they already held. Boshier (1971) offered the tentative conclusion that adults were primarily motivated to participate in continuing education programs because they were either deficiency motivated (social improvement and escape, interpersonal facilitation, social conformity, and education supplemental) or growth motivated (social welfare and intellectual recreation, educational compensation and social sharing, educational preparedness, and cognitive interest).

#### Needs of Returning Students

"Money, time, and family needs along with school pressures are known to become serious concerns," (Women's Task Force Reports, 1977, p. 53). Many adults have sold homes or borrowed money to finance a return to school. This puts a practical limit on the length of time these students may spend pursuing an academic goal. Scheduling family needs, school responsibilities, and a job often become concerns for many Returning Students (Women's Task Force Reports, 1977; Bulpitt, 1973; Brandenburg, 1974; and Kelman and Staley, 1974). External degree programs, additional correspondence courses, home study, and televised courses are suggested aids in coping with these concerns (Carnegie Reports, 1970, 1971).

Hartwig (1973) studied adult counseling and guidance programs in the nineteen public community colleges in Kansas. Counselors and administrators working with adults were surveyed at each institution. They listed these needs in adult counseling programs:

1. establishment of long range goals in relation to individual positive self-concept and perceived psychological needs;
2. development of assessment programs to assist the student and teacher in establishing a starting point in skill development and instructional objectives;
3. adjustment of the learner by providing a learning environment conducive to individual development;
4. retention of students once enrolled in the programs;
5. integration of occupational, educational, and personal-social information into adult learner's life-style and background experience (p. 23).

These counselors and administrators felt they currently had strength in the areas of Adult Basic Education and high school completion programs, vocational, and educational information and advisement. Good communications with other counselors, staff, and community services aided good referral services. But they reported insufficient time, limited adult counseling background, inadequate facilities and materials, and lack of follow-up studies as weaknesses of their programs.

#### Counseling Needs of Women

The handling of time is mentioned as a counseling need by Women's Task Force Reports (1977), Hartwig (1973), Brandenburg (1974), and Aanstad (1972). A major factor in handling the time/needs conflict is personal--social goal/role clarification and helping families adopt a life-style conducive to having student parent(s). Many women have spent years subverting their own needs to the interests of husbands and children. Dependency, first on their own families, then on their husbands, may have caused them not to have developed their own identities (Brandenburg, 1974). This dependency may produce resentment toward self and family, fear of taking risks, and depression. As soon as the Returning Woman gets really involved in her return to school, some

aspects of her life change. As soon as these changes affect other people, there is a reaction. Markus (1973) states that attitudes of husband and children come before personal concerns, and there is a marked need for supporting social, interpersonal environment (Brandenburg, 1974). Brandenburg states that when an adult decides to seek change, the immediate social environment is crucial to the outcome of the change. The more support a woman receives, the more likely she is to return to school, to stay in school once returning, and to enjoy it.

In spite of some stress in this area, Brandenburg (1974) reports the eventual improvement of marriage and family situations as a result of returning to school. She says that some women report improved relationships with children; they shared more with them after a return to school, and the children achieved greater independence.

Adequate personal-social and vocational counseling of a different sort than that needed by 18-21 year olds is reported as a need of Returning Students. New investigations into adult development show that a developmental crisis may occur at mid-life. A pervasive dissatisfaction with the middle-aged reality of youthful decisions may lead to psychological distress. Hoenninger (1974) states:

It is the failure of being aware of his changing self and the moribund condition that he (the adult) often allows to encircle him and not a decline in absolute capability or possibility that causes frustration with his career. The present conceptualization of growth followed by maintenance and decline with its built-in obsolescence may need to be overhauled (pp. 9-10).

Hoenninger (1974) points out that multiplicity of acceptable life styles, awareness of new career options, fear of obsolescence, a need to "keep up with the kids," and a renewed search for purpose may cause mid-life career change. But vocational counseling for mid-life career

change may well call for a different set of counselor competencies than those used for twenty-year-olds. The probability of the adult venturing and succeeding in a mid-life career change will be affected by: (a) the degree of freedom that he has as a result of changing family circumstances, (b) the pressure or options arising out of his job situation that force him to look for new options or accept early retirement, and (c) realistic options available to him. Hoenninger (1974) states:

Vocational decision-making in mid-life is far more complex, 'soul-rending' and fearsome than it is at earlier (adolescent) or later (retirement) points in life. The realities of life are not as flexible, idealistic assumptions are not as energizing, anxiety, depression, confusion less readily rationalized as growth phenomena. There is a sense of time, of the shortness of time, which cannot be avoided, the time for another fantasy trial period is not present for most, and there is not likely to be yet another period when another shift can be considered. Being able to say, 'I can always change when I'm 30 or 40,' may make decisions easier for the 18 or 20 year old; the 40 or 50 year old is able to say, 'Well, it will only last 'til retirement,' but that is not a very helpful 'out.' There is a sense of radical importance attached to the decisions of mid-life (p. 22).

Hoenninger (1974) adds that adults may need help in developing adequate and effective life planning strategies and values clarification techniques. Adequate counseling for mid-life adults must be interdisciplinary and go beyond present-day clinical models. Student personnel workers trained to help younger people make initial or entry-vocational choices are not always too well informed about the trends in employment for the 40-year-plus worker (Kaback, 1967).

Snyder (1971) identifies two types of Returning Students. The first is highly goal-oriented, motivated to succeed, possessing problem-solving ability to overcome barriers to college education. In contrast there is a second type who has motivation to succeed, but lacks specific

goal orientation and the ability to overcome problems and barriers. Snyder says it is the college's responsibility to help both types of students.

#### Other Types of Student Need

Flexible hours for Student Services offices has been suggested by Perlman (1974), Kaback (1967), and Snyder (1971). Many adults are part-time students or commuters and may have limited opportunity to get to the registrar's office, financial aids, or to see an academic adviser.

Many Returning Students need information (Women's Task Force Reports, 1977; Kaback, 1967). Inquiries are received concerning the library, admissions and enrollment procedures, financial aids, parking regulations, etc. Families moving to the community need orientation (Women's Task Force Reports, 1977). Students living in student groups have a good deal of peer communication concerning campus activities and services. However, Returning Students may need a central point that they can identify or an ombudsman to give information and direction (Women's Task Force Reports, 1977).

Orientation to acquaint Returning Students to the campus, instill a feeling of belonging, and give information is another area of need (Kaback, 1967; Dorris, 1977; Women's Task Force Reports, 1977). Jordan and Tenney (in Women's Task Force Reports, 1977) state goals for this orientation might be:

1. To provide information which will assist the student in using the University services and facilities.
2. To determine needs of these students to which the University may be able to direct attention and services.
3. To facilitate entry, academic advisement and enrollment in the University.
4. To provide acquaintances with other students who share



similar interests and concerns.

5. To provide an introduction to the services of the Counseling Center and the Division of Student Affairs (p. 41).

Another function of information is outreach in nature. The assistant director of Student Affairs suggests an afternoon seminar targeted at the Returning Students and advertised heavily in the paper. The goal would be to acquaint potential Returning Students with offerings and services of the university and to help facilitate their return to school.

Child care is frequently mentioned as a need of Returning Students (Women's Task Force Reports, 1977; Brandenburg, 1974; Kelman and Staley, 1974). A good child care facility on or near the campus, with flexible hours and reasonable charges would facilitate parents of young children in returning to school.

Academic advisement is mentioned as a concern by many Returning Students. Scheduling of courses is often difficult for adults with concomitant work and family responsibilities (Brandenburg, 1974; Bulpitt, 1973; Carnegie Commission, 1971). Here again the literature seems to emphasize a need for counselors who are trained to work with adults and who can be empathetic to their special needs (Kelman and Staley, 1974; Bulpitt, 1973; Schlossberg, 1975).

Flexible admissions procedures and easily available sources of information about admissions is a need of many adult students (Carnegie Commission, 1972; Kelman and Staley, 1974; Bulpitt, 1974; Women's Task Force Reports, 1977; Aanstad, 1972). The Carnegie Commission Report (1971) recommends easier exit-entry procedures. The mature student may have trouble getting necessary transcripts due to the lapse of time

since he/she last attended school. Credits may be lost because of time lapse and transfer process (Aanstad, 1974; Brandenburg, 1974). Aanstad suggests using a lenient policy of accepting transfer credits and arrangements for giving credit by examination for past experience. Brandenburg states that the predictive validity of dated transcripts is questionable at best. She also points out that even recently taken entrance tests such as the Graduate Record Examination or Scholastic Aptitude Test may actually discriminate against the older student.

Adequate financial aid for most adult students is not a problem (de Wolf, 1972). However, a difference in sources of income for education is found for men and women. Where finances are a concern, the problems are different for the Returning Student than they are for younger students. Married women attending classes part-time often have difficulty obtaining scholarships and loans (Aanstad, 1974; Brandenburg, 1974). Under existing guidelines, married women frequently do not qualify for loans or scholarships because of their husband's income. Scholarships are not only a source of money, but a great boost to the morale for Returning Students. Brandenburg recommends the use of a special Student Personnel worker assigned to assist Returning Students. This person could research existing areas of aid, apply for special funds, and open new sources of aid.

#### Programs for Adults

Women Involved in New Goals (WING) has been started at Queens College of the City University of New York. This is a student group which develops activities, practices, and programs to meet the needs of women returning to school. WING has developed a list of child care

resources near the campus, conducts an orientation program, developed a file on financial aid available to Returning Women, investigated methods for receiving credit for life experience, opened its meetings to women in the community to encourage them to re-enter education, and set up workshops to deal with academic process skills. WING has invited speakers and sponsored discussions on special academic programs and employment opportunities and has acted as advocate for Returning Women in communicating their special assets to the business community.

Kelman and Staley (1974) held a series of workshops for Returning Women including a clarification of goals and needs and the definition of academic and vocational goals based on these values. They gave brief training in communications skills, problem solving, decision making, assertiveness, and systematic relaxation. A guide to campus and community resources was included in the workshop agenda.

Cunningham (1973) presented findings of the use of a voluntary five-week program in basic study skills. She reported the increased use of academic advisement by Returning Students and a need for job placement within the community. She also reported the use of an open house before the beginning of the fall semester for husbands of Returning Women.

#### Summary

A summary of the literature stresses that Returning Students are older, have more experience, responsibility, and perhaps more pressures. Most Returning Students have some college background. Adult students appear to be autonomous and self-motivated and have less academic difficulty than younger students. Since many adult students are

commuters, they require Student Service Personnel who are available at times other than the traditional 8 A.M. to 5 P.M. office hours. These personnel need to have inter-disciplinary training in working with adults so that they may be aware of the multiple roles and responsibilities carried by them, and to further develop techniques for helping them. Often, these techniques or sources of aid differ from those used with younger students. Sometimes new techniques or services will have to be developed. The amount of interest in Returning Students reflected by the literature, however, would indicate that continued research in this area is needed.

## CHAPTER III

### RESEARCH DESIGN

#### Introduction

In order to facilitate needs-based Student Personnel programming, it is necessary to collect demographic data that describes the Returning Student according to (a) age, (b) sex, (c) marital status, (d) number of school age children, (e) local resident or commuter, (f) number of semesters and/or summers since return, (g) educational classification, (h) number of hours spent commuting to campus, (i) number of days per week on campus, and (j) times of day on campus.

Answers to the following specific questions concerning the needs of Returning Students are also imperative in programming. These questions are as follows:

1. What are the reasons that men and women over age twenty-five, who have been out of school five years or more, return to school?
2. How do these students rate their progress toward their goals?
3. What types of workshops would Returning Students attend?
4. What is the primary source of information for Returning Students on the Oklahoma State University Campus?
5. What are some of the attitudes of Returning Students toward their return to school?

6. Do these attitudes change over time?
7. How frequently do Returning Students use Student Personnel Services?
8. How helpful do Returning Students find these services?
9. Why do Returning Students not use existing Student Personnel Services?

The results and answers to these questions will provide descriptive data and relate to demographic data where appropriate. Included in this chapter will be a description of the survey procedure. The instrument developed for gathering data in this study will be discussed, followed by the statistical procedures used in analyzing responses to the questionnaire.

#### Survey Procedure

As of February, 1977, there were 3,124 students over twenty-five years of age enrolled at Oklahoma State University. Since no data is available as to which of these students had been out of school five years or more and therefore could be called Returning Students, the questionnaire was sent to the entire population. A total of 411 or 13.16 percent of the questionnaires were returned. Roeher (1963) states that this low rate of return is characteristic and expected for a response to a mailed questionnaire without a follow-up letter.

A filter question (Question Number 5, Appendix B) was included asking whether or not the respondent has been out of school five years or more. Students who did not meet this criterion were eliminated from the study. The total number of students who can be classified as Returning Students at Oklahoma State University is not known.

Therefore, the writer cannot state the percentage of Returning Students responding to the questionnaire. This study was based on responses of 249 Returning Students who returned questionnaires.

#### Survey Method

A cover letter from the Vice-President of Academic Affairs accompanied the questionnaire (see Appendix A). This letter stressed the importance of the study and encouraged completion and return of the questionnaire.

#### Instrumentation

An extensive review of the literature revealed no known instrument by which data could be collected to meet the purpose of this study. Questionnaires (Hoyt, 1971, and Kelman and Staley, 1974) were studied in order to develop the present instrument.

In developing the questionnaire, over 50 Returning Students were interviewed in order to determine basic areas of interest and need in Student Personnel Services. In addition, the following professionals were interviewed: Dean of Student Affairs, Associate Dean of Student Affairs, Director of Student Activities, Counseling Center Staff, Veterans Counselor, Director of University Placement, Assistant Director of Financial Aids, and several Academic Advisers. The instrument was submitted to a panel of Student Personnel experts to establish face validity and assess clarity. The judges assessed the instrument to be both valid and clear.

The questionnaire is divided into two parts. The first ten questions consist of basic demographic data. These include age, sex,

marital status, number of school age children, number of years out of school before return, number of semesters and/or summers enrolled since return, local resident or commuter status, educational classification, number of hours spent commuting to campus, number of days per week on campus, and times of day on campus. Questions 11 through 15 deal with reasons for return to college, progress toward goals, and various aspects of student need.

Question 16 is a short attitude scale. Tiedeman and O'Hara (1977) state that anxiety felt by Returning Students is situational and tends to dissipate within a short time after successful return to school. They continue that attitudes increase positively as Returning Students stay in school. Question 16 attempts to validate Tiedeman and O'Hara's opinion. This question was derived by listing twenty statements frequently made to the Veterans Counselor and Academic Advisers by Returning Students. These statements were then ranked, using a five-point Likert scale, by a panel of ten Student Personnel experts as to frequency heard and importance. Mean scores were obtained, and those statements ranking above 2.5 on one measure and 4.0 or above on the other were included.

Questions 17 through 20 attempt to assess the use of present Student Personnel Services at Oklahoma State University. As Hoyt (1971) states, consumer satisfaction is increasingly used as a criterion for evaluation of Student Personnel Services. He suggests two measures of satisfaction: an indirect measure consisting of the percentage of students using a given service and a direct student rating. Since the Returning Student population includes part-time students and commuters, questions were included to ascertain why services were not used and



whether or not they were useful in their present form (see Questions 18 and 20).

#### Statistical Procedure

This study was based on 249 questionnaires returned by Returning Students. Demographic data were presented, both frequencies and proportions, in tabular and descriptive form. Mean values were computed on Reasons for Return, Goals, and Workshop topics in order to rank them. A one-tailed t-test was used on the attitude scale to measure changes in perceptions of the returning students toward their return to college. Chi-square Test of Independence was used to test the relationship of age, sex, marital status, local resident or commuter status to each of the questions on needs (see Appendix D). The chi-square test was chosen because: (1) the data was largely nominal, consisted of frequency counts (most larger than five); and (2) the independence of the demographic data, with respect to the questions, was being tested.

