

A COMPARISON OF EDUCATIONAL NEEDS OF
REENTERING COLLEGE STUDENTS

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PREFACE

Colleges, especially community colleges, are directing their attention toward the adult students, hoping to fill the vacancies that are created by the declining enrollment of the traditional 18-year-old student. However, in many instances, little effort is made to learn about these new students and their needs. Instead, these students are expected to adjust to the existing academic system that was originally designed for the recent high school graduate.

An assessment was made of the perceived educational needs for adult students who were reentering college after a hiatus from formal study. The students indicated their needs in order of importance in five categories that they perceived would be helpful in successfully returning to college.

Although there is a paucity of information concerning the adult students and the difficulties they encounter on their return to college, it was evident that they reenter college with needs that differ from those of the traditional high school student. The study did not indicate that a significant difference existed between male and female adult students.

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TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION	1
Statement of the Problem	4
Purposes of the Study	4
Limitations of the Study	5
Research Questions	5
Definition of Terms	6
II REVIEW OF THE LITERATURE	7
Introduction	7
Adult Learning Styles	12
Implications for Two-Year Colleges	15
III. METHODOLOGY	18
Introduction	18
Population and Sample	18
Instrumentation	19
Procedure for Data Collection	20
IV. RESULTS	22
Introduction	22
Statistical Procedure	23
Research Question One.	23
Research Question Two.	28
Research Question Three.	31
Research Question Four	33
Research Question Five	33
V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	36
Summary of the Study	36
Conclusions.	37
Recommendations	41
A SELECTED BIBLIOGRAPHY	42
APPENDIXES	46
APPENDIX A - TABLES	47
APPENDIX B - COVER LETTER AND RESEARCH INSTRUMENT	60

Chapter	Page
APPENDIX C - CATEGORIES OF NEEDS ITEMS AND MEANS OF RESPONSES	69
APPENDIX D - CHOICE DISTRIBUTION OF NEED ITEMS BY PERCENTAGES	74
APPENDIX E - WRITTEN RESPONSES.	76

LIST OF TABLES

Table	Page	
I	Reliability, Means, and Standard Deviations for Survey of Student Need Subscales	48
II.	Frequency and Percentage by Age Range	48
III.	Marital Status of Respondents	49
IV	Frequency and Percentage of Employment Status.	49
V.	Frequency and Percentage of Children as Reported by Respondents.	49
VI	Frequency and Percentage of Respondents Categorized Into Six Ethnic Groups.	50
VII	Frequency and Percentage of Yearly Income of Respondents	50
VIII.	Frequency and Percentage of Major Fields of Respondents.	51
IX.	Correlations Between Independent Variables and Categories of Needs for Reentry Students	51
X	Multiple Regression for Respondents on Independent Variable, All Needs.	52
XI.	Two-Way Analysis of Variance for Respondents on Academic Survival	52
XII	Two-Way Analysis of Variance for Respondents on Student Support Services	53
XIII	Two-Way Analysis of Variance for Respondents on Personal-Social Development	53
XIV.	Two-Way Analysis of Variance for Respondents on Instructional Patterns	54
XV	Two-Way Analysis of Variance for Respondents on Administrative Policies	54
XVI	Cell Means, Number of Respondents, and Standards of Deviation for Dependent Variable, Five Categories of Educational Needs for Developmental Studies Course.	55

Table	Page
XVII. Cell Means, Number of Respondents, and Standards of Deviation for Dependent Variable, Five Categories of Educational Needs for Orientation Session	56
XVIII Two-Way Analysis of Variance for Respondents on Academic Survival	57
XIX Two-Way Analysis of Variance for Respondents on Student Support Services	57
XX. Two-Way Analysis of Variance for Respondents on Personal-Social Development	58
XXI. Two-Way Analysis of Variance for Respondents on Instructional Patterns.	58
XXII. Two-Way Analysis of Variance for Respondents on Administrative Policies	59

LIST OF FIGURES

Figure	Page
1. Age Range of Respondents by Sex	25
2. Marital Status of Respondents by Sex.	26
3 A Comparison of the Number of Children as Reported by Sex	27
4 A Comparison of Major Fields of Study by Sex.	29
5. Interaction of Sex and Course on Instructional Pattern Needs	34

CHAPTER I

INTRODUCTION

The complexity of American society has increased enormously during the past few generations. This situation has led to the need for more advanced levels of training in technological and professional skills. In addition, a growing awareness of social concerns has been demonstrated by a commitment to provide equal educational opportunities for all citizens. These factors have had a profound influence at all educational levels, particularly in American colleges and universities. Higher education in the United States has traditionally reflected a great diversity in the types of institutions themselves, but with the need for more advanced training and wider access, the student population has also become more diversified.

One group which can be identified within the college population is that of the reentering student. This group of students consists of those adults who did not originally complete their college programs, but who have reentered institutions of higher education. Since 1970, the number of adult learners returning to college has more than doubled (Lahti, 1977). While an increase in adult students has occurred at almost every type of collegiate institution, it is nowhere more evident than in the two-year community/junior colleges. Students enrolled in community/junior colleges now constitute one-third of all the nation's college students (Lahti, 1977).

Traditionally, the programs in American higher education have been oriented toward students in the 18 to 22 age range who are single and not employed. Institutional programs, therefore, were established to serve the

needs of full-time students giving their full attention to completing their college education within a four-year time frame. Now, however, these traditional students do not constitute a majority of the students on all campuses. Many thousands of individuals seeking new and continuing educational opportunities on campuses are the "adult students" who need alternatives to traditional educational approaches.

If the enrollment of the traditional age of students continues to decline, American colleges and universities will turn increasingly toward adult learners as a new market for maintaining enrollment. If this effort is to be successful, the needs of these students must be recognized, and programs and services must be initiated which will address these needs.

Educators are becoming more aware that adults, those beyond the traditionally college age range of 18 to 22, represent the fastest growing segment of the student population in higher education. Between 1972 and 1979, total college enrollments increased by 2.3 million, with almost one-half of this increase due to the enrollment of part-time students aged 25 and over (Hall and Gleaves, 1981).

Students who have had their education interrupted for several years have returned to college with their own objectives relating to educational, career, and personal growth. They are interested in preparing themselves educationally, emotionally, and vocationally for more effective living in a modern society (Farmer, 1976).

To a great extent, this increased growth of the student population can be attributed to the enrollment or reentry of adult women, who outnumber men students in the 25 and over age group by approximately two to one. In postsecondary institutions, women outnumber men students at the undergraduate level for the first time since World War II (Hall and Gleaves, 1981).