## CHAPTER IV

### RESULTS OF STUDY

This chapter reports the results of the study in three sections. The first section describes the Returning Students' responses to demographic and environmental variables. Section two reports answers to the questions stated in the study. Section three describes the relationship between demographic variables and the questions concerning Student Personnel Services using the chi-square statistic.

#### Subjects Responses Related to Demographic Variables

The typical Returning Student at Oklahoma State in the Spring, 1977, was 37.4 years of age, as calculated according to Stockton (1947). The ages of the Returning Students are reported by age categories in Table I (p. 31). A total of 38 or 15.3 percent of the respondents reported that they were in the 25-29 age category. The highest number of respondents, 71 or 28.5 percent, reported that their ages ranged from 30-34. The second highest number of respondents, 61 or 24.5 percent, fell within the 35-39 age category. The 40-44 age category was marked by 37 or 14.9 percent. Nineteen or 7.6 percent reported they were from 45-49 years of age, while 23 or 9.2 percent marked the 50 and above age category.

More female than male Returning Students responded to the

questionnaire. A total of 130 or 52.2 percent were female, while 118 or 45.4 percent were male. One respondent did not reply to this item.

TABLE I  
AGE CATEGORIES OF RETURNING STUDENTS  
RESPONDING TO QUESTIONNAIRE

Age	Frequency N = 249	Percent
25-29	38	15.3
30-34	71	28.5
35-39	61	24.5
40-44	37	14.9
45-49	19	7.6
50-	23	9.2
		100.0

Table II (p. 32) reports the marital status of respondents. Single students number 27 or 10.8 percent. The largest percentage of respondents, 190 students or 76.4 percent, reported being married. Only 7 or 2.8 percent reported being separated, while 23 or 9.2 percent reported being divorced. Of the respondents, 2 or 0.8 percent reported their marital status as widowed.

Commuter/local resident status was collected from item 8 of the

questionnaire. The largest number of respondents, 169 or 67.87 percent, reported being Stillwater residents, while 75 respondents or 30.2 percent reported residing in other cities. Five respondents did not complete this item.

TABLE II  
MARITAL STATUS OF RETURNING STUDENTS  
RESPONDING TO QUESTIONNAIRE

Marital Status	Frequency N = 249	Percent
Single	27	10.8
Married	190	76.4
Separated	7	2.8
Divorced	23	9.2
Widowed	2	0.8
		<u>100.0</u>

The number of semesters and/or summers enrolled in Oklahoma State University since return is reported in Table III (p. 33). A total of 30 or 12.05 percent reported being enrolled one semester since their return. While the largest number of respondents, 50 or 20.09 percent, had been enrolled two semesters since their return. Twenty-nine or 11.65 percent had been enrolled three semesters. Four semesters of

TABLE III  
 NUMBER OF SEMESTERS/SUMMERS SINCE LAST  
 ENROLLMENT OF RETURNING STUDENTS  
 RESPONDING TO QUESTIONNAIRE

Number of Semesters Since Last Enrollment	Frequency N = 249	Percent
1	30	12.05
2	50	20.09
3	29	11.65
4	21	8.43
5	27	10.84
6	23	9.24
7	12	4.82
8	9	3.61
9	6	2.41
10	7	2.81
11	5	2.01
12	8	3.21
13	2	0.80
15	3	1.20
No response	17	<u>6.83</u>
		100.00

enrollment since return was reported by 21 or 8.43 percent, while five semesters of enrollment was reported by 27 or 10.84 percent. Six semesters of enrollment was reported by 23 or 9.24 percent. Twelve or 4.82 percent reported seven prior semesters since returning to school, and 9 or 3.61 percent stated that they have been in school eight semesters. Only 6 or 2.41 percent reported that they had been enrolled in school for the nine previous semesters and/or summers. A total of 7 or 2.81 percent reported ten semesters enrollment since return, while 5 or 2.01 percent reported 11 semesters. Twelve semesters of enrollment at Oklahoma State University since return to school was reported by 8 or 3.21 percent. Only two or 0.80 percent reported 13 semesters of enrollment, while three or 1.20 percent reported having been back at Oklahoma State University 15 semesters since return. No response to the item was given by 17 or 6.83 percent.

The number of school age children reported by respondents is presented in Table IV. Thirty-one or 12.4 percent reported having no children. A total of 62 or 24.8 percent reported having one school aged child. The largest number, 63 or 25.3 percent, reported having two school age children. Fifteen or 6.02 percent reported having three school age children, while 5 or 0.02 percent reported having four.

A total of 55 respondents or 22.0 percent reported being the parents of pre-school children. Forty-eight or 19.2 percent of the respondents reported that their children were adults.

The educational classification of Returning Students is reported in Table V. Eleven or 4.42 percent reported that they were classified as freshmen, while 19 or 7.63 percent reported that they were sophomores. A total of 19 or 7.63 percent reported that they were

TABLE IV  
 NUMBER AND PERCENT OF RETURNING STUDENTS  
 REPORTING SCHOOL AGE CHILDREN

Number of School Age Children	Frequency N = 176	Percent
0	31	12.4
1	62	24.8
2	63	25.3
3	15	6.02
4	5	<u>0.02</u>
		68.54

TABLE V  
 NUMBER AND PERCENT OF RETURNING STUDENTS ACCORD-  
 ING TO EDUCATIONAL CLASSIFICATION

Educational Classification	Frequency N = 249	Percent
Freshman	11	4.42
Sophomore	19	7.63
Junior	19	7.63
Senior	32	12.85
Graduate	133	53.41
Special	31	12.45
No response	4	<u>1.61</u>
		100.00

juniors, and 32 or 13 percent reported that they were seniors. The largest number of Returning Students, 133 or 53.41 percent, reported that they were classified as graduate students; and 31 or 12.45 percent reported their classification as special students. Four or 1.61 percent did not respond to the item.

Table VI (p. 37) reports the number of hours per round trip respondents spent in commuting to the Oklahoma State University campus in order to attend classes. A total of 158 or 63.47 percent did not respond to the item, and six or 2.4 percent responded that they commuted zero hours. Twenty-seven or 10.84 percent reported commuting one hour, while 23 or 9.24 percent reported commuting two hours. A total number of 20 or 8.03 percent reported commuting three hours, and 6 or 2.41 percent reported four hours per round trip. Four or 1.61 percent reported commuting five hours, while 2 or 0.80 percent reported commuting six hours. One respondent each reported commuting seven, eight, and nine hours per round trip.

Table VII reports the number of days per week respondents come to campus. Two or 0.8 percent answered that they spent zero hours on campus. Twenty-three or 9.24 percent reported that they came to the campus one day per week, while 25 or 10.04 percent reported that they came two days. A total of 30 or 12.05 percent reported that they were on campus three days, while 10 or 4.02 percent reported that they came four days. Of the respondents 94 or 37.75 percent reported that they were on campus five days, while 12 or 4.82 percent reported that they came to the campus six days per week. Thirteen or 5.22 percent reported that they were on campus seven days per week. Forty or 16.06 percent did not answer the question.



TABLE VI  
NUMBER AND PERCENT OF RETURNING STUDENTS AND  
HOURS SPENT IN COMMUTING TO CAMPUS

Hours Spent Commuting	Frequency N = 249	Percent
No response	158	63.47
0	6	2.40
1	27	10.84
2	23	9.24
3	20	8.03
4	6	2.41
5	4	1.61
6	2	0.80
7	1	0.40
8	1	0.40
9	1	<u>0.40</u>
		100.00

TABLE VII  
NUMBER OF DAYS SPENT ON CAMPUS EACH WEEK AS  
REPORTED BY RETURNING STUDENTS

Number of Days Per Week Spent on Campus	Frequency N = 249	Percent
0	2	0.80
1	23	9.24
2	25	10.04
3	30	12.05
4	10	4.02
5	94	37.75
6	12	4.82
7	13	5.22
No response	40	<u>16.06</u>
		100.00

Table VIII reports the times of day respondents come to the Oklahoma State University campus. Sixteen or 6.43 percent reported that they came to the campus in the morning, while 12 or 4.82 percent reported coming in the afternoon. A total of 24 or 9.64 percent reported coming in the evening. One hundred twenty-seven respondents or 51.0 percent reported coming to the campus morning and afternoon, while 21 or 8.43 percent reported coming to campus morning and evening. The remaining 11 or 4.42 percent reported coming to the campus afternoon and evening. A total of 38 or 15.26 percent did not answer this item.

TABLE VIII  
TIMES OF DAY RESPONDENTS CAME TO THE CAMPUS

Time of Day	Frequency N = 249	Percent
Morning	16	6.43
Afternoon	12	4.82
Evening	24	9.64
Morning and afternoon	127	51.00
Morning and evening	21	8.43
Afternoon and evening	11	4.42
No response	38	<u>15.26</u>
		100.00

### Reasons for Return

Table IX (p. 41) presents the respondents' response to reasons for returning to school. Response categories ranged from (1) Vitally Important, (2) Very Important, (3) Undecided, (4) of Little Importance, to (5) Unimportant. A mean was calculated for each reason for return in order to rank them. The reason for return with the highest rank was "to get a degree" ( $\bar{x}$  1.96). The reason with the second highest rank was to prepare for employment ( $\bar{x}$  2.07), while the third highest rank was "to get a better job" ( $\bar{x}$  2.16). The fourth highest ranked reason for return was "to increase independence and self-reliance" ( $\bar{x}$  2.50). The fifth highest ranked reason was "to improve ability to think and reason" ( $\bar{x}$  2.75). Other reasons in rank order were: "to increase interpersonal effectiveness"; "to improve abilities at present job"; "career change"; "to meet and be with people"; "increase appreciation of art, music, and literature"; "to discover vocational interests"; "a few hours of escape from home"; "to have something to do when my children are gone or I retire"; "primarily for fun"; and "it is expected of me." The reason for returning to school with the lowest rank was "to prepare for widow/widowerhood" ( $\bar{x}$  4.19).

### Progress Toward Goals

Table X (p. 42) presents progress toward their goals as perceived by the Returning Students. The respondents rated perceived progress toward their goals using the reasons for return as goal statements. Response categories were (1) Definite Progress, (2) Some Progress, (3) Undecided, (4) Less Than I Hoped, and (5) Very Little. Means were

PLEASE NOTE:

Dissertation contains small  
and indistinct print.  
Filmed as received.

UNIVERSITY MICROFILMS.

TABLE IX  
 NUMBER AND PERCENT OF RETURNING STUDENTS AND REASONS  
 FOR RETURN TO COLLEGE, N = 249

Reason for Return	Mean	Vitaly Important 1		Very Important 2		Undecided 3		Of Little Importance 4		Unimportant 5		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
To Get a Degree	1.96	106	42.6	79	31.7	20	8.0	15	6.0	16	6.4	13	5.2
Prepare for Employment	2.07	104	41.8	79	31.7	13	5.2	14	5.6	27	10.8	12	4.8
To Get a Better Job	2.16	101	40.6	68	27.3	17	6.8	22	8.8	26	10.4	15	6.0
Increase Independence and Self-Reliance	2.50	64	25.7	91	36.5	13	5.2	36	14.5	33	13.3	12	4.8
Improve Ability to Think and Reason	2.75	61	24.5	118	47.4	19	7.6	27	10.8	15	6.0	9	3.6
Increase Inter-personal Effectiveness	2.73	38	15.3	98	39.4	18	7.2	53	21.3	29	11.6	13	5.2
Improve Abilities at Present Job	2.79	65	26.1	69	27.7	14	5.6	27	10.8	62	24.9	12	4.8
Career Change	2.89	66	26.5	52	20.9	25	10.0	24	9.6	68	27.3	14	5.6
To Meet and Be With People	3.06	23	9.2	77	30.9	37	14.9	63	25.3	38	15.3	11	4.4
Appreciation of Art, Music, and Literature	3.34	13	5.2	41	16.5	33	13.3	85	34.1	63	25.3	14	5.6
Discover Vocational Interests	3.41	23	9.2	65	26.1	18	7.2	50	20.1	79	31.7	14	5.6
A Few Hours of Escape From Home	3.45	3	1.2	19	7.6	7	2.8	22	8.8	179	71.9	19	7.6
To Have Something to Do When My Children Are Gone or I Retire	3.86	18	7.2	39	15.7	17	6.8	40	16.1	118	47.4	27	10.8
Primarily for Fun	4.01	8	3.2	29	11.6	22	8.8	55	22.1	119	47.8	16	6.4
It is Expected of Me	4.18	9	3.6	31	12.4	13	5.2	36	14.5	144	57.8	16	6.4
To Prepare for Widow/Widowerhood	4.19	8	3.2	28	11.2	18	7.2	35	14.1	143	57.4	17	6.8

TABLE X

NUMBER AND PERCENT OF RETURNING STUDENTS PERCEIVED PROGRESS  
TOWARD GOALS IN RETURNING TO SCHOOL, N = 249

Reason for Return	Mean	Definite Progress 1		Some Progress 2		Undecided 3		Less Than I'd Hoped 4		Very Little 5		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
Career Change	1.16	69	27.7	47	18.9	40	16.1	9	3.6	50	20.1	34	13.7
Discover Vocational Interests	1.23	52	20.9	60	24.1	36	14.5	8	3.2	52	20.8	41	16.5
Appreciation of Art, Music, and Literature	1.41	35	14.1	56	22.5	48	19.3	10	4.0	59	23.6	41	16.5
To Get a Degree	1.56	141	56.6	55	22.1	15	6.0	3	1.2	3	3.2	27	10.8
Improve Ability to Think and Reason	1.73	117	47.0	72	28.9	16	6.4	6	2.4	10	4.0	28	11.2
Preparation for Employment	1.95	101	40.6	72	28.9	23	9.2	12	4.8	16	6.4	25	10.0
Increase Independence and Self-Reliance	1.99	85	34.1	70	28.1	31	12.4	8	3.2	19	7.6	36	14.5
Increase Interpersonal Effectiveness	2.10	54	21.7	103	41.4	28	11.2	5	2.0	20	8.0	39	15.7
To Get a Better Job	2.33	74	29.7	68	27.3	36	14.5	9	3.6	30	12.0	32	12.9
Improve Abilities at Present Job	2.37	81	32.5	53	21.3	29	11.6	10	4.0	37	14.9	39	15.7
To Prepare for Widow/Widowerhood	2.44	27	10.3	27	10.8	42	16.9	3	1.2	95	38.2	55	22.1
To Meet and Be With People	2.46	62	24.9	60	24.1	40	16.1	19	7.6	28	11.2	40	16.1
Primarily for Fun	3.26	32	12.9	34	13.7	47	18.9	9	3.6	72	28.9	55	22.1
To Have Something to Do When the Children are Gone or I Retire	3.32	36	14.5	30	12.0	45	18.1	3	1.2	81	32.5	54	21.7
It is Expected of Me	3.53	24	9.6	24	9.6	52	20.1	6	2.4	84	33.7	59	23.7
A Few Hours of Escape From Home	3.75	23	9.2	16	6.4	46	18.5	3	1.2	100	40.2	61	24.5

calculated for each goal and the goals were ranked. Respondents indicated they felt the most progress ( $\bar{x}$  1.16) in the area of "career change" while the second was "to discover vocational interests" ( $\bar{x}$  1.23). The third highest rank was "to increase appreciation of art, music, and literature" ( $\bar{x}$  1.41), while the fourth was "to get a degree" ( $\bar{x}$  1.56). Other responses to the progress respondents felt toward their goals in rank order were: "to increase ability, to think and to reason"; "prepare for employment"; increase independence and self-reliance"; "increase interpersonal effectiveness"; "to get a better job"; "improve ability at present job"; "prepare for widow/widowerhood"; "to meet and be with people"; "primarily for fun"; "to have something to do when the children are gone or I retire"; and "it is expected of me." The goal toward which Returning Students felt the least progress was "a few hours of escape from home" ( $\bar{x}$  3.75).