The decision to reenter education, for both adult women and men, can be a very harrowing experience. Adults reentering academic programs after a period of absence from formal study often experience feelings of uncertainty, inadequacy, and even fear. Their needs--educationally, socially, and emotionally--and the type of maintenance necessary, are different from those of the 18 to 22-year-old population. Yet, in many institutions, they have had to adapt to the educational demands geared to the traditional college-age student. Reentering adults are expected to conform to an environment ill-equipped to serve the needs of older nontraditional students--an environment in which administrative policies, instructional methods and materials, support services, and even attitudes, are geared to recent high school graduates (Robbins, Mangano, and Corrado, 1980)

Educational reentry for women returning to school after a prolonged absence has additional difficulties. Adult women students frequently face concerns about their own identity and self-esteem. They have been assimilated into the student role quietly, adjusting to an academic community planned for the young, unattached, nonparenting student. In addition to general reentry difficulties, these women must integrate their educational roles with home responsibilities. Theoretically, the potential for role conflict and overload is high (Sales, Shore, and Bolitho, 1980)

Results of studies indicated that the women now enrolled in community colleges are an extremely diverse group with educational goals and needs quite different from those of the previous population of community college students (Elovson, 1980). Many of these women doubt their ability to compete in school successfully. It has also been found that the services received by these women are not suited to their particular needs.

Chudwin and Durrang (1981) related special problems of male students returning to college. Male students share some common problems with women

students, but in several areas they have a definite advantage over women. For instance, male students receive more outside incentives (such as financial support) from their employers and their wives, who often work to put their husbands through school. The G I Bill is another source of financial help. Men seem more able to deal with authority, better prepared in mathematics and sciences, and more aware of how the system works. Even with optimum financial help, family support, and confidence, men have special problems, either as a result of lack of experience or of a more psychological nature (Chudwin and Durrant, 1981).

A survey of a sample group of adult males indicated several special concerns and high-stress situations for men. The four most prominent were (1) divorce, (2) loss of job, (3) relationships with their children, and (4) having too many roles to fill (Kirkman, 1977). Until recently, the changing roles of men have not received much attention. The roles of men are changing in many aspects, as are the roles of women. The demands and constrictions of the masculine role and the particular needs of men in American culture are becoming clearer and also require consideration. Thus, adult reentering students, both male and female, have many special needs that must be considered. This study is oriented to these unique and expressed needs of the adult reentering student.

Statement of the Problem

How are selected needs and services related to reentering college students?

Purposes of the Study

The purposes of this study were.

1. To determine the demographic characteristics of reentering students at a two-year urban institution located in the southwestern United States.

2. To assess the needs perceived by reentering students as important for their successful reentry.

3. To determine if adult male and female students differed in their needs for programs and services.

4. To determine the importance of selected educational supportive programs in meeting the needs for male and female reentering students.

Limitations of the Study

The study was conducted at a two-year urban institution offering both a terminal program and a transfer program. The results derived from this study were limited to one specific institution. Four-year, degree-granting institutions and those of a suburban or rural environment would most likely have different characteristics, due to differences in students' perceived needs, educational missions, and types of programs offered. Finally, any generalization of the results of this study should not be made for other populations.

Research Questions

The following are research questions considered for the study.

1. What are the selective demographic characteristics of reentry students at a two-year urban college, as measured by the study?

2. Are there significant relationships among age, income level, number of dependents, level of education, time out of school, gender, and the needs of reentry students?

3. Are there significant differences between reentry students who enrolled in one or more developmental study courses and those who did not, in terms of their educational needs?

4. Are there significant differences between reentry students who attended an orientation session and those who did not, in terms of their educational needs?

5. Are there significant differences between male and female reentering students in their rating of needs in five categories: academic survival skills, student support services, personal-social development, instructional patterns, and administrative policies?

Definition of Terms

For the purpose of this study, the following terms are defined to clarify their usage:

Reentry Student. Men or women who are 25 years of age or older, who have returned to higher education as a student, after an absence from formal education for one year or more.

Developmental Studies Course. Courses in English, reading, mathematics, and psychology offered for students who have been out of school for an extended time, or for students who need to develop their basic skills before pursuing college work.

Orientation Session. One-hour sessions offered for new students and first-time entering students to make entry and adjustment to college easier. Activities include providing information about programs and services of the college and the location of facilities.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

As a result of the influx of adult students to the college campus, the student body in higher education is taking on a new characteristic. Within this diverse group of adult students are other groups, each with its own needs and characteristics. This chapter will discuss the characteristics of reentering students, their learning styles, and the implications for two-year colleges to which a majority of these students are returning.

Characteristics of Adult Students

A review of the literature on reentry students disclosed that they are a highly diverse group in regard to age, class, origin, and experience (McDermott, 1975). Although there are similarities between the reentering student and the traditional college student, a number of characteristics have been observed which differentiate the adult learner from the younger collegian.

Knox (1979) considered adult students to be handicapped in the academic environment by a lack of confidence in their academic ability. Many had experienced failure and unpleasantness in their previous schooling. This apprehension and previous experience create a need for encouragement in the adult learner which is not manifested as greatly in the younger student. Adult students are usually apprehensive about returning to school.

and often need to be assured that they can learn in an educational setting. Many have never attended college before. Having been involved with other interests and activities that are far removed from an academic environment, these students are likely to be unfamiliar with such college terms as "credits," "electives," and "requirements." Also, they may have feelings of inadequacy because they have been out of school so long.

Not all students who enter colleges and universities are without educational background beyond the secondary school level (Shelhorne, 1975). Many students who have attended college previously are returning to upgrade information in their field.

In studying the profile of the adult student, Arbeiter (1976) found that the adults who participate in formal learning experiences tended to be younger than adults who did not participate. Approximately one-half of these adult learners were under 40 years of age. Adults over 55 years of age were not as concerned about college credits in job-related courses. Those who had some college experience were more likely to be involved in formal learning activities than were those who had not graduated from high school. Adults employed full-time were more likely to participate in formal learning than were those employed part-time or who were unemployed. Thus, the adult learner may be viewed, generally, as being under 40, employed full-time, and having some previous experience in a collegiate setting.

There are a number of factors which are necessary to observe when trying to determine the interest of adult learners. The New York State Department's (1977) Continuing Education Needs Assessment showed that the interest of adults vary according to such factors as age, sex, previous education, and home location. Arbeiter (1976) also pointed out that adult interests were impacted by age. Likewise, men are more likely to pursue

those educational activities that they consider to be occupational training. Another finding indicated that men are likely to be involved in studying leisure-type topics (such as hobbies, recreation, and personal development) that may not be taught in an academic classroom.

Adults with college degrees are more likely to participate in some type of formal learning. Those with some formal postsecondary education are more interested in leisure time activities than those with less education. Adults with a high school diploma or less education are more interested in high school equivalency, building trades, industrial skills and business skills (Mangona and Corrado, 1979, p. 12).

Adult students from rural areas have a greater enrollment in avocational training courses, while those from urban areas have a greater enrollment in general academic subjects and the study of hobbies and recreational activities.

In listing major differences between the adult and the traditional college students, Farmer (1976) pointed out that education for the adult is generally shared with a full-time job. Usually, adults come into the learning situation with knowledge based on firsthand experiences. Adults carry responsibilities unrelated to the academic community but very much related to their home, families, and social communities.