#### Workshop Topics

Table XI (p. 44) presents responses of Returning Students concerning the likelihood of their attendance at any of the eighteen workshops. Respondents were asked to indicate their intention to attend these workshops on a five-point scale. The response categories were: (1) Yes Definitely, (2) Probably, (3) Undecided, (4) Probably Not, and (5) No. When the positive responses (Yes Definitely and Probably) were combined, large enough percentages of positive responses indicate possible presentation of workshops on selected topics. The most popular workshop topic was Communication Skills with 115 students or 46.2 percent reporting positive responses. The second most popular topic was Decision Making selected by 106 or 42.6 percent. The third most



TABLE XI

SELECTION OF WORKSHOP TOPICS OF INTEREST TO RETURNING STUDENTS RETURNING QUESTIONNAIRE  
N = 249

Workshop Topic	Yes Definitely 1		Probably 2		Undecided 3		Probably Not 4		No 5		No Response		Combined Yes Definitely and Probably Responses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Communications Skills	43	17.3	72	28.9	45	18.1	32	12.9	42	16.9	15	6.0	115	46.2
Decision Making	42	16.9	64	25.7	36	14.5	49	19.7	38	15.3	20	8.0	106	42.6
Job Applications	42	16.9	55	22.1	35	14.1	34	13.7	64	25.7	19	7.6	97	39.0
Problem Solving	43	17.3	52	20.9	44	17.7	52	20.9	38	15.3	20	8.0	95	38.2
Paper Writing	28	11.2	63	25.3	24	9.6	43	17.3	70	28.1	21	8.4	91	36.5
Test Taking	31	12.4	54	21.7	34	13.7	43	17.3	70	28.1	17	6.8	85	34.1
Life Decision Making	29	11.6	46	18.5	43	17.3	48	19.3	63	25.3	20	8.0	75	30.1
Reading and Note Taking	28	11.2	43	17.3	30	12.0	47	18.9	82	32.9	19	7.6	71	28.5
Career Planning	25	10.0	44	17.7	26	10.4	58	23.3	76	30.5	20	8.0	69	27.7
Effective Parenting	27	10.8	41	16.5	24	9.6	54	21.7	81	32.5	22	8.8	68	27.3

TABLE XI (Continued)

Workshop Topic	Yes Definitely 1		Probably 2		Undecided 3		Probably Not 4		No 5		No Response		Combined Yes Definitely and Probably Responses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Changing Family Life	17	6.8	47	18.9	27	10.8	58	23.3	76	30.5	24	9.6	64
Values Clarification	23	9.2	39	15.7	41	16.5	48	19.3	74	29.7	24	9.6	62	24.9
Sexuality	19	7.6	42	16.9	32	12.0	57	22.9	73	27.3	26	10.4	61	24.5
Orientation for Returning Students	31	12.4	28	11.2	16	6.4	44	17.7	107	43.0	23	9.2	59	23.6
Managing Home and School	19	7.6	36	14.5	24	9.6	58	23.3	89	35.7	23	9.2	55	22.1
Marriage 1977	10	4.0	39	15.7	27	10.8	57	22.9	91	36.5	25	10.0	49	19.7
Divorce/Separation	13	5.2	23	9.2	28	11.2	54	21.7	110	44.2	21	8.4	36	14.4

popular workshop topic concerned Job Applications/Resumés and was selected by 97 or 39 percent. Other topics in order of preference were: Problem Solving, Paper Writing, Test Taking, Life Decision Making, Reading and Note Taking, Career Planning, Effective Parenting, Changing Family Life, Values Clarification, Sexuality, Orientation for Returning Students, Managing Home and School, Marriage 1977, and Divorce/Separation. In comments written on the questionnaire, respondents indicated that the time a workshop was held would be an important factor in their decision to attend.

#### Sources of Information

Table XII presents responses concerning primary sources of information for the Returning Student. A total of 87 or 34.9 percent reported that their primary source of information was the Daily O'Collegian. "The grapevine" was the primary source for 31 or 12.4 percent, and professors were the primary source for 30 or 12 percent. Academic advisers were the primary source of information for 29 or 11.6 percent, the university catalog for 17 or 6.8 percent, and bulletin boards were reported to be the primary source of information for 2 or 0.8 percent of the Returning Students. A total of 17 or 6.8 percent reported they did not find out what was happening on the Oklahoma State University campus. Some 36 or 14.70 percent did not respond to the item.

#### The Attitudes of Returning Students

A short attitude scale was included in the questionnaire in order to ascertain attitudes of Returning Students. Respondents were asked to remember their attitudes when first entering Oklahoma State

TABLE XII  
RESPONSES TO SOURCES OF INFORMATION

Source of Information	Frequency N = 249	Percent
O'Collegian	87	34.9
The grapevine	31	12.4
Professors	30	12.0
My Adviser	29	11.6
The Catalog	17	6.8
Bulletin Boards	2	0.8
I Don't Find Out	17	6.8
No Response	36	<u>14.70</u>
		100.00

University and to rate these on a five-point scale: (1) Strongly Agree, (2) Somewhat Agree, (3) Undecided, (4) Somewhat Disagree, and (5) Disagree. The respondents also were asked to rank these same attitudes at the time they completed the questionnaire. A t-test was performed on each to determine if perceptions of attitudes had changed significantly over time as hypothesized by Tiedemann and O'Hara (1977). Table XVIII (see Appendix C) presents data relative to initial attitudes, and Table XIX (see Appendix C) reports data concerning current attitudes.

Table XIII (p. 49) presents the results of a one-tailed t-test which measured the significance of changes in attitudes held by Returning Students toward their return to college as remembered from the time of entrance to the time of sampling. On the attitude, "I feel different from other students," the mean at time of entrance was 2.401 and at the time of sampling was 3.055. The t statistic was -4.773 and the critical value -1.645. Therefore, there is a statistically significant change in the attitude from time of entrance to time of sampling ( $p > 0.05$ ).

On the attitude, "I'm afraid I'll fail," the mean at the time of entrance was 3.682 and at the time of sampling was 4.473. The t statistic was -6.536, and the critical value is -1.645. Therefore, there is a statistically significant change between means ( $p > 0.05$ ).

On the attitude, "I may have made the wrong decision in coming to school," the mean at the time of entrance was 4.192 and at the time of sampling was 4.627. The t statistic was -4.108, and the critical value was -1.645. Therefore, there is a statistically significant change between the attitudes ( $p > 0.05$ ).

On the attitude, "I worry about getting a job," the mean at the time of entrance was 3.500; and the mean at the time of sampling was

TABLE XIII  
 CHANGES IN PERCEPTIONS TOWARD COLLEGE FROM TIME  
 OF ENTRANCE TO TIME OF SAMPLING  
 N = 249

Expressed Attitude	$\bar{X}_1$	$\bar{X}_2$	t
I feel different from other students	2.401	3.055	-4.773*
I'm afraid I'll fail	3.682	4.473	-6.536*
I may have made the wrong decision in coming to school	4.192	4.627	-4.108*
I worry about getting a job	3.500	3.758	-1.793
I look forward to the future	1.404	1.347	0.8669
I don't know how to tell my spouse I have to study again	4.258	4.354	-0.7786
Coming back to school has been good for the whole family	2.368	2.299	0.5768
I am a better student now	2.004	1.802	1.754*

df = 248

critical t = 1.645

\* p > 0.05 one-tailed test

3.758. The t statistic was -1.793 and the critical value -1.645. Therefore, there is a statistically significant change between the means ( $p > 0.05$ ).

On the attitude, "I look forward to the future," the mean at the time of entrance was 1.404 and at the time of sampling was 1.347. The t statistic was 0.8669 and was not statistically significant ( $p < 0.05$ ).

On the attitude, "I don't know how to tell my spouse I have to study again," the mean at the time of entrance was 4.258 and at the time of sampling was 4.354. The t statistic was -0.7786 and was not statistically significant ( $p < 0.05$ ).

On the attitude, "Coming back to college has been good for the whole family," the mean at the time of entrance was 2.368 and at the time of sampling was 2.299. The t statistic was 0.5768 and was not statistically significant ( $p < 0.05$ ).

In considering the attitude, "I am a better student now," the mean at the time of entrance was 2.004 and at the time of sampling was 1.802. The t statistic was 1.754, and the critical value was 1.645. Therefore, there was a statistically significant change between the means ( $p > 0.05$ ).

#### Use of Student Personnel Services

Table XIV (p. 51) reports the number of times Student Personnel Services were used by Returning Students during the Spring Semester, 1977. The response categories were (1) 16 times, (2) 8 times, (3) 4 times, (4) 2 times, and (5) Not at all. The Department of Financial Aids was reported used by one respondent or 0.4 percent of the sample 16 times and by six or 2.4 percent 8 times. Similarly, six or 2.4

TABLE XIV

FREQUENCIES AND PERCENTS OF RETURNING STUDENTS USING STUDENT PERSONNEL SERVICES  
N = 249

Student Personnel Services	Number of Times Used										No Response	
	16		8		4		2		0		N	%
	N	%	N	%	N	%	N	%	N	%		
Financial Aids	1	0.4	6	2.4	6	2.4	35	14.1	193	77.5	8	3.2
Academic Adviser	36	14.5	32	12.9	59	23.7	93	37.3	27	10.8	2	0.8
Admissions/Registration	13	5.2	19	7.6	34	13.7	139	55.8	39	15.7	5	2.0
University Placement	4	1.6	3	1.2	7	2.8	21	8.4	204	81.0	10	4.0
University Hospital/ Medical	9	3.6	9	3.6	20	8.0	54	21.7	152	61.0	5	2.0
University Hospital/ Psychological	0	0	2	0.8	3	1.2	2	0.8	232	93.2	10	4.0
University Counseling Center	2	0.8	4	1.6	2	0.8	5	2.0	225	90.4	11	4.4
Psychological Guidance	1	0.4	4	1.6	2	0.8	1	0.4	232	93.2	9	3.6



percent used this service 4 times; and 35 or 14.1 percent used this service twice. A total of 193 or 77.5 percent indicated that they did not use the Financial Aids Department at all. No response was given by eight or 3.2 percent.

Academic advisers were used by 36 or 14.5 percent of the respondents sixteen times; 32 or 12.9 percent eight times; 59 or 23.7 percent four times; and 93 or 37.3 percent twice. Twenty-seven or 10.8 percent reported not using Academic advisers at all. Two or 0.8 percent did not respond.

Admissions/Registration was used by 13 or 5.2 percent sixteen times; 19 or 7.6 percent eight times; 34 or 13.7 percent four times; 139 or 55.8 percent twice. Thirty-nine or 15.7 percent reported not using Admissions/Registration at all. A total of five or 2 percent made no response to this item.

University Placement was used by four or 1.6 percent sixteen times; by three or 1.2 percent eight times; by seven or 2.8 percent four times; and by 21 or 8.4 percent twice. A total of 204 or 81 percent reported that they did not use the University Placement at all. Ten or 4 percent did not respond to the item.

The Medical Department of the University Hospital was reported used by nine or 3.6 percent of the respondents sixteen times; nine or 3.6 percent of the respondents eight times; 20 or 8 percent of the respondents four times; and 54 or 21.7 percent of the respondents twice. A total of 152 or 61 percent reported not using the Medical Department of the University Hospital at all. Five or 2 percent did not respond to the item.

The Psychological Department of the University Hospital was

reported used by none of the respondents 11 times; by two or 0.8 percent eight times; by three or 1.2 percent four times; and by two or 0.8 percent twice. However, 232 or 93.2 percent reported not using this service at all. No response was given by 10 or 4.0 percent to this item.

The University Counseling Center was reported used by two or 0.8 percent of the respondents sixteen times, by four or 1.6 percent eight times, by two or 0.8 percent four times, and by five or 2 percent twice. A total of 225 or 90.4 percent reported not using the University Counseling Center at all. Only 11 or 4.4 percent did not respond to this item.

Psychological Guidance Services were reported used by one or 0.4 percent of the respondents sixteen times, by four or 1.6 percent of the respondents eight times, by two or 0.8 percent of the respondents four times, and by one or 0.4 percent of the respondents twice. However, 232 or 93.2 percent reported not using Psychological Guidance Services at all. Only nine or 3.6 percent did not respond to the item.

#### Reactions to Student Personnel Services

Table XV (p. 54) presents the reactions of Returning Students to the Student Personnel Services they used. Response categories were: (1) Very Helpful, (2) Somewhat Helpful, (3) Undecided, (4) Less Help Than I Wanted, and (5) Not Helpful. In considering the University Counseling Center, eight or 3.2 percent found it very helpful; nine or 3.6 percent found it somewhat helpful. A total of 16 or 6.4 percent were undecided. None of the respondents reported it less help than they wanted, and seven or 2.8 percent reported that the Counseling

TABLE XV

FREQUENCIES AND PERCENTS OF REACTIONS OF RETURNING STUDENTS TO STUDENT PERSONNEL  
SERVICES THAT THEY HAD USED  
N = 249

Student Personnel Service	Very Helpful 1		Somewhat Helpful 2		Undecided 3		Less Help Than I Wanted 4		Not Helpful 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
University Counseling Center	8	3.2	9	3.6	16	6.4	0	0	7	2.8	209	83.9
Department of Financial Aids	26	10.4	14	5.6	13	5.2	8	3.2	11	4.4	177	71.1
Academic Adviser	146	58.6	47	18.9	9	3.6	14	5.6	2	0.8	31	12.4
Admissions/Registration	89	35.7	71	28.5	19	7.6	17	6.8	6	2.4	47	18.9
University Placement	14	5.6	13	5.2	12	4.8	7	2.8	11	4.4	192	77.1
University Hospital/ Medical	58	23.3	26	10.4	13	5.2	3	1.2	4	1.6	145	58.2
University Hospital/ Psychological	5	2.0	1	0.4	16	6.4	2	0.8	5	2.0	220	88.4
Psychological Guidance	4	1.6	2	0.8	18	7.2	2	0.8	6	2.4	217	87.1

Center was not helpful. A total of 209 or 83.9 percent did not answer the question.

In reacting to the Department of Financial Aids, 26 or 10.4 percent of the respondents found it very helpful; 14 or 5.6 percent found it somewhat helpful; 13 or 5.2 percent were undecided; eight or 3.2 percent reported less help than they wanted; and 11 or 4.4 percent reported that Financial Aids was not helpful. A total of 177 or 71.1 percent did not respond to the item.

Academic Advisers were considered by 146 or 58.6 percent to be very helpful; by 47 or 18.9 percent somewhat helpful; and by nine or 3.6 percent undecided. A total of 14 or 5.6 percent found Academic Advisers to be less help than they wanted, and two or 0.8 percent found them to be not helpful. Only 31 or 12.4 percent did not reply to the question.

Admissions/Registration was reported by 89 or 35.7 percent to be very helpful; by 71 or 28.5 percent somewhat helpful; and by 19 or 7.6 percent undecided. A total of 17 or 6.8 percent reported that Admissions/Registration was less help than they wanted, and six or 2.4 percent found this service not helpful. A total of 47 or 18.9 percent did not answer the question.

The University Placement Service was reported by 14 or 5.6 percent to be very helpful; by 13 or 5.2 percent somewhat helpful, and by 12 or 4.8 percent undecided. A total of seven or 2.8 percent reported less help than they wanted, and 11 or 4.4 percent reported that University Placement was not helpful. However, 192 or 77.1 percent did not answer the item.

The Medical Department of the University Hospital was reported by 58 or 23.3 percent to be very helpful and by 26 or 10.4 percent to be

somewhat helpful. However, 13 or 5.2 percent marked undecided. Only three or 1.2 percent reported the Medical Department of the University Hospital was less help than they wanted, and four or 1.6 percent reported the service was not helpful. A total of 145 or 58.2 percent did not respond to the item.

The Psychological Department of the University Hospital was reported by five or 2.0 percent to be very helpful and by one or 0.04 percent somewhat helpful. A total of 16 or 6.4 percent marked undecided. Of the respondents, two or 0.8 percent reported the Psychological Department of the University Hospital less help than they wanted, and five or 2 percent reported that the service was not helpful. A total of 220 or 88.4 percent did not respond to the item.

Psychological Guidance Services was reported by four or 1.6 percent to be very helpful and by two or 0.8 percent somewhat helpful. A total of 18 or 7.2 percent marked undecided regarding this service. Only two or 0.8 percent reported less help than they wanted, and six or 2.4 percent reported the service was not helpful. A total of 217 or 87.1 percent did not answer this item.

#### Reasons for Not Using Student Personnel Services

The reasons Student Personnel Services were not used are presented in Table XVI (p. 57). The response categories were: (1) Didn't Need To, (2) Didn't Know I Could, (3) Didn't Believe They Could Help, (4) It's Just for Younger Students, and (5) Other. In commenting on the University Counseling Center, 187 or 75.1 percent reported that they did not need the service, 20 or 8 percent reported that they did not know they could use the service, and 15 or 6 percent reported that they

TABLE XVI

FREQUENCIES AND PERCENTS OF REASONS STUDENT PERSONNEL SERVICES WERE NOT USED  
BY RETURNING STUDENTS  
N = 249

Student Personnel Service	Didn't Need To 1		Didn't Know I Could 2		Didn't Believe They Could Help 3		It's Just for Younger Students 4		Other 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
University Counseling Center	187	75.1	20	8.0	15	6.0	2	0.8	6	2.4	19	7.6
Department of Financial Aids	160	64.3	12	4.8	18	7.2	1	0.4	5	2.0	53	21.3
Academic Adviser	27	10.8	1	0.4	2	0.8	0	0	6	2.4	213	85.5
Admissions/Registration	43	17.3	0	0	4	1.6	0	0	6	2.4	196	78.7
University Placement	174	69.9	11	4.4	19	7.6	1	0.4	4	1.6	40	16.1
University Hospital/ Medical	137	55.0	7	2.8	5	2.0	1	0.4	7	2.8	92	36.9
University Hospital/ Psychological	208	83.5	7	2.8	8	3.2	2	0.8	10	4.0	14	5.6
Psychological Guidance	202	81.1	12	4.8	10	4.0	2	0.8	9	3.6	14	5.6

didn't believe that the Counseling Center could help them. Only two or 0.8 percent reported that they felt that the University Counseling Center was just for younger students, and six or 2.4 percent reported that they had not used the service for other unspecified reasons. A total of 19 or 7.6 percent did not reply to the item.

A total of 160 or 64.3 percent reported that they did not use the Department of Financial Aids because they did not need to do so, and 12 or 4.8 percent didn't know they could use the service. Only 18 or 7.2 percent reported that they did not believe the Department of Financial Aids could help. One respondent or 0.4 percent reported that he/she believed that the service was just for younger students, while five or 2 percent reported that they did not use the services for other unspecified reasons. A total of 53 or 21.3 percent did not reply to the item.

In reporting on Academic Advisers, 27 or 10.8 percent reported that they did not use Academic Advisers because they did not need them, one or 0.4 percent because he/she didn't know the service was available, and two or 0.8 percent because they didn't believe that they could help. No respondent reported that he/she believed Advisers were just for younger students. Only six or 2.4 percent reported that they did not use Academic Advisers for other unspecified reasons. A total of 213 or 85.5 percent of the respondents did not reply to the item.

Admissions/Registration was reportedly not used by 43 or 17.3 percent because they did not need to do so. However, none of the respondents reported not knowing that the service was available. Only four or 1.6 percent reported that they did not believe that the service could help them. None of the respondents reported believing the service was just for younger students. Six or 2.4 percent reported that they did

not use Admissions/Registration for other unspecified reasons. A total of 196 or 78.7 percent did not reply to the item.

In reporting on University Placement, 174 or 69.9 percent reported that they did not use University Placement because they did not need to do so, 11 or 4.4 percent did not use the service because they did not know they could, and 19 or 7.6 percent reported that they did not use the University Placement Services because they did not believe that the service could help them. Only one or 0.4 percent reported that he/she did not use University Placement because he/she believed that the service was meant for younger students. Only four or 1.6 percent reported that they did not use the service for other unspecified reasons. A total of 40 or 16.1 percent did not reply to the item.

A total of 137 or 55 percent reported that they did not use the Medical Department of the University Hospital because they did not have the need, seven or 2.8 percent reported that they did not use the service because they did not know they could, and five or 2 percent did not believe that the Medical Department of the University Hospital could help. Only one or 0.4 percent reported that he/she did not use the Medical Department of the University Hospital because he/she believed it was just for younger students. However, seven or 2.8 percent stated that they did not use the service for other unspecified reasons. A total of 92 or 36.9 percent did not reply to the item.

In reporting on the Psychological Department of the University Hospital, 208 or 83.5 percent reported that they did not use the Department because they did not need to do so, 7 or 2.8 percent because they did not know they could, and 8 or 3.2 percent because they did not feel the services could help them. Only two or 0.8 percent reported



that they believed it was meant to be used by younger students, and ten or 4 percent reported that they did not use the service for other unspecified reasons. Only 14 or 5.6 percent did not reply to the item.

A total of 202 or 81.1 percent reported that they did not use Psychological Guidance Services because they did not need them. Only 12 or 4.8 percent reported that they did not know they could use the services, and ten or 4 percent reported that they did not believe the services could help them. Only two or 0.8 percent reported they felt the service was just for younger students, while nine or 3.6 percent did not use the services for other unspecified reasons. Only 14 or 5.6 percent did not answer the item.

#### Perceptions of Student Personnel Services by

##### Returning Students

Respondents were asked to note their perceptions of Student Personnel Services as they existed in Spring, 1977, whether or not they had used them. Response categories were: (1) Desirable, (2) Somewhat Desirable, (3) Undecided, (4) Somewhat Undesirable, and (5) Undesirable. Table XVII (p. 61) presents the responses. A total of 73 or 29.3 percent rated the University Counseling Center as desirable, 26 or 10.4 percent as somewhat desirable, and 85 or 34.1 percent were undecided. Only two or 0.8 percent rated the University Counseling Center somewhat undesirable, and six or 2.4 percent rated the service undesirable. A total of 57 or 22.9 percent did not respond to the item.

In rating the Department of Financial Aids, 107 or 43 percent reported that the service was desirable, 22 or 8.8 percent found it somewhat desirable, and 58 or 23.3 percent were undecided. Only two or

TABLE XVII

FREQUENCIES AND PERCENTS OF PERCEPTIONS OF STUDENT PERSONNEL SERVICES BY  
RETURNING STUDENTS  
N = 249

Student Personnel Service	Desirable 1		Somewhat Desirable 2		Undecided 3		Somewhat Undesirable 4		Undesirable 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Counseling Center	73	29.3	26	10.4	85	34.1	2	0.8	6	2.4	57	22.9
Department of Financial Aids	107	43.0	22	8.8	58	23.3	2	0.8	13	5.2	47	18.9
Academic Adviser	179	71.9	29	11.6	12	4.8	7	2.8	2	0.8	20	8.0
Admissions/Registration	140	56.2	47	18.9	23	9.2	11	4.4	3	1.2	25	10.0
University Placement	98	39.4	20	8.0	70	28.1	3	1.2	8	3.2	50	20.1
University Hospital/ Medical	129	51.8	24	9.6	53	21.3	3	1.2	4	1.6	36	14.5
University Hospital/ Psychological	71	28.5	23	9.2	91	36.5	0	0	5	2.0	59	23.7
Psychological Guidance	69	27.7	22	8.8	93	37.3	1	0.4	5	2.0	59	23.7

0.8 percent rated the Department of Financial Aids somewhat undesirable for Returning Students, while 13 or 5.2 percent rated the service undesirable. A total of 47 or 18.9 percent did not respond to the item.

Academic Advisers were rated by 179 or 71.9 percent as desirable, by 29 or 11.6 percent as somewhat desirable, and by 12 or 4.8 percent as undecided. Academic Advisers were rated by seven or 2.8 percent as somewhat undesirable, while two or 0.8 percent rated them as undesirable. A total of 20 or 8 percent did not respond to the item.

In rating Admissions/Registration, 140 or 56.2 percent rated the service as desirable, 47 or 18.9 percent rated the service as somewhat desirable, and 23 or 9.2 percent as undecided. A total of 11 or 4.4 percent rated Admissions/Registration somewhat undesirable, while three or 1.2 percent rated the service undesirable. A total of 25 or 10 percent did not respond.

University Placement was rated by 98 or 39.4 percent of the respondents as desirable, by 20 or 8 percent as somewhat desirable, and by 70 or 28.1 percent as undecided. Only three or 1.2 percent rated the University Placement Services somewhat undesirable, while eight or 3.2 percent rated the services undesirable. A total of 50 or 20.1 percent did not respond to the item.

The Medical Department of University Hospital was rated by 129 or 51.8 percent as desirable, by 24 or 9.6 percent as somewhat desirable, and by 53 or 21.3 percent as undecided. Only three or 1.2 percent rated the Medical Department of the University Hospital as somewhat desirable, and four or 1.6 percent rated the service as undesirable. A total of 36 or 14.5 percent did not respond to the item.

In rating the Psychological Department of University Hospital, 71

or 28.5 percent rated the service desirable, 23 or 9.2 percent rated the service somewhat desirable, and 91 or 36.5 percent were undecided. None of the respondents rated these services somewhat undesirable, however, five or 2 percent rated them undesirable. A total of 59 or 23.7 percent did not respond to the item.

In rating Psychological Guidance Services, 69 or 27.7 percent rated the services desirable, 22 or 8.8 percent somewhat desirable, and 93 or 37.3 percent were undecided. Only one or 0.4 percent rated these services somewhat undesirable, while five or 2 percent rated them undesirable. A total of 59 or 23.7 percent did not respond to the item.

#### Relationships Showing Significance

The Chi-Square Test of Independence compared age, sex, marital status, and local resident or commuter status to questions 17-20. Those relationships showing significance ( $p > 0.05$ ) are reported in Tables XVIII and XIX (see Appendix D). Those contributing at least 10 percent of the total chi-square are highlighted (\*). However, a discussion is not warranted: either the number of respondents in these cells was small (N under ten) or they were artifacts of the comparison and were to be expected. All chi-square statistics are reported in Appendix E.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purposes of this chapter are to summarize the major results of the study, to present conclusions, to make recommendations for future research, and to present implications for Student Personnel Services at Oklahoma State University.

#### Summary

This study was designed to provide a profile of Returning Students attending Oklahoma State University during the Spring Semester of 1977. A questionnaire was developed to assess the perceived needs of the Returning Students in the areas provided by Student Personnel Services. This assessment was deemed necessary in order to serve as a rationally derived needs-focused basis for the establishment or alteration of programs.

The questionnaire was mailed to 3,124 students over 25 years of age. Of this number, 411 responded. A filter question (Question Number Five, Appendix B) was included asking whether or not the student had been out of school five years or more. Students who did not meet this condition were eliminated from the study. Therefore, the data utilized in the study were collected from 249 Returning Students who returned the needs assessment questionnaire mailed to them.

Demographic data were reported using frequencies and percents in tabular and descriptive form. A short attitude scale was included, and respondents were asked to report their attitudes at the time of entrance, as they remembered them, and at the time of sampling. A one-tailed t test ( $p > 0.05$ ) was used to measure changes in perceptions over time. The chi-square statistic was used to measure relationships between age, sex, marital status, and commuter/local resident status to the questions on needs.

The compilation of the demographic data showed that the typical Returning Student at Oklahoma State University in the Spring, 1977, was 37.4 years of age, married, a local resident rather than a commuter, and had been enrolled at Oklahoma State University 4.64 semesters since his/her return. There were 6.8 percent more females than males returning the questionnaire. More than half of the respondents reported having school age children. More than half of the Returning Students were classified as graduate students. Of those reporting that they commuted to campus, the largest percentage reported traveling one hour per round trip. The largest number of respondents reported being on campus five days per week, and the majority reported being there both morning and afternoon.

The most popular reasons for return to college were: "to get a degree"; "to prepare for employment"; "to get a better job"; "to increase independence and self-reliance"; and "to improve ability to think and reason." Respondents reported "to prepare for widow/widowerhood" to be least important as a reason to return to college.

Returning Students reported seeing the most progress toward their goals in the areas of career change, discovery of vocational interests,

increased appreciation of the arts, getting a degree, and increased ability to think and reason.

The most popular proposed workshop topics reported by Returning Students were: Communications Skills, Decision Making, Job Applications and Resumés, Problem Solving, and Paper Writing. Divorce/Separation was the least popular proposed topic.

The largest number of respondents reported that their primary source of information at the Oklahoma State University campus was the Daily O'Collegian, the campus newspaper. The least popular source of information was reported to be bulletin boards.

A majority of the respondents agreed with the attitude statements, "I look forward to the future" and "I am a better student now" (than when I was younger), but reported feeling different from other students. The attitudes that showed a statistically significant change ( $p > 0.05$ ) from the time of entrance to the time of sampling were: "I feel different from other students," "I'm afraid I'll fail," "I may have made the wrong decision in coming to college," and "I worry about getting a job." Each of these attitudes showed a significant decrease from those perceived earlier.

Returning Students reported using Academic Advisers and Admissions/Registration more than other Student Personnel Services. The Psychological Department of the University Hospital, Psychological Guidance Service, and the University Counseling Center were the least used services.

In reporting their reactions to Student Personnel Services they had used, more than half of the respondents found Academic Advisers very helpful; while 89 of the respondents said the same of Admissions/

Registration. A majority of the respondents reported that they did not need Student Personnel Services that they did not use.

In rating their perceptions of Student Personnel Services for the suitability of Returning Students, a majority of the respondents found both Academic Advisers and Admissions/Registration desirable. A total of 107 respondents also rated the Department of Financial Aids desirable, while 129 respondents gave a desirable rating to the Medical Department of the University Hospital. Other services had larger percentages of the undecided response or the no response categories.

All relationships between demographic variables and the questions were reported using the chi-square statistic. Many of these relationships were statistically significant. However, the number of respondents in these cells accounting for the relationships were small (see Appendices D and E).

### Conclusions

The data collected in this study warrant the following conclusions. Implications for changes in Student Personnel Services will be presented in a separate section.

1. The data indicate that Returning Students were very goal oriented in their return to college. Therefore, Returning Students may have a pragmatic set of expectations from their university experience.
2. Since Returning Students felt they were making progress toward their goals, it can be concluded that their return to college was perceived to be beneficial to them. This may indicate that Oklahoma State University is meeting many of the expressed



needs of its Returning Students.

3. The number of times within a semester Academic Advisers are used would indicate that Returning Students see them as facilitators. Therefore, advisers appear to be central figures in the university experience of Returning Students.
4. Returning Students report feeling different from other students, being afraid of failure, and doubting the wisdom of their decision to come back to college both at the time of entrance and at the time of sampling. However, these attitudes showed significant decreases. In the light of this perceived change, it would appear that the university experience is beneficial. However, before a definitive statement could be made in this matter, more research should be conducted.
5. Returning Students may not feel the need of any of the campus psychological services, yet the "development of personal independence and self-reliance" and "increased effectiveness in interpersonal relationships" rank fourth and fifth on the list of reasons for return. Therefore, this investigator concludes that perhaps Returning Students do not know how they could possibly benefit from these services, are unaware of their flexible scheduling, or have some other reason for not using them. Therefore, more publicity may be appropriate.
6. In the light of the number of career-oriented reasons for return to college indicated by respondents and the large number of respondents who reported not having used the University Placement Service, this investigator concludes that Returning Students may not be fully aware of the services of the

University Placement Service. Therefore, more research to ascertain perceptions of Returning Students regarding this service might be in order.