A longitudinal study conducted by Lenning and Hanson (1977) on the characteristics of adult students at different age levels revealed that a majority of the adult students reentering college do so as part-time students. They usually attend classes in the evening after a full day at work. The part-time student is typically 30 years of age and employed at work or at home (Hamilton, 1979). Generally, older students receive less attention from college counselors, instructors, and other personnel than do younger students. Lenning and Hanson attributed this to the fact that they appear not to need much academic counseling and assistance, because

even though their college entrance test scores are much lower than younger students, they tend to earn much better grades

A study of new students at community colleges in California by Knoell (1976) revealed that the older, part-time students come with their own specific educational goals related to educational, career, and personal growth which they often achieve outside degree and certificate programs, sometimes foregoing credit and grades on the grounds that they have no need for certification

Knoell (1976) reported also that many adults already hold baccalaureate and advanced degrees, while others are enrolled for the first time in many colleges at the ages of 40-60, or older. Older students often enroll intermittently, skip semesters, and enroll in other institutions which offer adult and continuing education programs.

Included in the diverse group of adult students returning to college, Hardaway (1976) described veteran students as those who come back to school to update occupational skills, to train, or to retrain. Usually, veterans are highly motivated and wish to obtain a degree or certificate in the shortest possible time. Roelfs (1975) pointed out that veterans were much more likely than other students to want student-oriented rather than traditional instruction, to associate with other students, and to participate in extracurricular activities.

The new woman student is appearing on the college campus at an increasing rate. Married and formerly married women who have been absent from the campus are becoming college students in large numbers. In the state of New York, 35,000 students out of 400,000 enrolled are over the age of 35; almost three-fourths of them are women (Lenz and Shaevitz, 1977). That there are more women than men in the new majority is a natural

outgrowth of changing attitudes, sex roles, and the emerging social and economic realities of our times.

In general, the new woman student has a number of characteristics which make her unique. In reporting on the new women students on college campuses, Agin and Prather (1976) indicated that the woman student may have entered college through homemaking-related courses that include cooking, sewing, and home planning. Her responsibilities for family and employment are probably greater than those of other students, and as a result of these responsibilities, she enrolls for fewer hours and takes longer to complete her college program. However, she tends to increase her class hours as she finds more free time available. Generally, the adult woman student is older than other adult students.

Agin and Prather (1976) also pointed out major obstacles the woman student encounters that she must overcome. These are personal conflicts which tend to develop as a result of the problems she faces while making a place for herself in situations of higher learning that have been traditionally male-dominated. According to Agin and Prather, there are many difficulties associated with the woman student making a place for herself in an institution that is traditionally male-dominated. The academic community in which she must learn to achieve is governed by a male-defined mode of performance. She must resolve her personal conflicts so that she can make logical decisions about her academic, career, and personal goals rather than reacting to the subtle and sometimes not so subtle pressures coming from the academic community.

According to Farmer (1976), adults return to school for a variety of reasons, each with his or her own unique pattern of potentialities, hopes, and problems. They bring to the college new needs, new inspirations, new

goals, and new academic expectations that are quite different from those of the traditional student.

Adult Learning Styles

Much of the literature reviewed revealed that, since the early beginning of the educational system, certain assumptions have been made regarding the learning capabilities of adults (Groombridge, 1982, Kidd, 1959; Lenzand and Shaevitz, 1977, Knowles, 1973). One such assumption, based on the results of tests, was the belief that after the early twenties there was a sharp decline in the learning capacity, memory, and concentration as an individual reached a mental plateau where he or she remained until the inevitable decline into old age (Lenzand and Shaevitz, 1977). This assumption, and others, which places the adult learner at a disadvantage, grew out of a widespread misconception about how adults learn and about the learning process.

According to Kidd (1959), adult learning has always continued. Only recently has attention been focused on systematized means for adult learning and an effort made to determine the way adults learn. Adults can learn and continue to do so throughout their lives, stated Kidd. He also pointed out that there are great differences between individuals--the success of any learner, young or adult, is bounded by his or her innate capacities. Thus, adults vary greatly in their characteristics as learners.

Similarly, Dunn and Dunn (1979) noted that not only does the learning process differ dramatically, but some students may achieve only through selected methods that frequently will fail to produce academic results for others.

Some basic principles about adult learners that have been supported by research are presented by Lenzand and Shaevitz (1977) and Knowles (1973)

They are summarized in the following sentences.

1. Adults are more inclined to learn information that is meaningful and that can be directly related to them

2. They reap the most benefit when they can apply what they learn to what they desire and need to know.

3. Adults are interested in learning new information and experiences. Ideas that are too familiar and stereotyped do not stimulate nor motivate adults

4. Adults learn best through active participation in the learning process. That is, the student should be given the opportunity to do what he is learning to do

5. Lengthy study sessions without interruptions are a requirement for adult learning

6. Sufficient time should be allowed for the adult to absorb what has been learned before attempting to learn new information.

7. Continuous feedback is helpful in the retention of information

8. Learning is more effective for adults when they are allowed to proceed at their own rates of speed and do not feel pressured by competition from anyone except themselves.

Adults may learn more slowly because of the time lapse from school and lack of confidence in their ability to learn. However, the adult can and does learn when taught under favorable conditions (Knowles, 1970).

According to Elias (1979), the learning process for adults does not differ from that of children. On the other hand, Knowles (1973), a foremost adult educator, is the chief proponent of the idea that teaching adults essentially differs from teaching children. He and other adult educators, both North Americans and Europeans, are supporters of the term "andragogy" that was coined to distinguish the art and science of teaching

adults, from "pedagogy," the art and science of teaching children (Knowles, 1973).

There are a variety of learning patterns for different kinds of adults. In 1972, Klevins presented four broad patterns in which adults learn. They are: individual, small group, large group, and mass education. Various techniques can be developed within each pattern to fit the learner and their capabilities

Since each individual learner presents his or her unique learning characteristics, none of the above patterns can be considered effective in the learning process of all persons, child or adult (Klevins, 1972) Also, most educators now agree that the curriculum and methods should relate to the needs of the students.

Not all, or even most, instruction should be done on an individual basis, since it might not be economically feasible and because adults tend to prefer the small group learning patterns. However, there are some courses in which there is a need for the special one-to-one relationship. Klevins (1972) contended that most adults involved continuously in life-long learning will benefit from individual instruction.

Klevins (1972) also considered the small group learning pattern to be standard practice and to be the one to which participants in adult education program are accustomed. Assembled in small groups is characteristic of adults, therefore, they accept the small group as a preferred pattern for learning. Klevins also reported that the large group pattern provides a myriad of options for learning that are acceptable to the adult learner. Such meetings as teachers' conventions and large conferences are large groups which are accepted. Adult students can attend in anonymity, they can be present in body but absent in spirit. They can attend the meeting in person or at a later date, secure a copy of the lecture, and read it

Additionally, the mass pattern is considered by Klevins (1972) to be the way adults learn. Mass instruction is frequently used by both private and public agencies. Generally, in this pattern, objectives are established, needs of the learner are considered, and material is organized so that the individual learners can move on from what they know to what they need to know.

Hankin (1973), Boulmetis (1978), and Klevins (1972) considered the environment to be an important element in adult learning. Adults have different physical needs than do youth. Physical discomfort can be distracting. Creature comforts such as heat, light, ventilation, and outside noises should be controlled. Furniture, work space, and other physical equipment are important components of the learning environment for adults.

Adults want to be treated as adults and want to apply what they learn beyond the classroom and in their lives. Consequently, the curriculum and methods should be related both to goals of education and to the needs of adult students (Kidd, 1959).

Knox (1981), in his work with adult learners in vocational education, expressed that the learning ability of an adult is a reflection of childhood abilities, subsequent experience, educational level, recency of educational activity, and motivation. He further stated that most adults think of themselves as users of education rather than recipients. They want to integrate what they have learned with the pursuit of living, work, family life, and community activities.

Implications for Two-Year Colleges

Adult students are returning to college campuses across the country at an increasing rate, especially to the two-year community college, and it is recognized that these students have special needs and problems.

However, until recently there has not been sufficient recognition of these needs by some institutions of higher education. Adults were expected to adjust, not only to policies and practices, but also to an educational environment that was designed with the recent high school graduate in mind

This was pointed out by McDermott (1975), when he reported.

Most campuses are handicapped by attitudes which have assigned adult learners to a second-class status, have relegated them to night or extension courses, to inferior degrees, to haphazard faculty, and more. On top of this, colleges have expected adults to march to the same teaching methods and instructional procedures designed for persons preparing for, rather than already engaged in, society (p 271)

This influx of adult students to the campus is making tremendous impact on higher educational institutions. Colleges and universities are beginning to realize that they are obligated to help the adult student who has suddenly become an answer to both a declining enrollment and cutbacks in financial support. Reevaluation and adjustment will, of necessity, have to be made by the community colleges in order to cope with adult student (Bulpitt, 1973a).

In 1979, Cross reported that colleges have become more seriously involved in providing for adult learning needs. Many are making efforts to conduct needs assessments in order to determine what programs are of interest to the new, potential student population

Recently, reports from studies conducted in several states revealed that community colleges currently are involved in various innovative outreach programs, diversified scheduling, and service to a broad crosssection of the student population (Lahti, 1977). For example, the provision of day care for the children of its students and particularly for its single parent students is practiced by the University of California at Los Angeles, the University of Michigan at Dearborn, The American University, and the University of Wisconsin at Green Bay. The University of Wisconsin implements

the "University Without Walls" concept, and an outreach program for Mexican-Americans is conducted at Cerritos College in Norwalk, California.

Colleges will no longer find it feasible to build schedules and to base full-time staffing on the assumption that a student will enroll for 15 to 18 hours of credit during the daylight hours (Bulcott, 1973b). In his report on adult education, Hankin (1973) related that at one junior college, a commitment to serve students when they are available led to offering classes from 1:00 a.m. to 3:00 a.m. for factory workers completing a night shift. Hankin continued by stating that institutions have an obligation to empower faculty members to make a distinction in their instruction in order to accommodate both individual differences and the differences found in educating groups of adults as opposed to the traditional college-aged group.

It was further stated by Hankin (1973) that, due to the variety of offerings and the diversity of students, more attention is necessary in order to provide for the adult students in adequate student services: counseling, testing, guidance, financial aid, placement services, referral, and information. These can no longer be provided on a part-time, haphazard basis.

The mass movement of adults to the college campus has created challenges for higher educational institutions across the nation. Keeping in mind the continued dwindling enrollments in the typical high school and the increased cost of education, institutions would do well to accept the challenges presented by the reentry adult student. Mangano and Corrado (1978) suggested that this challenge is not met by simply absorbing adult students into existing academic programs but by remodeling the total institution in an attempt to facilitate adults' successful return to participation in and completion of formal study.

CHAPTER III

METHODOLOGY

Introduction

This chapter will present a description of the population and the procedure for identifying the sample, selection of the instrument, and procedure for data collection.

The purpose of this study was: (1) to determine the demographic characteristics of reentering students at a junior college, (2) to assess the needs perceived by reentering students as important for their successful reentry, (3) to determine if adult male and female students reentering college differ in their needs for programs and services, and (4) to determine the importance of selected educational supportive programs in meeting the needs for male and female reentering students.

Population and Sample

The reentering male and female students who participated in this study were enrolled at a junior college in the southwestern United States during the spring semester of 1982. A total of 400 students were randomly selected from a list of 2,240 students who entered the college for the first time in the fall of 1981.

They were selected on the criteria that (1) they were enrolled previously during the fall semester of 1981, (2) they were 25 years of age or older, and (3) they were presently enrolled in not less than half-time

(six or more credit hours). The sample consisted of 178 males and 22 females who had been out of school one year or more before reentering college

Instrumentation

The instrument used in this study was a modified version of the Survey of Student Needs (see Appendix B). The Survey of Student Needs was developed for and used by Mangano and Corrado (1979) in the Reentry Adult Student Project that was initiated by the Two Year College Development Center at the State University of New York at Albany.

The instrument was revised by the researcher to improve both face and content validity in order to assure adequate sampling of all areas measured. The instrument was modified by adding Section B (Educational Information) to Part I and by adding two pertinent needs items to the college to Part II (Student Needs). After modification, the instrument consisted of 100 items. These items were reviewed and validated by two college administrators as adequately covering the needs of reentering students. A pilot test was administered to three secretaries in the Student Development Office who were students reentering college. This test was administered to determine the length of time required to complete the questionnaire and to determine if the questions adequately covered the needs of returning students, as perceived by these participants. The results of the pilot test revealed that the questionnaire would require approximately 15 minutes to complete.

The survey was designed to provide information in two parts. Part I consisted of 9 demographic items and 14 items which provided educational information. Part II consisted of 77 items constructed in five categories. The categories were (1) academic survival (essential tools of academic

competence), (2) personal-social development (those skills that can be generalized to varied situations, not usually considered to be curriculum determinants), (3) instructional patterns (educational policies, procedures, and attitudes that affect the student's academic performance), (4) administrative policies (administrative procedures that established the institutional environment), and (5) student support services (institutional services that support and enhance the student's educational experience). The Survey of Student Needs used by Mangano and Carrado in their study of students from 57 two-year colleges, has a coefficient (Cronbach's alpha) of internal consistency reliability of .95, with coefficients in the five categories, ranging from .72 to .92. The readability level of the survey is grade 7.5, and the administration time is approximately 15 minutes. Reliabilities and normative statistics for the modified version are summarized in Table I (Appendix A). Each of the 77 items is answered on a five-point Likert scale as being of "no importance" (1) to "high importance" (5).

Procedure for Data Collection

On May 7, 1982, a copy of the Reentry Student Survey, accompanied by an explanatory cover letter and a stamped, self-addressed return envelope, were mailed to the sample of 400 students. The questionnaires were anonymous.

A total of 261 questionnaires were returned. Five returned questionnaires that could not be used due to insufficient information, consequently, they were dropped from the survey. Eleven questionnaires were returned due to incorrect addresses. Correct addresses were obtained for 6 of the 11 students and the same materials were mailed to each. On May 31, a follow-up telephone survey was initiated. During the telephone survey,

one to four calls were made to all students who did not require a toll call. By July 30, this effort had produced a total of 261 responses of the 400 mailed questionnaires, of which 256 questionnaires were used.

CHAPTER IV

RESULTS

Introduction

This study was designed to ascertain the demographic characteristics of reentry students at a two-year college. The needs, as perceived by reentering students to be important to their successful reentry to college, was assessed. Further, the study determined if these needs (according to students' indications in five educational needs categories: academic survival, student support services, personal-social development, instructional patterns, and administrative policies) differed relative to orientation sessions and developmental classes attended.