#### Recommendations

The following recommendations for further research are proposed:

1. Attempts should be made to identify the total number of Returning Students enrolled at Oklahoma State University.
2. Research might well be conducted at other universities for purposes of comparison with the results of this study. The conclusions drawn from such comparisons would provide a broader research base from which to draw conclusions concerning Returning Students.
3. A needs assessment of Returning Students at Oklahoma State University should be conducted at least every two years in order to ascertain how well needs are being met. The results should be disseminated to all Student Personnel Departments.
4. Specific Student Personnel Services at Oklahoma State University may wish to conduct additional research at even more frequent intervals.

#### Implications for Student Personnel Services

1. Since many Returning Students appear to be goal oriented in their return to college and Academic Advisers appear to be central to their university experience, it is recommended that Academic Advisers ascertain the personal goals of individual Returning Students, recognizing that these goals may differ

from the younger student population. The advisers might then direct the attention of Returning Students to the progress they are making toward their stated goals. Advisers might also act as ombudsmen to Returning Students by:

- A. informing Returning Students of the availability and content of existing Student Personnel Services;
  - B. Making certain that students who come to the campus only in the afternoon or evening have access to information;
  - C. keeping Student Personnel Services informed as to the needs of Returning Students;
  - D. suggesting alteration of services (evening hours, new procedures, etc.) in line with the needs of adults who may have family and job responsibilities in addition to class work; and
  - E. continuing to extend well-publicized opportunities for Returning Students to meet with other students.
2. Since Returning Students report feeling different from other students, it is recommended that Student Personnel workers might be given in-service training in working with adults in higher education including: adult developmental tasks, the stresses of career change, life planning strategies, programs for adults in higher education, the job market, and current research in the field.
  3. The University Counseling Center, the Psychological Department of the University Hospital, and Psychological Guidance Services may wish to:
    - A. establish outreach programs using all available resources

including Academic Advisers to inform Returning Students of the opportunities for personal growth offered through their programs;

- B. investigate the possibility that workshop topics of interest to Returning Students responding to this questionnaire would also be of interest to those currently enrolled;
  - C. schedule these workshops during day and evening hours so that both working and non-working adults may attend; and
  - D. inform Returning Students of the proposed programming through multiple media advertising enough in advance so that those having multiple responsibilities may make arrangements.
4. The University Placement Service may wish to conduct additional research to ascertain the perceptions of Returning Students concerning the functions of its services and what special needs Returning Students may have within that area of responsibility.
5. The Registrar may wish to revise the registration form in order to identify the students who are over 25 years of age and who are returning to college after a period of five years or more. If Student Personnel Services are to meet the needs of Returning Students, it is necessary that they are identified.

## SELECTED BIBLIOGRAPHY

- Aanstad, Judy. "A Study of Mature Women at Santa Fe Junior College." A topical Paper, The Florida Community Junior College Inter-institutionsl Research Council, January, 1972, ED 057797, pp. 1-28.
- Anderson, William H. "A Comparison of the Adult Evening College Students and the Regular College Student." Adult Part-time Students in Higher Education. Ed. Jerrold I. Hirsch. Proceedings of an APGA convention workshop, March 26-30, 1972. Washington, D. C. 59 pp.
- Bischof, Ledford J. "Adulthood." Adult Part-time Students in Higher Education. Ed. Jerrold I. Hirsch. Proceedings of an APGA convention workshop, March 26-30, 1972. Washington, D. C. 59 pp.
- Boshier, Roger. "Motivational Orientation of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology." Adult Education, Vol. XXI (1971), pp. 3-26.
- Brandenburg, Judith Berman. "The Needs of Women Returning to School." Personnel and Guidance Journal, Vol. 53, No. 1 (Sept., 1974).
- Bulpitt, Mildred. "The Adult Student--Understanding Diverse Students." ✓ New Directions for Community Colleges. Ed. Dorothy Knoell. Jossey-Bass, Inc., No. 3, Autumn, 1973.
- Burleigh, Joan Delhom. "A Descriptive Study of the Demographic, Ideological, and Environmental Factors of the Mature Female Undergraduate Student Attending Oklahoma State University During the Spring Semester of 1972." (Unpub. doctoral dissertation, Oklahoma State University, 1973.)
- Carnegie Commission on Higher Education. A Chance to Learn. Carnegie Foundation for the Advancement of Teaching, 1970.
- Carnegie Commission on Higher Education. Less Time, More Options. ✓ Carnegie Foundation for the Advancement of Teaching, Jan., 1971.
- Carnegie Commission on Higher Education. New Students, New Places. Carnegie Foundation for the Advancement of Teaching, Oct., 1971.
- Carney, Clark G. and Azy Barak. "A Survey of Student Needs and Student Personnel Services." Journal of College Student Personnel, Vol. 17, No. 4 (July, 1976), pp. 280-284.

- Carp, Abraham, Richard Peterson, and Pamela Roelfs. Learning Interests and Experiences of Adult Americans. The Commission on Non-Traditional Study of Educational Testing Service. Berkeley, Calif.: Educational Testing Service, 1973, pp. 1-87. ✓
- Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA), The. Statement from American College Personnel Association Convention. Chicago, Illinois, April 15, 1974.
- Cunningham, Madonna Marie, Sister. "The Older Student." Paper presented at the C.A.S.C. Workshop on Student and Campus Environment, August, 1973.
- "Department of Students Activities in Five Years, The." Report given at Staff Workshop, Oklahoma State University, Fall, 1976.
- de Wolf, Virginia and Patricia W. Lunneborg. Descriptive Information on Over 35 Undergraduate Students. Seattle: University of Washington, Bureau of Testing, December, 1972, ERIC ED 072 745, pp. 1-17.
- Erdos, Paul L. and Arthur J. Morgan. Professional Mail Surveys. New York: McGraw-Hill Book Company, 1970.
- Flores, Thomas R. "Student Personnel Programs for Married Students; A Needs Assessment." Journal of College Student Personnel, Vol. 16, No. 2 (March, 1975).
- Glass, J. Conrad and Richard F. Harshberger. "The Full-Time, Middle Aged Adult Student in Higher Education." Journal of Higher Education, Vol. XIV, No. 3 (March, 1971). ✓
- Hansen, Gary R. and Oscar Lenning. "Differences in Characteristics and Outlooks of Men and Women College Students at Various Age Levels." A paper presented at North Central Special Interest Group for Community College Research, AERA, July, 1973. ✓
- Hartwig, J. E. An Investigation of Adult Counseling and Guidance Programs in the Nineteen Public Community Junior Colleges in the State of Kansas. Manhattan, Kansas: Kansas State University, College of Education, May, 1973.
- Hoenninger, Ronald. "New Careers at Mid-Life May We Help You." Paper presented at the meeting of the Board of Directors of the National Vocational Guidance Association, Washington, D. C., 1974.
- Hoenninger, Ronald and Richard A. Black. "Adult Education Some Necessary Pre-Requisites." ERIC ED 089 802, 1973, pp. 1-10. ✓
- Houle, Cyril O. The Inquiring Mind. Madison: University of Wisconsin Press, 1961.

- Hoyt, Donald P. "An Evaluation of Student Personnel Services at Kansas State University." Research Report No. 16. Manhattan: Kansas State University, Office of Educational Research, 1971.
- Johnstone, John W. C. and Ramon J. Rivera. Volunteers for Learning. Chicago: Aldine Publishing Company, 1965.
- Kaback, Goldie Ruth. "The Selection and Preparation of Student Personnel Workers for Adults in Evening Colleges." Student Personnel Services for Adults in Higher Education. Metuchen, N. J.: The Scarecrow Press, Inc., 1967.
- Kelman, Eugenia and Bonnie Staley. "The Returning Woman Student: Needs of an Important Minority Group on College Campuses." Research Report, Ft. Collins: Colorado State University, ERIC ED103747, July, 1974.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1964.
- Markus, Hazel. "Continuing Education for Women." Factors Influencing a Return to School and the School Experience. Ann Arbor: University of Michigan, 1973.
- McDavis, Roderick J. "The Development and Field Testing of an Instrument to Evaluate Student Personnel Programs." Journal of College Student Personnel, Vol. 17, No. 2 (March, 1976), pp. 100-104.
- Mohawk Valley Community College Research Division. "A Study of Adult Part-time Students in a Community College." Research Report, Robert D. Larsson, Project Supervisor; ERIC ED031649, 1969.
- Mueller, Kate Hevner. "Student Personnel Work in Higher Education." Paper presented at the ACE-AAIP Alumni Seminar, The University of Nebraska, Lincoln, Feb. 7-8, 1974.
- Perlman, Donald K. "Planning for Adult Students in Higher Education." Paper presented at the ACE-AAIP Alumni Seminar, The University of Nebraska, Lincoln, Feb. 7-8, 1974.
- Roehrer, G. Allan. "Effective Techniques in Increasing Response to Mailed Questionnaires." Public Opinion Quarterly, Vol. 27, No. 2 (Summer, 1963), pp. 299-302.
- Roelfs, Pamela J. "Teaching and Counseling Older College Students." Reprinted from Findings, Educational Testing Service, Vol. II, No. 1, 1975.
- Stockton, John R. An Introduction to Business Statistics. Boston: D. C. Heath & Co., 1947, p. 161.
- Schlossberg, Nancy K. "Programs for Adults." Personnel and Guidance Journal, Vol. 53, No. 9 (May, 1975), pp. 681-684.

Sheffield, Sherman B. "The Orientations of Adult Continuing Learners." The Continuing Learner. Ed. Daniel Soloman. Chicago: Center for the Study of Liberal Education for Adults, 1964, pp. 1-22. ✓

Snyder, Fred A. "The Adult Student Population." Research Report. Harrisburg, Penn.: Harrisburg Area Community College, 1971. ✓

Tiedeman, David V. "The Further Development of 'I Power' During Mid-Life." Workshop Presentation, APGA Convention, March, 1977.

Tinker, Ann Hall. "Programs for Mature Coeds." Adult Leadership (March, 1965), pp. 282-284.

Veri, Clive C. "Using Continuing Education to Develop 'I' Power." Workshop presentation, AGPA Convention, March, 1977.

Women's Task Force Reports. Stillwater, Okla.: Oklahoma State University, January 17, 1977, pp. 2-14.

#### Other Sources

Buchanan, Hal. Personal Interview. Oklahoma State University, Director of University Placement, 1977.

Carlson, Jan. Personal Interview. Oklahoma State University, Director of Student Activities, 1977.

Hazelbaker, Betty. Personal Interview. Oklahoma State University, Assistant Director, Financial Aids, 1977.

Jones-Freeman, Diane. Personal Interview. Oklahoma State University, Counselor, Counseling Center, 1977.

Schmalfield, Robert G. Personal Interview. Oklahoma State University, Dean of Student Affairs, 1977.

Silker, Gary. Personal Interview. Oklahoma State University, Veterans Counselor, 1977.



**APPENDIXES**

**APPENDIX A**

**CORRESPONDENCE**



Oklahoma State University

VICE PRESIDENT FOR ACADEMIC AFFAIRS

STILLWATER, OKLAHOMA 74074  
WHITEHURST HALL  
(405)XXXXXXXXXXXX 624-5627

April 1, 1977

MEMORANDUM

TO: OSU Students

FROM: J. H. Boggs, Vice President for Academic Affairs

SUBJECT: *JHB* Mature Students Needs Assessment

Students, faculty and staff have recommended that all students twenty five years or older receive a copy of the enclosed Needs Assessment for Mature Students. I hope you will take the time to fill out the questionnaire and return it in campus mail to this office by April 18, 1977.

The Needs Assessment for Mature Students is being conducted by a doctoral student in the Applied Behavioral Studies in the Education Department as a part of her dissertation research. However, the information from this needs assessment will be shared with the OSU Administration, Faculty Council, Student Government Association, and Student Services.

JHB:cs

**APPENDIX B**

**INSTRUMENT**

**A Needs Assessment of Mature Students**

**Please Complete the Enclosed Opinionaire**

**and**

**Return in Postage-Paid Envelope**

1. Age \_\_\_\_\_ (1)
  - (1) 25-29
  - (2) 30-34
  - (3) 35-39
  - (4) 40-44
  - (5) 45-49
  - (6) 50-
2. Sex \_\_\_\_\_ (2)
  - (1) Male
  - (2) Female
3. Marital Status \_\_\_\_\_ (3)
  - (1) Single
  - (2) Married
  - (3) Separated
  - (4) Divorced
  - (5) Widowed
4. Number of pre-school children \_\_\_\_\_ (4)  
 Number of elementary school children \_\_\_\_\_ (5)  
 Number of junior high school children \_\_\_\_\_ (6)  
 Number of high school children \_\_\_\_\_ (7)  
 Number of adult children \_\_\_\_\_ (8)
5. I was out of school 5 years or more before returning \_\_\_\_\_ (9)
  - (1) Yes
  - (2) No
6. Number of semesters and/or summers enrolled at OSU since return \_\_\_\_\_ (10-11)
7. Class \_\_\_\_\_ (12)
  - (1) Freshman (4) Senior
  - (2) Sophomore (5) Graduate
  - (3) Junior (6) Special
8. I live in Stillwater \_\_\_\_\_ (13)
  - (1) Yes
  - (2) No
9. I commute (hours per round trip) \_\_\_\_\_ (14)
10. I come to the campus (days per week) \_\_\_\_\_ (15)
11. I am here \_\_\_\_\_ (16)
  - (1) Morning (4) Morning and Afternoon
  - (2) Afternoon (5) Morning and Evening
  - (3) Evening (6) Afternoon and Evening

12. Reasons for return: In column A below indicate the degree of importance you attach to each goal by using the following code:

1 Vitally Important	2 Very Important							
3 Undecided	4 Of Little Importance	5 Unimportant						
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">A</td> <td style="width: 50%; text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">_____ (17)</td> <td style="text-align: center;">_____ (33)</td> </tr> <tr> <td style="text-align: center;">_____ (18)</td> <td style="text-align: center;">_____ (34)</td> </tr> </table>	A	B	_____ (17)	_____ (33)	_____ (18)	_____ (34)
A	B							
_____ (17)	_____ (33)							
_____ (18)	_____ (34)							
To improve my ability to think and reason								
To broaden my appreciation of art, music, literature								

	<u>A</u>	<u>B</u>
To discover my vocational interests	_____ (19)	_____ (35)
To increase my effectiveness in inter- personal relations	_____ (20)	_____ (36)
To develop more personal independence and self-reliance	_____ (21)	_____ (37)
To have something to do when my children are gone or I retire	_____ (22)	_____ (38)
To prepare for widow/widowerhood	_____ (23)	_____ (39)
To prepare for employment	_____ (24)	_____ (40)
To meet and be with people	_____ (25)	_____ (41)
Improve abilities at present job	_____ (26)	_____ (42)
A few hours escape from home	_____ (27)	_____ (43)
To get a better job	_____ (28)	_____ (44)
It is expected of me	_____ (29)	_____ (45)
Career change	_____ (30)	_____ (46)
Primarily for fun	_____ (31)	_____ (47)
To get a degree	_____ (32)	_____ (48)

13. In column B above, please rate your progress toward your goals using the following scale:

1	2
Definite Progress	Some Progress
3	5
Undecided	Very Little
4	
Less Than I Hoped	

14. I would attend the following workshops if they were held at OSU:

	1	2	3	4	5
	Yes Definitely	Probably	Undecided	Probably Not	No
Changing Family Life	_____	(49)	Decision Making	_____	(52)
Effective Parenting	_____	(50)	Problem Solving	_____	(53)
Sexuality	_____	(51)	Orientation for Returning Students	_____	(54)

Career Planning	_____ (55)	Communications Skills	_____ (61)
Reading/Note Taking	_____ (56)	Life Decision Making	_____ (62)
Job Applications/ Resumés	_____ (57)	Values Clarification	_____ (63)
Marriage 1977	_____ (58)	Managing Home and School	_____ (64)
Two Career Families	_____ (59)	Paper Writing	_____ (65)
Divorce/Separation	_____ (60)	Test Taking	_____ (66)

15. My primary source of information on the O.S.U. campus is \_\_\_\_\_ (67)
- |                     |                       |
|---------------------|-----------------------|
| (1) O'Collegian     | (5) Professors        |
| (2) The Grapevine   | (6) Catalog           |
| (3) Bulletin Boards | (7) I don't find out. |
| (4) My Adviser      |                       |

16. Place a number to the left of those statements that describe you when you first entered OSU. Number those that describe you now on the right.