The purpose of this chapter was to present the statistical results of the data analysis as it related to each of the five research questions. The research questions were.

1. What are the demographic characteristics of reentry adult students at a two-year college, according to sex, age, marital status, employment, number of children, ethnic group, socioeconomic status, time out of school before returning, number enrolled in an associate degree program, time of day for attending classes, and major field of study?

2. Are there significant relationships among the age, socioeconomic status, number of dependents, level of education, time out of school, and gender and the dependent variable, needs of reentry students?

3. Are there significant differences in the educational needs of re-entry students who enrolled in one or more developmental studies courses and those who did not?

4. Are there significant differences in the educational needs of male and female reentry students who attended an orientation session and those who did not?

5. Are there significant differences between male and female reentering students in their rating of needs in five categories: academic survival skills, student support services, personal-social development, instructional patterns, and administrative policies?

Statistical Procedure

Five statistical techniques were used to analyze the data and to answer the research questions. Frequency counts and percentages were used for each item on the questionnaire, multiple regression and Pearson correlations were used to calculate the relationships among demographic variables and educational needs. Also, a two-way analysis of variance was utilized to test for significant differences which existed between male and female reentry students who enrolled in one or more developmental studies courses and those who did not, and in addition, to determine if significant differences existed between male and female students who attended an orientation session and those who did not. Eta square (η^2) was calculated to show the relationship of sex and course in the instructional patterns category. A .05 level of significance was adopted for this study.

Research Question One

Demographic information was gathered to determine the characteristics

of reentering students. The data was compiled from the responses of 256 reentry students, consisting of 92 males (35.9%) and 164 females (64.1%).

To answer Research Question One, a frequency count was made of male and female responses to Parts I and II of the questionnaire. The data for each part were converted to percentages. The frequency and percentage of respondents within four age groups are presented in Table II (see Appendix A). Figure 1 shows a comparison of male and female respondents by age range.

The marital status of all respondents is shown in Table III (see Appendix A). The responses of male and female respondents are presented in Figure 2. The frequency and percentage of the responses of male and female participants regarding employment status are reported in Table IV (see Appendix A).

The frequency and percentage of number of children for respondents are illustrated in Table V (see Appendix A). The number of children reported by male and female respondents is displayed in Figure 3. The frequency and percentage of respondents answering the questionnaire were categorized into six ethnic groups, as shown in Table VI (see Appendix A).

The data revealed that 94 (36.7%) of the participants were veterans, while 161 (62.9%) were nonveterans. In Table VII (see Appendix A), the frequency and percentage of respondents at yearly income levels are presented.

In responding to the question that asked if they had been out of class since high school for one year or more before attending college, 229 (89.0%) of the respondents answered "yes." Twenty-seven (10.5%) of the respondents answered "no."

The number of respondents who reported that they were enrolled in an Associate Degree Program was 181 (70.7%). The number who indicated they