	1		2	
	Strongly Agree		Somewhat Agree	
	3		4	5
	Undecided	Somewhat Disagree		Disagree
When You First Entered				Now
(68) _____	I feel different from other students.			_____ (76)
(69) _____	I'm afraid I'll fail.			_____ (77)
(70) _____	I may have made the wrong decision in coming to college.			_____ (78)
(71) _____	I worry about being able to get a job.			_____ (79)
(72) _____	I look forward to the future.			_____ (80)
(73) _____	I don't know how to tell my spouse I have to study again.			_____ (81)
(74) _____	Coming back to school has been good for the whole family.			_____ (82)
(75) _____	I am a better student now than when I was younger.			_____ (83)



17. Please indicate how many times you have used the following services in the last semester.

	1 16 times	2 8 times	3 4 times	4 2 times	5 Not at all	
University Counseling Center			_____ (84)			University Placement _____ (88)
Department of Financial Aids			_____ (85)			University Hospital/Medical _____ (89)
My academic adviser			_____ (86)			University Hospital/Psychological _____ (90)
Admissions/Registration			_____ (87)			Psychological Guidance Services _____ (91)

18. If you have used the following services, please rate your reaction.

	1 Very Helpful	2 Somewhat Helpful	3 Undecided	4 Less Help Than I Wanted	5 Not Helpful	
University Counseling Center				_____ (92)		University Placement _____ (96)
Department of Financial Aids				_____ (93)		University Hospital/Medical _____ (97)
My academic adviser				_____ (94)		University Hospital/Psychological _____ (98)
Admissions/Registration				_____ (95)		Psychological Guidance Services _____ (99)

19. If you did not use one of these services, please indicate your reasons.

	1 Didn't Need To	2 Didn't Know I could	3 Didn't Believe They Could Help	4 It's Just for Kids	5 Other	
University Counseling Center						University Placement _____ (104)
Department of Financial Aids						University Hospital/Medical _____ (105)
My academic adviser						University Hospital/Psychological _____ (106)
Admissions/Registration						Psychological Guidance Services _____ (107)

20. For the Returning Students, these services as they now exist are

	1 Desirable	2 Somewhat Desirable		3 Undecided	4 Somewhat Desirable	5 Undesirable
University Counseling Center	_____	(108)	University Placement	_____	(112)	
Department of Financial Aids	_____	(109)	University Hospital/ Medical	_____	(113)	
My academic adviser	_____	(110)	University Hospital/ Psychological	_____	(114)	
Admissions/Registration	_____	(111)	Psychological Guidance Services	_____	(115)	

21. Comments:

**APPENDIX C**

**FREQUENCIES AND PERCENTS OF ATTITUDES PERCEIVED  
BY RETURNING STUDENTS TOWARD THEIR  
RETURN TO COLLEGE**

TABLE XVIII

FREQUENCIES AND PERCENTS OF ATTITUDES REMEMBERED BY RETURNING STUDENTS UPON ENTRANCE  
TO OKLAHOMA STATE UNIVERSITY  
N = 249

Expressed Attitude	Mean	Strongly Agree 1		Somewhat Agree 2		Undecided 3		Somewhat Disagree 4		Disagree 5		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
I feel different from other students	2.40	80	32.1	80	32.1	14	5.6	28	11.2	35	14.1	12	4.8
I'm afraid I'll fail	3.68	28	11.2	49	19.7	15	6.0	22	8.8	122	49.0	13	5.2
I may have made the wrong decision	4.19	10	4.0	18	7.2	20	8.0	19	7.6	169	67.9	13	5.2
I worry about getting a job	3.50	27	10.8	45	18.1	22	8.8	27	10.8	114	45.8	14	5.6
I look forward to the future	1.40	172	69.1	47	18.9	16	6.4	2	0.8	3	1.2	9	3.6
I don't know how to tell my spouse I have to study again	4.26	12	4.8	22	8.8	9	3.6	18	7.2	147	59.0	41	16.5
Coming back to school has been good for the whole family	2.37	73	29.3	42	16.9	68	27.3	20	8.4	16	6.4	30	12.0
I am a better student now	2.00	122	49.0	45	18.1	32	12.9	21	8.4	17	6.8	12	4.8

TABLE XIX

FREQUENCIES AND PERCENTS OF ATTITUDES EXPRESSED BY RETURNING STUDENTS AT  
THE TIME OF SAMPLING  
N = 249

Expressed Attitude	Mean	Strongly Agree 1		Somewhat Agree 2		Undecided 3		Somewhat Disagree 4		Disagree 5		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
I feel different from other students	3.06	40	16.1	74	29.7	15	6.0	44	17.7	63	25.3	13	5.2
I'm afraid I'll fail	4.47	6	2.4	13	5.2	12	4.8	33	13.3	172	69.1	13	5.2
I may have made the wrong decision	4.62	0	0	8	3.2	19	7.6	21	8.4	187	75.1	14	5.6
I worry about getting a job	3.76	22	8.8	46	18.5	19	7.6	24	9.6	124	49.8	14	5.6
I look forward to the future	1.35	179	71.9	48	19.3	11	4.4	2	0.8	2	0.8	7	2.8
I don't know how to tell my spouse I have to study again	4.35	9	3.6	18	7.2	12	4.8	18	7.2	154	61.8	38	15.3
Coming back to school was good for the whole family	2.29	85	34.1	43	17.3	58	23.3	20	8.0	18	7.2	25	10.0
I am a better student now	1.80	147	59.0	42	16.9	18	7.2	19	7.6	15	6.0	8	3.2

APPENDIX D

TABLES OF CHI-SQUARE VALUES SHOWING SIGNIFICANCE

TABLE XX  
 THE RELATIONSHIP OF AGE CATEGORY AND "TO HAVE  
 SOMETHING TO DO WHEN MY CHILDREN ARE GONE  
 OR I RETIRE" AS A REASON FOR RETURN

Age Category	Vitaly Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
25-29	0 2.9	6 6.2	4 2.7	8 6.4	19 18.8
30-34	4 5.4	7 11.6	6 5.1	10 11.9	42 35.1
35-39	3 4.3	11 9.2	4 4.0	7 9.5	30 28.0
40-44	3 2.7	5 5.9	2 2.6	10 6.0	15 17.8
45-49	6 * 1.4	6 3.0	0 1.3	2 3.1	4 9.2
50-	2 1.4	4 3.0	1 1.3	3 3.1	8 9.2

$$X^2 = 36.26$$

$$p < 0.05$$

$$df = 20$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE XXI  
 THE RELATIONSHIP OF AGE AND "TO PREPARE FOR  
 EMPLOYMENT" AS A REASON FOR  
 RETURN TO COLLEGE

Age Category	Vitaly Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
25-29	19 16.7	14 12.7	1 2.1	1 2.2	3 4.3
30-34	35 30.7	26 23.3	4 3.8	1 4.1	7 6.5
35-39	24 25.0	19 19.0	3 3.1	4 3.4	7 6.5
40-44	10 14.9	12 11.3	2 1.9	2 2.0	8 * 3.9
45-49	7 7.9	4 6.0	0 1.0	5 * 11.0	2 2.1
50-	9 8.8	4 6.7	3 1.1	1 1.2	3 2.3

$\chi^2 = 34.63$

$p < 0.05$

df = 20

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.



TABLE XXII  
 THE RELATIONSHIP OF AGE CATEGORY AND PROGRESS  
 TOWARD A GOAL OF "BROADENED APPRECIATION  
 OF THE ARTS"

Age Category	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
25-29	4 5.7	15 * 9.2	8 7.8	3 1.6	4 9.6
30-34	7 9.6	18 15.3	18 13.2	0 2.7	14 16.2
35-39	7 8.2	11 13.2	13 11.3	1 2.4	17 13.9
40-44	9 5.4	4 8.6	4 7.4	3 1.5	12 9.1
45-49	2 2.9	3 4.6	3 3.9	1 0.8	8 4.8
50-	6 3.2	5 5.1	2 4.4	2 0.9	4 5.4

$\chi^2 = 34.30$

$p < 0.05$

df = 20

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE XXIII  
 THE RELATIONSHIP OF AGE CATEGORY AND RESPONSES  
 TO PROSPECTIVE ATTENDANCE BY RETURNING  
 STUDENTS AT A WORKSHOP ON  
 "EFFECTIVE PARENTING"

Age Category	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
25-29	6 4.4	9 6.7	8 3.9	5 8.8	9 13.2
30-34	11 8.3	21 * 12.6	5 7.4	16 16.7	17 25.0
35-39	7 6.4	7 9.8	6 5.7	14 12.8	20 19.3
40-44	2 3.8	2 5.8	3 3.4	13 7.6	12 11.4
45-49	0 1.9	2 2.9	1 1.7	3 3.8	10 * 5.7
50-	1 2.1	0 3.3	1 1.9	3 4.3	13 6.4

$\chi^2 = 43.82$

$p < 0.05$

df = 20

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXIV  
 THE RELATIONSHIP OF AGE CATEGORY AND THE NUMBER  
 OF TIMES THE DEPARTMENT OF FINANCIAL AIDS  
 WAS USED BY RETURNING STUDENTS

Age Category	16 times 1	8 times 2	4 times 3	2 times 4	Not At All 5
25-29	0 0.2	0 0.9	1 0.9	11 * 5.5	26 30.4
30-34	0 0.3	1 1.7	2 1.7	14 10.0	52 55.3
35-39	1 0.2	3 1.5	1 1.5	5 8.7	50 48.0
40-44	0 0.1	1 0.9	0 0.9	1 5.1	33 28.0
45-49	0 0.1	1 0.5	2 0.5	4 2.8	12 15.2
50-	0 0.1	0 0.5	0 0.5	0 2.9	20 16.0

$$\chi^2 = 32.21$$

$$p < 0.05$$

$$df = 20$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE XXV  
 THE RELATIONSHIP OF AGE CATEGORY AND THE NUMBER  
 OF TIMES ADMISSION/REGISTRATION WAS  
 USED BY RETURNING STUDENTS

Age Category	16 times 1	8 times 2	4 times 3	2 times 4	Not At All 5
25-29	1 2.0	2 3.0	5 5.3	22 21.6	8 6.1
30-34	2 3.6	6 5.3	15 9.5	34 38.7	11 10.9
35-39	3 3.2	5 4.7	4 8.4	35 34.2	13 9.6
40-44	4 2.0	2 2.9	0 * 5.2	31 * 21.1	0 5.9
45-49	0 1.0	3 1.5	7 2.6	6 10.8	3 3.0
50-	3 1.2	1 1.7	3 3.1	11 12.5	4 3.5

$$\chi^2 = 43.01$$

$$p < 0.05$$

$$df = 20$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXVI

THE RELATIONSHIP OF AGE CATEGORY AND THE NUMBER OF  
TIMES THE MEDICAL DEPARTMENT OF UNIVERSITY  
HOSPITAL WAS USED BY RETURNING STUDENTS

Age Category	16 times 1	8 times 2	4 times 3	2 times 4	Not At All 5
25-29	0 1.4	1 1.4	5 3.1	11 8.4	21 23.7
30-34	1 2.6	6 * 2.6	6 5.7	25 * 15.5	32 43.6
35-39	3 2.2	2 2.2	6 4.9	9 13.3	40 37.4
40-44	1 1.3	0 1.3	1 2.9	3 7.7	30 21.8
45-49	2 0.7	0 0.7	0 1.6	6 4.2	11 11.8
50-	2 0.8	0 0.8	2 1.8	0 * 4.9	18 13.7

$$\chi^2 = 43.13$$

$$p < 0.05$$

$$df = 20$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXVII

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 "THE DEVELOPMENT OF PERSONAL INDEPENDENCE  
 AND SELF-RELIANCE" AS A REASON  
 FOR RETURN TO SCHOOL

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	18 30.6	38 43.1	9 6.2	26 17.2	22 15.8
Female	46 * 33.4	52 * 46.9	4 6.8	10 18.8	11 17.2

$$X^2 = 26.75$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXVIII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 "TO HAVE SOMETHING TO DO WHEN MY CHILDREN ARE  
 GONE OR I RETIRE" AS A REASON FOR RETURN

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	3 8.6	8 18.6	8 7.6	21 19.0	70 * 56.2
Female	15 9.4	31 20.4	8 8.4	19 21.0	48 * 61.8

$\chi^2 = 25.30$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance

TABLE XXIX

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 "PREPARATION FOR WIDOW/WIDOWERHOOD" AS  
 A REASON FOR RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	0 3.8	1 * 13.5	7 8.6	10 16.3	93 * 68.7
Female	8 4.2	27 * 14.5	11 9.4	24 17.7	50 * 74.3

$\chi^2 = 51.50$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.



TABLE XXX  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND "TO MEET AND BE WITH PEOPLE" AS A  
 REASON FOR RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	6 11.0	21 * 36.2	22 17.6	38 30.0	26 * 18.1
Female	17 12.0	55 * 39.8	15 19.4	25 33.0	12 * 19.9

$\chi^2 = 29.19$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXI

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 "A FEW HOURS ESCAPE FROM HOME" AS A REASON  
 FOR RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	0 1.4	2 * 9.0	4 3.3	4 * 10.5	99 84.7
Female	3 1.6	17 * 10.0	3 3.7	18 * 11.5	79 93.3

$\chi^2 = 25.67$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND "PRIMARILY FOR FUN" AS A REASON  
 FOR RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Male	3 3.9	7 * 14.0	12 10.6	22 26.1	68 * 57.4
Female	5 4.1	22 * 15.0	10 11.4	32 27.9	51 * 61.6

$\chi^2 = 12.46$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXIII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 PROGRESS TOWARD A GOAL OF "DEVELOPMENT  
 OF PERSONAL INDEPENDENCE AND  
 SELF-RELIANCE"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	30 38.8	28 32.4	22 * 14.3	5 3.7	13 8.8
Female	54 45.2	42 37.6	9 * 16.7	3 4.3	6 10.2

$\chi^2 = 17.07$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXIV

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 PROGRESS TOWARD A GOAL OF "TO HAVE SOMETHING  
 TO DO WHEN MY CHILDREN ARE GONE OR I  
 RETIRE" BY RETURNING STUDENTS

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	9 * 16.1	7 * 13.8	25 20.6	1 1.4	47 * 37.2
Female	26 * 18.9	23 * 16.2	20 24.4	2 1.6	34 * 43.8

$$\chi^2 = 18.57$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXV

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
WITH PROGRESS TOWARD A GOAL OF "PREPARATION  
FOR WIDOW/WIDOWERHOOD"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	2 11.7	3 12.2	25 * 18.9	0 * 1.4	57 42.8
Female	24 * 14.3	24 * 14.8	17 23.1	3 1.6	38 52.2

$$X^2 = 41.80$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXVI  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND PROGRESS TOWARD A GOAL OF "TO  
 MEET AND BE WITH PEOPLE"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	17 * 28.2	25 27.7	27 * 18.5	10 8.8	17 12.9
Female	44 * 32.8	35 32.3	13 21.5	9 10.2	11 * 15.1

$X^2 = 18.74$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXVII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND PROGRESS TOWARD A GOAL OF "A FEW  
 HOURS ESCAPE FROM HOME"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	4 * 10.2	3 * 7.4	25 * 21.4	2 1.4	53 46.5
Female	18 * 11.8	13 * 8.6	21 * 24.6	1 1.6	47 53.5

$$X^2 = 15.37$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.