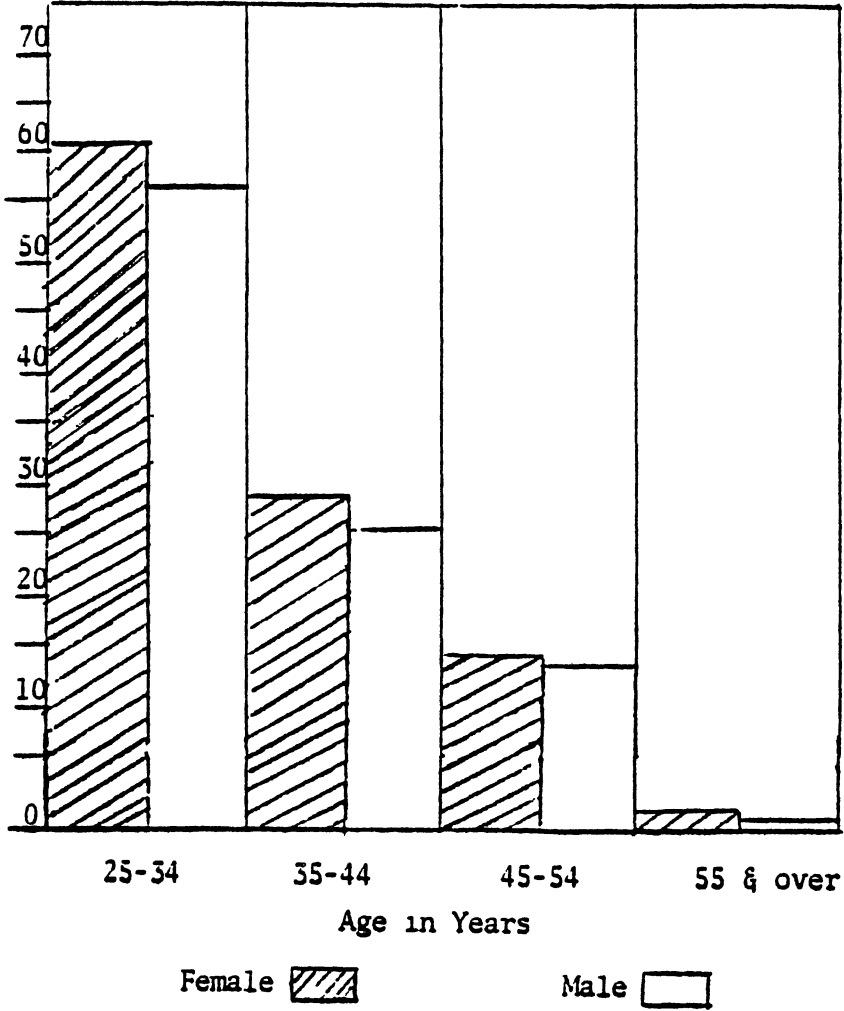


Figure 1 Age Range of Respondents by Sex

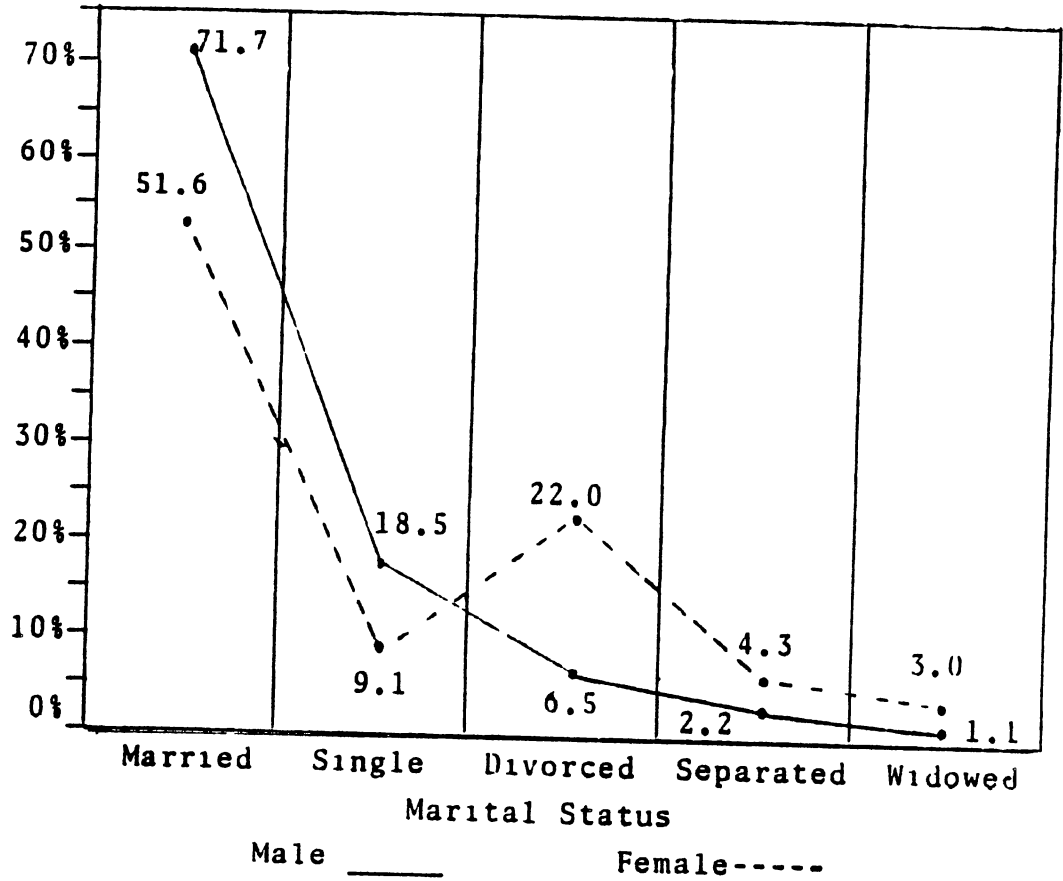


Figure 2 Marital Status of Respondents by Sex

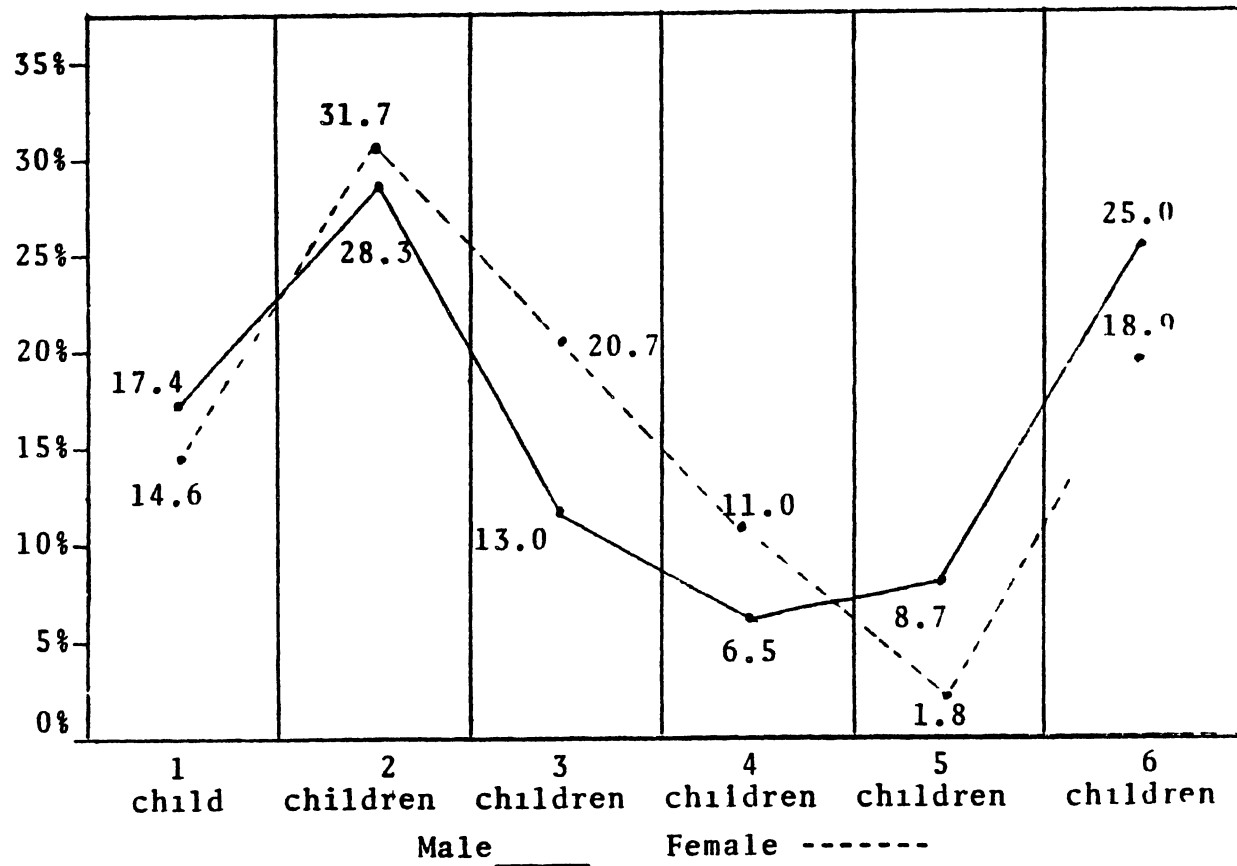


Figure 3 A Comparison of the Number of Children as Reported by Sex

were not enrolled in an Associate Degree Program was 68 (26.6%) Seven (2.7%) of the respondents did not answer this question

Of the respondents who answered the question regarding the time of day they attended classes, 101 (39.5%) reported attending during the day, 113 (44.1%) reported attending in the evening, and 42 (16.4%) reported attending classes both during the day and in the evening

Table VIII (see Appendix A) shows the major field of study of the respondents. A review of the 36 questionnaires that indicated "other" as a major field of study revealed that 2 of these were business majors, 12 were humanities majors, 15 were social science majors, and 5 were engineering/science majors. Of the remaining two respondents who reported "other" as major fields of study, one wrote "undecided," while another wrote "to get an education." This response could indicate that the question was not understood. Figure 4 compares the major field of study by sex of respondents

Research Question Two

The second research question was, "Are there significant relationships among the independent variables of age, socioeconomic status, number of dependents, levels of education, time out of school, and gender and the dependent variable, educational needs of reentry students?"

To investigate the second research question, the five scale scores were used as dependent variables, and Pearson correlations were calculated to determine relationships. To obtain more precise estimates of relationships, only respondents with complete responses on all variables were used to calculate the correlation coefficient. The findings are presented in Table IX (see Appendix A)

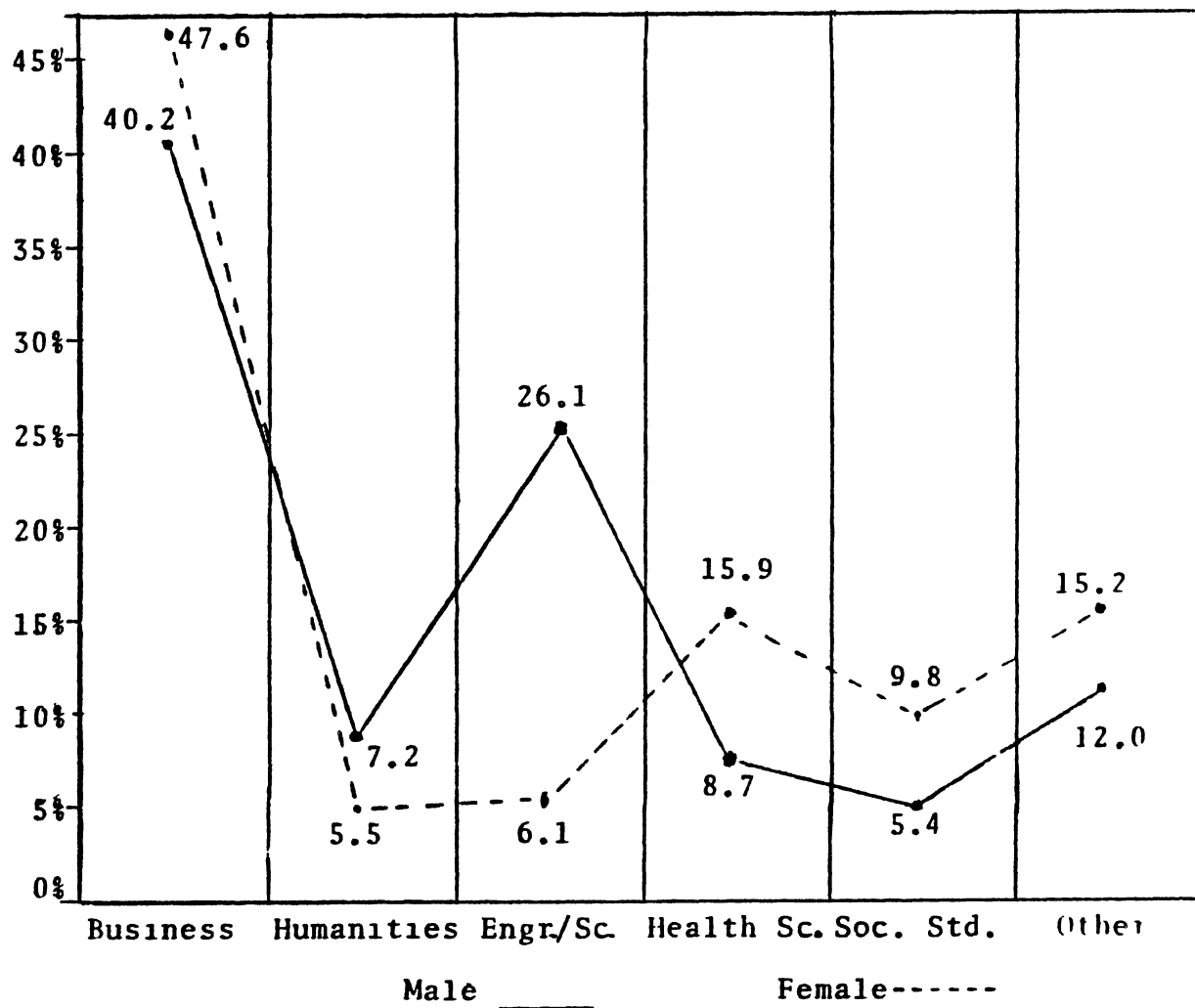


Figure 4 A Comparison of Major Fields of Study by Sex

A significant negative correlation was found between age and student support services. The coefficient of determination (r^2) .043 indicated that age accounts for only 4.3% of the variance in support service.

A significant negative correlation was found between age and personal-social development. The coefficient of determination (r^2) .017 indicated that age accounted for 1.7% of the variance of personal-social development.

A significant negative correlation was found between age and instructional patterns. The coefficient of determination (r^2) .014 indicated that the variables shared 1.4% of their variance.

A positive correlation was found between number of children and academic survival skills. The coefficient of determination (r^2) .038 indicated another very small relationship.

A significant positive correlation between number of children and student support services was found with a coefficient of determination (r^2) of .027. This finding indicated that as number of children increased, the participants had an increased need for student support services. This could mean that with more children they had a greater need for a place to study on campus, financial aid, academic counseling, and other such items.

A significant positive correlation between number of children and personal-social development was observed with a coefficient of determination (r^2) of .143. The number of children accounted only for 4.3% of the variance in personal-social development.

A significant negative correlation was found between socioeconomic status and academic survival, with a coefficient of determination (r^2) of .019. The socioeconomic status only accounted for 1.9% of variance in academic survival.

The significant correlation between socioeconomic status and student support services was negative. The coefficient of determination (r^2) was .053. As the socioeconomic status increased, the need for student support services decreased. Socioeconomic status accounted for 5.3% of the variance in student support services.

The significant correlation between socioeconomic status and personal-social development was negative. The coefficient of determination (r^2) was .02. The negative correlation indicated that as salary increased, the needs in personal-social development decreased.

The significant correlation between socioeconomic status and instructional patterns was negative. The coefficient of determination (r^2) was .014. This negative correlation indicated that as salary increased, the needs in instructional patterns decreased.

For further analysis of Research Question Two, multiple regression was used. The dependent variable in the equation was called "All Needs." All Needs is defined as the degree of importance (on a scale of 1 to 5) of those needs surveyed. Independent variables were sex, time out of school, socioeconomic status, level of education, age, and number of children. The equation was significant ($F = 3.05$, $df = 6.231$, $P < .05$,) (see Table X, Appendix A). The r^2 was .06, which was low, but significant. The independent variables accounted for only 6% of the variance of the All Needs variable.

Research Question Three

The third research question was, "Are there significant differences in the educational needs of male and female reentry students who enrolled in one or more developmental studies courses and those who did not?" To investigate the third research question, a two-way analysis of variance was

performed to determine whether a significant difference existed between the male and female respondents who enrolled in one or more developmental study courses and those who did not, with rating of needs as five dependent variables.

A two-way analysis of variance was performed on each of the five dependent variables—academic survival, student support services, personal-social development, instructional patterns, and administrative policies, to determine if there was a relationship between the independent variables of sex and course. The results of the analysis are shown in Tables XI through XV (see Appendix A). No significant differences were found for the three dependent variables of academic survival, student support services, and personal-social development. Thus, the developmental courses taken by both male and female students were not related to their educational needs in those three categories.

Reported in Table XVI (see Appendix A) are the cell means, number of respondents, and standard deviations for the five dependent variables, categories of educational needs. The analysis of variance for instructional patterns resulted in an r value which was significant at the .05 level (Table XIV, Appendix A).

A Tukey test was performed to compare all cell means of male and female reentering students who were enrolled and who were not enrolled in one or more developmental courses. A critical value of 4.98 was obtained and compared to the cell means. There was no significant difference found between students who were and who were not enrolled in developmental courses.

Eta^2 was calculated, which showed that 2.14% of the variability in the instructional pattern category was due to the interaction of sex and course. The cell means for the dependent variable, instructional patterns,

are shown in Figure 5. As a result of the above analysis, the interaction of sex and course shown in Figure 5 would be considered not very meaningful.

The F value (5.37) that was obtained for course enrollment with administrative policy as the dependent variable was significant at the .05 level (Table XV, Appendix A). Of those responding, 37 males and 59 females were not enrolled in any developmental courses.

Research Question Four

Research Question Four was, "Are there significant differences in the educational needs of male and female reentry students who attended an orientation session and those who did not?"