TABLE XXXVIII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND PROGRESS TOWARD A RETURN TO  
 SCHOOL "PRIMARILY FOR FUN"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Male	10 * 14.5	10 * 15.9	25 21.9	3 4.2	42 33.6
Female	21 * 16.5	24 * 18.1	22 25.1	6 4.8	30 38.4

$\chi^2 = 12.03$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XXXIX  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND THE WORKSHOP TOPIC "DIVORCE/  
 SEPARATION"

	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
Male	3 6.4	6 * 11.2	11 13.7	26 26.4	65 * 53.3
Female	10 6.6	17 * 11.8	17 14.3	28 27.6	44 * 55.7

$X^2 = 14.33$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XL  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 PROSPECTIVE ATTENDANCE AT A WORKSHOP  
 ON "MANAGING HOME AND SCHOOL"

	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
Male	6 8.4	10 * 17.8	14 11.3	30 28.6	51 43.9
Female	13 9.6	26 * 18.2	9 11.7	28 29.4	38 45.1

$$X^2 = 12.71$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLI  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 THE ATTITUDE "I AM A BETTER STUDENT NOW THAN  
 WHEN I WAS YOUNGER" AS REMEMBERED FROM  
 THE TIME OF ENTRANCE

	Strongly Agree 1	Somewhat Agree 2	Undecided 3	Somewhat Disagree 4	Disagree 5
Male	60 57.4	30 * 21.4	10 15.2	4 * 10.0	8 8.1
Female	61 63.6	15 * 23.6	22 16.8	17 * 11.0	9 8.9

$$\chi^2 = 17.05$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLII

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
AND THE NUMBER OF TIMES ACADEMIC ADVISERS  
WERE USED BY RETURNING STUDENTS

	16 Times 1	8 Times 2	4 Times 3	2 Times 4	Not At All 5
Male	22 16.6	20 15.2	33 28.1	32 * 44.2	10 12.8
Female	13 18.4	12 16.8	26 30.9	61 * 48.8	17 14.2

$$X^2 = 15.45$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLIII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND REACTIONS BY RETURNING STUDENTS TO  
 THE UNIVERSITY COUNSELING CENTER

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Not Helpful 4
Male	1 * 4.4	4 4.9	13 8.8	4 3.8
Female	7 * 3.6	5 4.0	3 7.2	3 3.1

$$X^2 = 10.71$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLIV  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 THE REACTION OF RETURNING STUDENTS TO THE  
 DEPARTMENT OF FINANCIAL AIDS

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Less Help Than I Wanted 4	Not Helpful 5
Male	10 * 15.5	11 8.4	11 7.8	4 4.8	7 6.6
Female	16 * 10.5	3 5.6	2 5.2	4 3.2	4 4.4

$$\chi^2 = 10.69$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLV  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND  
 PERCEPTIONS OF ADMISSIONS/REGISTRATION  
 BY RETURNING STUDENTS

	Desirable 1	Somewhat Desirable 2	Undecided 3	Somewhat Undesirable 4	Undesirable 5
Male	61 65.4	31 * 22.1	8 10.8	3 5.2	2 1.4
Female	78 73.6	16 * 24.9	15 12.2	8 5.8	1 1.6

$\chi^2 = 10.88$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.



TABLE XLVI

THE RELATIONSHIP OF MALE AND FEMALE RESPONSES AND PERCEPTIONS OF THE PSYCHOLOGICAL DEPARTMENT OF UNIVERSITY HOSPITAL BY RETURNING STUDENTS

	Desirable 1	Somewhat Desirable 2	Undecided 3	Somewhat Undesirable 4	Not Helpful 5
Male	27 35.2	17 * 11.6	47 45.7	0 0	4 2.5
Female	43 34.8	6 * 11.4	44 45.3	0 0	1 2.5

$$\chi^2 = 10.81$$

$$p < 0.05$$

$$df = 3$$

Observed frequency is first value in cell.

Expected frequency is second value in cell.

\* Relationships largely accounting for significance.

TABLE XLVII  
 THE RELATIONSHIP OF MALE AND FEMALE RESPONSES  
 AND PERCEPTIONS OF PSYCHOLOGICAL  
 GUIDANCE SERVICES

	Desirable 1	Somewhat Desirable 2	Undecided 3	Somewhat Undesirable 4	Undesirable 5
Male	23 * 33.5	16 * 10.8	49 45.8	1 0.5	4 2.5
Female	45 * 34.5	6 * 11.2	44 47.2	0 0.5	1 2.5

$$X^2 = 14.69$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE XLVIII  
 THE RELATIONSHIP OF MARITAL STATUS AND "TO  
 PREPARE FOR EMPLOYMENT" AS A REASON  
 FOR RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Single	11 11.4	11 8.7	0 1.4	0 1.5	4 3.0
Married	68 79.0	64 60.0	13 9.9	12 10.6	23 20.5
Separated	5 3.1	1 2.3	0 0.4	1 0.4	0 0.8
Divorced	18 * 9.7	3 7.3	0 1.2	1 1.3	0 2.5
Widowed	2 0.9	0 0.7	0 0.1	0 0.1	0 0.2

$X^2 = 27.33$

$p < 0.05$

$df = 16$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE XLIX

THE RELATIONSHIP OF MARITAL STATUS AND "TO MEET  
AND BE WITH PEOPLE" AS A REASON FOR  
RETURN TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Single	6 * 2.5	7 8.4	4 4.0	4 6.9	5 4.2
Married	10 * 17.5	55 58.6	29 28.1	55 47.9	32 28.9
Separated	2 0.7	4 2.3	0 1.1	1 1.9	0 1.1
Divorced	4 2.1	11 7.1	3 3.4	3 5.8	1 3.5
Widowed	1 0.2	0 0.6	1 0.3	0 0.5	0 0.3

$\chi^2 = 31.04$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE L  
 THE RELATIONSHIP OF MARITAL STATUS AND "PRIMARILY  
 FOR FUN" AS A REASON TO RETURN  
 TO COLLEGE

	Vitally Important 1	Very Important 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Single	3 * 0.9	1 3.1	5 2.4	5 5.9	11 12.8
Married	3 6.1	21 22.3	14 16.9	45 42.3	96 91.4
Separated	1 0.2	0 0.9	1 0.7	1 1.7	4 3.6
Divorced	1 0.7	7 2.6	1 2.0	4 5.0	8 10.7
Widowed	0 0	0 0.1	1 0.1	0 0.2	0 0.5

$\chi^2 = 34.87$

$p < 0.05$

$df = 16$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LI

THE RELATIONSHIP OF MARITAL STATUS AND PROGRESS  
TOWARD A GOAL OF "INCREASED EFFECTIVENESS  
IN INTERPERSONAL RELATIONSHIPS"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Single	2 5.9	13 11.3	3 3.1	0 0.5	5 2.2
Married	36 40.4	80 77.0	24 20.9	3 3.7	14 15.0
Separated	2 1.8	3 3.4	0 0.9	2 * 0.2	0 0.7
Divorced	13 * 5.7	7 10.8	1 2.9	0 0.5	1 2.1
Widowed	1 0.3	0 0.5	0 0.1	0 0	0 0.1

$\chi^2 = 46.22$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LII

THE RELATIONSHIP OF MARITAL STATUS AND PROGRESS  
TOWARD A GOAL OF "PREPARATION FOR  
WIDOW/WIDOWHOOD"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Single	1 2.8	1 2.8	6 4.3	0 0.3	12 9.8
Married	23 20.5	20 20.5	35 31.8	1 2.3	68 72.0
Separated	0 1.0	2 1.0	1 1.5	1 * 0.1	3 3.4
Divorced	2 2.6	4 2.6	0 * 4.1	1 0.3	12 9.3
Widowed	1 * 0.1	0 0.1	0 0.2	0 0	0 0.5

$\chi^2 = 28.57$

$p < 0.05$

$df = 16$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LIII

THE RELATIONSHIP OF MARITAL STATUS AND PROGRESS  
TOWARD A GOAL OF "TO MEET AND BE  
WITH PEOPLE"

	Vitally Important 1	Very Important 2	Undecided 3	Of Little Importance 4	Unimportant 5
Single	7 7.1	4 6.9	3 4.6	6 2.2	4 3.2
Married	39 * 45.7	49 * 44.2	34 29.5	9 14.0	23 20.6
Separated	5 2.1	0 2.0	0 1.3	2 0.6	0 0.9
Divorced	11 6.5	7 6.3	2 4.2	1 2.0	1 2.9
Widowed	0 0.6	0 0.6	1 0.4	1 0.2	0 0.3

$\chi^2 = 36.42$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.



TABLE LIV  
 THE RELATIONSHIP OF MARITAL STATUS AND PROPOSED  
 ATTENDANCE BY RETURNING STUDENTS AT  
 A WORKSHOP ON "SEXUALITY"

	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
Single	5 2.2	10 4.9	4 3.7	2 6.6	5 8.5
Married	9 14.7	24 32.6	24 24.8	49 44.2	67 56.6
Separated	1 0.6	3 1.3	2 1.0	0 1.8	1 2.3
Divorced	4 * 1.4	5 3.0	2 2.3	5 4.1	0 * 5.2
Widowed	0 0.1	0 0.2	0 0.1	1 0.3	0 0.3

$\chi^2 = 41.20$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LV  
 THE RELATIONSHIP OF MARITAL STATUS AND PROPOSED  
 ATTENDANCE AT A WORKSHOP ON  
 "DIVORCE/SEPARATION"

	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
Single	1 1.5	2 2.7	3 3.3	3 6.4	18 13.0
Married	4 9.9	12 17.6	20 21.4	48 41.2	90 83.9
Separated	4 * 0.4	2 0.7	1 0.9	0 1.7	0 3.4
Divorced	4 1.1	7 * 1.9	4 2.3	2 4.5	2 9.2
Widowed	0 0.1	0 0.1	0 0.1	1 0.2	0 0.5

$\chi^2 = 83.70$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LVI  
 THE RELATIONSHIP OF MARITAL STATUS AND THE NUMBER  
 OF TIMES THE DEPARTMENT OF FINANCIAL AIDS  
 WAS USED BY RETURNING STUDENTS

	16 Times 1	8 Times 2	4 Times 3	2 Times 2	Not At All 5
Single	0 0.1	0 0.7	2 0.7	11 * 3.9	14 21.6
Married	1 0.8	4 4.6	1 4.6	20 26.9	159 148.2
Separated	0 0	1 0.2	1 0.2	0 1.0	5 5.6
Divorced	0 0.1	1 0.5	2 0.5	4 3.0	14 16.8
Widowed	0 0	0 0	0 0	0 0.1	1 0.8

$\chi^2 = 39.05$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LVII  
 THE RELATIONSHIP OF MARITAL STATUS AND THE NUMBER  
 OF TIMES ACADEMIC ADVISERS WERE USED

	16 Times 1	8 Times 2	4 Times 3	2 Times 2	Not At All 5
Single	9 * 3.9	3 3.5	8 6.4	7 10.2	0 * 3.0
Married	25 27.4	21 24.4	43 44.9	74 70.8	25 20.6
Separated	0 1.0	1 0.9	4 1.7	1 2.6	1 0.8
Divorced	2 3.4	6 * 3.0	4 5.5	10 8.7	1 2.5
Widowed	0 0.3	1 0.3	0 0.5	1 0.8	0 0.2

$$\chi^2 = 26.44$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LVIII

THE RELATIONSHIP OF MARITAL STATUS AND THE NUMBER  
OF TIMES UNIVERSITY PLACEMENT SERVICE  
WAS USED BY RETURNING STUDENTS

	16 Times 1	8 Times 2	4 Times 3	2 Times 4	Not At All 5
Single	0 0.5	0 0.3	0 0.8	5 2.4	22 23.0
Married	4 3.1	1 2.3	5 5.4	12 16.1	161 156.2
Separated	0 0.1	2 * 0.1	1 0.2	2 0.6	2 6.0
Divorced	0 0.4	0 0.3	1 0.6	2 1.8	18 17.9
Widowed	0 0	0 0	0 0	0 0.1	1 0.9

$\chi^2 = 58.38$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LIX

THE RELATIONSHIP OF MARITAL STATUS AND THE NUMBER  
OF TIMES THE MEDICAL DEPARTMENT OF UNIVERSITY  
HOSPITAL WAS USED BY RETURNING STUDENTS

	16 Times 1	8 Times 2	4 Times 3	2 Times 4	Not At All 5
Single	2 1.0	3 1.0	5 2.2	6 6.0	11 16.8
Married	4 6.9	4 6.9	11 15.2	40 41.2	127 115.9
Separated	0 0.3	1 0.3	0 0.6	2 1.5	4 4.4
Divorced	3 * 0.8	1 0.8	3 1.8	6 4.9	9 13.7
Widowed	0 0.1	0 0.1	1 0.2	0 0.4	1 1.2

$$\chi^2 = 31.88$$

$$p < 0.05$$

$$df = 16$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LX

THE RELATIONSHIP OF MARITAL STATUS AND THE NUMBER  
OF TIMES THE PSYCHOLOGICAL DEPARTMENT OF  
UNIVERSITY HOSPITAL WAS USED  
BY RETURNING STUDENTS

	8 Times 1	4 Times 2	2 Times 3	Not At All 4
Single	1 0.2	0 0.3	0 0.2	26 26.2
Married	0 1.5	2 2.3	0 1.5	181 177.6
Separated	1 * 0.1	0 0.1	0 0.1	6 6.8
Divorced	0 0.2	1 0.3	2 * 0.2	18 20.4
Widowed	0 0	0 0	0 0	1 1.0

$$\chi^2 = 43.23$$

$$p < 0.05$$

$$df = 12$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXI  
 THE RELATIONSHIP OF MARITAL STATUS AND REACTIONS  
 OF RETURNING STUDENTS TO ADMISSIONS/  
 REGISTRATION

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Less Help Than I Wanted 4	Not Helpful 5
Single	5 9.7	12 7.7	3 2.1	1 1.9	1 0.7
Married	74 68.3	54 54.5	9 14.6	13 13.0	4 4.6
Separated	2 3.1	0 2.5	3 * 0.7	2 0.6	0 0.2
Divorced	7 7.0	4 5.6	4 1.5	0 1.3	1 0.5
Widowed	1 0.9	1 0.7	0 0.2	0 0.2	0 0.1

$\chi^2 = 30.40$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.



TABLE LXII

THE RELATIONSHIP OF MARITAL STATUS AND THE  
REACTION OF RETURNING STUDENTS TO THE  
PSYCHOLOGICAL DEPARTMENT OF  
UNIVERSITY HOSPITAL

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Less Help Than I Wanted 4	Not Helpful 5
Single	0 0.7	0 0.1	2 2.2	2 * 0.3	0 0.7
Married	1 3.4	0 0.7	13 11.0	0 1.4	5 3.4
Separated	1 * 0.2	0 0.0	0 0.6	0 0.1	0 0.2
Divorced	3 * 0.7	0 0.1	1 2.2	0 0.3	0 0.7
Widowed	0 0	0 0	0 0	0 0	0 0

$\chi^2 = 31.0$

$p < 0.05$

$df = 16$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXIII

THE RELATIONSHIP OF MARITAL STATUS AND REASONS  
UNIVERSITY COUNSELING CENTER WAS NOT  
USED BY RETURNING STUDENTS

	Didn't Need To 1	Didn't Know I Could 2	Didn't Believe It Could Help 3	It's Just For Kids 4	Other 5
Single	18 22.0	2 2.3	5 * 1.8	1 0.2	1 0.7
Married	151 143.9	14 15.4	9 11.5	1 1.5	2 4.6
Separated	4 4.9	1 0.5	0 0.4	0 0.1	0 0.2
Divorced	13 14.6	2 1.6	0 1.2	0 0.2	3 0.5
Widowed	1 1.6	1 0.2	0 0.1	0 0	0 0.1

$\chi^2 = 33.44$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LXIV  
 THE RELATIONSHIP OF MARITAL STATUS AND  
 PERCEPTIONS OF UNIVERSITY PLACEMENT  
 SERVICE BY RETURNING STUDENTS

	Desirable 1	Somewhat Desirable 2	Undecided 3	Somewhat Undesirable 4	Undesir- able 5
Single	7 10.3	4 2.1	7 7.4	1 0.3	2 0.8
Married	81 73.9	10 15.1	54 52.8	0 2.3	5 6.0
Separated	2 3.4	3 * 0.7	1 2.5	0 0.1	1 0.3
Divorced	7 9.8	3 2.0	8 7.0	2 0.3	0 0.8
Widowed	1 0.5	0 0.1	0 0.4	0 0	0 0

$\chi^2 = 34.47$

$p < 0.05$

df = 16

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LXV  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 STATUS AND PROGRESS TOWARD A GOAL OF  
 "PREPARATION FOR EMPLOYMENT"

	Definite Progress 1	Some Progress 2	Undecided 3	Less Than I Hoped 4	Very Little 5
Local Resident	64 69.6	59 51.1	19 16.3	5 * 8.5	10 11.4
Commuter	34 28.4	13 20.9	4 6.7	7 * 3.5	6 4.6

$$\chi^2 = 12.82$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXVI  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 RESPONSES AND PROPOSED ATTENDANCE AT  
 A WORKSHOP ON "SEXUALITY"

	Yes Definitely 1	Probably 2	Undecided 3	Probably Not 4	No 5
Local Resident	17 13.3	28 28.8	26 22.4	42 39.3	42 51.2
Commuter	2 * 5.7	13 12.2	6 9.6	14 16.7	31 * 21.8

$\chi^2 = 11.51$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXVII

THE RELATIONSHIP OF PRIMARY SOURCE OF INFORMATION ON THE OKLAHOMA STATE UNIVERSITY CAMPUS  
AND COMMUTER/LOCAL RESIDENT STATUS

	Daily O'Collegian 1	The Grapevine 2	Bulletin Boards 3	Academic Adviser 4	Professors 5	Catalog 6	I Don't Find Out 7
Local Resident	70 60.3	21 22.0	2 1.4	15 * 20.6	18 20.6	10 12.1	13 12.1
Commuter	15 * 24.7	10 9.0	0 0.6	14 * 8.4	11 8.4	7 4.9	4 4.9

$\chi^2 = 14.11$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXVIII  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT STATUS  
 AND RESPONSES TO THE ATTITUDE "COMING BACK TO  
 SCHOOL HAS BEEN GOOD FOR THE WHOLE FAMILY"  
 AS REMEMBERED FROM TIME OF ENTRANCE AT  
 OKLAHOMA STATE UNIVERSITY

	Strongly Agree 1	Somewhat Agree 2	Undecided 3	Somewhat Disagree 4	Disagree 5
Local Resident	52 49.4	30 28.2	49 46.7	13 13.7	5 * 11.0
Commuter	20 22.6	11 12.8	19 21.3	7 6.3	11 * 5.0

$\chi^2 = 11.71$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXIX  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 STATUS AND THE NUMBER OF TIMES THE  
 MEDICAL DEPARTMENT OF UNIVERSITY  
 HOSPITAL WAS USED BY RETURNING  
 STUDENTS

	16 Times 1	8 Times 2	4 Times 3	2 Times 4	Not At All 5
Local Resident	8 6.2	8 6.2	19 13.8	45 36.0	86 * 103.8
Commuter	1 2.8	1 2.8	1 6.2	7 16.0	64 * 46.3

$$X^2 = 26.75$$

$$p < 0.05$$

$$df = 4$$

Observed frequency first value in cell.

Expected frequency second value in cell

\* Relationships largely accounting for significance.



TABLE LXX  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 STATUS AND THE REACTION TO ADMISSIONS/  
 REGISTRATION BY RETURNING STUDENTS

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Less Help Than I Wanted 4	Not Helpful 5
Local Resident	48 * 58.2	54 47.4	13 12.9	13 11.5	6 4.1
Commuter	38 * 27.8	16 22.6	6 6.1	4 5.5	0 * 1.9

$\chi^2 = 11.87$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

TABLE LXXI  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 STATUS AND REACTIONS TO THE MEDICAL  
 DEPARTMENT OF UNIVERSITY HOSPITAL  
 BY RETURNING STUDENTS WHO HAD  
 USED THE SERVICE

	Very Helpful 1	Somewhat Helpful 2	Undecided 3	Less Help Than I Wanted 4	Not Helpful 5
Local Resident	51 47.5	23 21.7	7 10.0	3 2.5	1 3.3
Commuter	6 9.5	3 4.3	5 * 2.0	0 0.5	3 0.7

$\chi^2 = 17.84$

$p < 0.05$

df = 4

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationship largely accounting for significance.

TABLE LXXII  
 THE RELATIONSHIP OF COMMUTER/LOCAL RESIDENT  
 STATUS AND PERCEPTIONS OF THE MEDICAL  
 DEPARTMENT OF UNIVERSITY HOSPITAL  
 BY RETURNING STUDENTS

	Desir- able 1	Somewhat Desirable 2	Undecided 3	Somewhat Undesirable 4	Undesir- able 5
Local Resident	98 90.0	18 17.1	29 * 37.9	3 2.1	2 2.9
Commuter	28 36.0	6 6.9	24 * 15.1	0 0.9	2 1.1

$\chi^2 = 11.99$

$p < 0.05$

$df = 4$

Observed frequency first value in cell.

Expected frequency second value in cell.

\* Relationships largely accounting for significance.

**APPENDIX E**

**TABLES OF ALL CHI-SQUARE VALUES**

TABLE LXXIII  
 REASONS FOR RETURN  
 $\chi^2$  VALUES

Reason	Age	Sex	Marital Status	Commuter Status
Improve my ability to think and reason	15.38	7.68	16.54	7.37
To broaden my appreciation of art, music, and literature	31.34	4.93	23.59	3.36
To discover my vocational interests	20.11	7.84	8.94	0.81
To increase my effectiveness in interpersonal relations	19.13	8.89	8.39	1.07
To develop more personal independence and self-reliance	29.72	26.75*	19.22	3.57
To have something to do when my children are gone or I retire	36.26*	25.30*	13.22	3.44
To prepare for widow/widowerhood	27.70	51.50*	23.60	4.69
To prepare for employment	34.63*	1.07	27.33*	5.32
To meet and be with people	18.07	29.19*	31.04*	1.74
To improve abilities at present job	21.63	2.46	16.91	6.92
A few hours escape from home	23.74	25.67*	8.74	1.10

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXIV  
 PROGRESS TOWARD GOALS  
 $\chi^2$  VALUES

Goal Statement	Age	Sex	Marital Status	Commuter Status
Improve my ability to think and reason	26.76	1.19	15.62	1.87
To broaden my appreciation of art, music, and literature	34.30*	4.19	17.80	5.63
To discover my vocational interests	22.75	8.50	13.04	3.92
To increase my effectiveness in interpersonal relations	24.59	5.52	46.22*	0.69
To develop more personal independence and self-reliance	19.83	17.07*	24.48	1.58
To have something to do when my children are gone or I retire	28.16	18.57*	13.21	3.89
To prepare for widow/widowerhood	15.37	41.80*	28.57*	6.16
To prepare for employment	28.12	3.75	13.03	12.82*
To meet and be with people	17.71	18.74*	36.42*	1.54
Improve abilities at my present job	19.61	7.39	21.53	7.15
A few hours escape from home	18.02	15.37*	24.70	3.56
To get a better job	26.36	4.42	22.96	2.19
It is expected of me	18.57	7.51	23.40	1.75
Career Change	22.47	3.81	16.82	0.96

TABLE LXXIV (Continued)

Goal Statement	Age	Sex	Marital Status	Commuter Status
Primarily for fun	15.60	12.03*	11.55	1.47
To get a degree	25.33	5.57	14.36	2.76

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXV  
 WORKSHOPS TOPICS  
 $\chi^2$  VALUES

Workshop Topics	Age	Sex	Marital Status	Commuter Status
Changing Family Life	14.52	7.94	14.36	6.52
Effective Parenting	43.82*	6.80	11.29	6.90
Sexuality	21.75	6.94	41.20*	11.51*
Decision Making	13.73	1.76	17.80	5.84
Problem Solving	13.65	6.34	17.81	5.96
Orientation for Returning Students	14.69	5.73	19.50	8.38
Career Planning	26.48	8.09	16.11	1.84
Reading/Note Taking	20.06	1.30	16.05	3.20
Job Applications/Resumés	18.28	0.50	18.42	1.67
Marriage 1977	22.45	3.19	26.06	0.437
Two Career Families	18.93	4.12	10.11	2.79
Divorce/Separation	19.38	14.33*	83.70*	0.62
Communication Skills	14.34	4.53	14.51	1.19
Life Decision Making	17.52	7.43	20.39	2.53
Values Clarification	20.48	3.69	11.37	3.43
Managing Home and School	16.59	12.71*	8.43	2.12
Paper Writing	17.93	5.76	15.03	2.67
Test Taking	21.42	6.72	16.23	4.36

\*  $p < 0.05$   
 Age  $df = 20$   
 Sex  $df = 4$

Marital Status  $df = 16$   
 Commuter Status  $df = 4$



TABLE LXXVI  
SOURCES OF INFORMATION  
X<sup>2</sup> VALUES

	Age	Sex	Marital Status	Commuter Status
Primary Sources of Information	37.45	11.00	22.73	14.11*

\* p < 0.05

Age df = 30

Sex df = 6

Marital Status df = 24

Commuter Status df = 6

TABLE LXXVII  
 ATTITUDES AS REMEMBERED FROM TIME OF ENTRANCE  
 $\chi^2$  VALUES

Expressed Attitude	Age	Sex	Marital Status	Commuter Status
I feel different from other students	23.09	3.75	18.33	8.94
I'm afraid I'll fail	19.99	1.03	9.46	8.19
I may have made the wrong decision in coming to college	10.99	4.60	8.70	5.37
I worry about being able to get a job	12.91	9.35	15.41	5.91
I look forward to the future	27.79	4.96	18.48	2.23
I don't know how to tell my spouse I have to study again	16.79	1.39	24.20	2.67
Coming back to school has been good for the whole family	20.72	3.80	17.50	11.71*
I am a better student now	15.46	17.05*	24.88	1.84

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXVIII  
 ATTITUDES AT TIME OF SAMPLING  
 $\chi^2$  VALUES

Expressed Attitude	Age	Sex	Marital Status	Commuter Status
I feel different from other students	21.04	6.25	24.99	8.20
I'm afraid I'll fail	16.00	0.71	15.01	2.23
I may have made the wrong decision in coming to college	12.63	7.54	6.09	1.04
I worry about being able to get a job	14.80	4.83	16.92	7.28
I look forward to the future	20.89	5.79	5.07	4.34
I don't know how to tell my spouse I have to study again	23.29	1.59	18.1	1.97
Coming back to school has been good for the whole family	15.84	8.51	16.3	7.56
I am a better student now than when I was younger	19.56	8.79	17.37	4.40

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXIX  
 NUMBER OF TIMES STUDENT PERSONNEL SERVICES WERE  
 USED BY RETURNING STUDENTS  
 $\chi^2$  VALUES

	Age	Sex	Marital Status	Commuter Status
University Counseling Center	31.24	6.46	20.58	7.89
Department of Financial Aids	32.21*	6.08	39.05*	8.64
Academic Adviser	10.40	15.45*	26.44*	6.71
Admissions/Registration	43.01*	3.44	17.92	3.60
University Placement	15.93	6.66	58.38*	5.69
University Hospital/Medical	43.13*	6.96	31.88*	26.75*
University Hospital/Psychological	13.19	4.28	43.23*	2.56
Psychological Guidance Services	16.99	3.0	8.87	2.0

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXX  
 REACTION TO STUDENT PERSONNEL SERVICES USED  
 BY RETURNING STUDENTS  
 $\chi^2$  VALUES

Student Personnel Service	Age	Sex	Marital Status	Commuter Status
University Counseling Center	20.91	10.71*	19.90	6.73
Department of Financial Aids	19.45	10.69*	13.30	2.23
Academic Adviser	17.28	3.27	6.39	7.13
Admissions/Registra- tion	10.05	4.16	30.40*	11.87*
University Placement	22.84	1.01	15.30	1.48
University Hospital/ Medical	21.36	2.88	16.01	17.84*
University Hospital/ Psychological	16.54	6.40	31.00*	7.22
Psychological Guidance	22.04	8.25	12.20	4.87

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXXI  
 REASONS STUDENT PERSONNEL SERVICES NOT USED  
 BY RETURNING STUDENTS  
 $\chi^2$  VALUES

Student Personnel Service	Age	Sex	Marital Status	Commuter Status
University Counseling Center	20.91	6.45	33.44*	5.31
Department of Financial Aids	19.45	2.12	23.20	4.92
Academic Adviser	17.28	1.90	7.30	6.57
Admission/Registration	10.05	4.44	14.50	3.35
University Placement	22.84	3.43	21.93	1.49
University Hospital/Medical	21.36	1.69	8.84	4.87
University Hospital/Psychological	16.54	4.40	15.74	4.34
Psychological Guidance Services	22.04	7.18	12.87	2.95

\*  $p < 0.05$

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

TABLE LXXXII  
 PERCEPTIONS OF STUDENT PERSONNEL SERVICES AS THEY  
 EXISTED SPRING, 1977, BY  
 RETURNING STUDENTS  
 X<sup>2</sup> VALUES

	Age	Sex	Marital Status	Commuter Status
University Counseling Center	23.88	7.93	13.32	4.12
Department of Financial Aids	14.40	2.62	10.47	1.67
Academic Adviser	17.53	2.66	11.18	5.54
Admissions/Registration	28.90	10.88*	18.60	5.33
University Placement	27.31	2.97	34.47*	5.09
University Hospital/Medical	28.55	5.40	14.55	11.99*
University Hospital/Psychological	14.53	10.81*	10.11	1.29
Psychological Guidance	19.35	14.69*	8.60	4.18

\* p < 0.05

Age df = 20

Sex df = 4

Marital Status df = 16

Commuter Status df = 4

VITA 2

Carol Ann Riddle

Candidate for the Degree of

Doctor of Education

**Thesis:** A NEEDS ASSESSMENT OF RETURNING STUDENTS AT OKLAHOMA STATE UNIVERSITY

**Major Field:** Student Personnel and Guidance

**Biographical:**

**Personal Data:** Born in Houston, Texas, January 29, 1936, the daughter of Alma Abernathy Scruggs and Caddell Eugene Scruggs.

**Education:** Attended public schools Dallas, Texas. Graduated Highland Park High School in May, 1953. Received Bachelor of Music Degree from Texas Christian University, Fort Worth, Texas, in 1957; received Master of Science Degree in Elementary Education from Oklahoma State University, 1972; completed requirements for Doctor of Education Degree at Oklahoma State University in May, 1978.

**Professional Experience:** Elementary music teacher Daggett Elementary School, 1957-1958; Elementary music and sixth grade J. E. Pearce Junior High School, 1958-1959; Elementary music and fifth grade South Hills Elementary School, Fort Worth, 1969-1970; Teaching Assistant Education Psychology and Child Development, Oklahoma State University, 1974-1975; Academic Adviser, College of Education, Oklahoma State University, 1975-1977; Student Development Specialist at the University of Texas at Dallas currently.