A two-way analysis of variance was used to test for significant differences among male and female reentry students who attended orientation and those who did not, on the five needs categories. Table XVII (see Appendix A) shows the cell means, standard deviations, and number of respondents for each of the five categories. No significant differences were found among respondents who attended orientation and those who did not, in terms of the five needs categories. Thus, the F values which were obtained as a result of these calculations were not significant at the .05 level. These data are shown in Tables XVIII through XXII (see Appendix A).

Research Question Five

The fifth research question was, "Is there a significant difference between male and female reentering students in their rating of needs in five categories: academic survival, student support services, personal-social development, instructional patterns and administrative policies?"

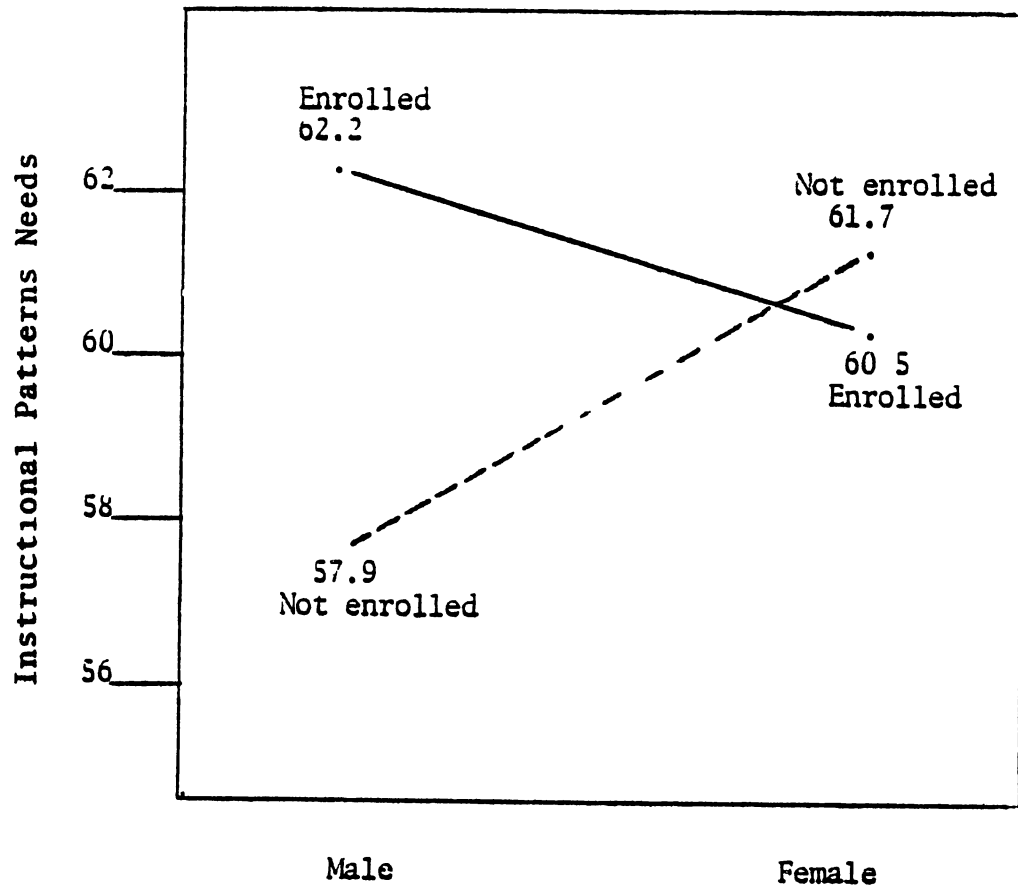


Figure 5 Interaction of Sex and Course on Instructional Patterns Needs

A one-way analysis of variance was conducted to test this research question. No significant differences were found for any of the dependent variables.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study was designed to determine the characteristics and needs of reentering students at an urban two-year college during the spring semester of 1982, and to assess the perceived needs of these students. The results of the study may assist in developing a useful framework for program planning and curriculum building.

A review of the literature revealed that the reentry student makes up the major population of educational institutions, especially community and junior colleges. The needs of these students, who are adults, differ from those of younger or traditional students.

A modified questionnaire was the survey instrument used to assess the educational needs that reentering students perceived as important for their successful reentry to college. The questionnaire was mailed, along with a cover letter and a stamped self-addressed return envelope, to 400 students who were enrolled during the previous fall semester of 1981 who were 25 years of age or older, who were enrolled not less than half-time (six or more credit hours), and who had been out of school for one year or more before entering college. Of this number, 261 responded. The data utilized in the study were collected from 265 (64%) reentering students.

Five research questions were developed, based on 77 need items that were divided into five categories established in a study by Mangano and

Corrado (1979). The categories were: academic survival skills, personal-social development, student support services, instructional patterns, and administrative policies. Students indicated their needs by rating the 77 items on a five-point Likert scale from least important to most important.

Frequency counts and percentages were calculated for each item in Part I of the questionnaire. Multiple regression and Pearson correlations were used to calculate the relationships among age, income level, number of dependents, level of education, time out of school, and gender, and the five categories of educational needs. Two-way analyses of variance were used to determine whether significant differences existed between male and female reentry students who enrolled in one or more developmental studies courses and those who did not. Analysis of variance was also used to determine if significant differences existed between male and female reentry students who attended an orientation session and those who did not. Eta squared (η^2) was calculated to determine the size of relationship among independent and dependent variables.

Conclusions

As the return of adult students continues to increase at institutions of higher education, colleges and universities must learn more about the characteristics and needs of their own adult population (Mangano and Corrado, 1978). Special attention should be given to the impact of age, marital status, number of children, and other demographic information on the successful adjustment by adult students to the educational environment (Sales, Shore, and Bolitho, 1980). Thus, it can be concluded that to provide programs and services that will successfully meet the needs of reentering adult students, educational institutions need to determine the demographic characteristics of their new clientele.

It was observed that significant negative relationships existed among the age of adult students and categories of needs, student support services, personal-social development, and instructional patterns. Correlations were found with coefficients of determination (r^2) of .043, .017, and .014, respectively. These findings indicated that as age increased, the adult student's need for student support services, personal-social development, and instructional patterns decreased.

These results were supported by Knox (1979), who stated that apprehension and previous unpleasant experiences created a need for encouragement in the adult learner and a need to be assured that they can learn in an educational setting. Knox (1981) pointed out that adults want to be treated as grown-ups and to apply what they learn to their life roles. They tend to appreciate teachers who are responsive to their concerns as they progress through a course. This need is indicated in the categories of student support services, personal-social development, and instructional patterns.

The results were also consistent with Shelhorne's (1975) findings, which pointed out that many students returned to college to upgrade information in their fields. They were employed full-time and carried responsibilities related to their home, family, and social communities. Therefore, their time for social involvement was limited. However, a review of the specific items of their personal-social development category of needs revealed that personal items such as "improving my memory," "getting A's and B's in courses," and "having a place to study at home," were considered to be very important. Students considered social items such as "age-mates in class," "getting together with other students," and "improving social interaction," as being of less importance. Lenning and Hanson (1977) found that a majority of adult students reentering college do so as part-time,

usually attending school after a full day at work. An exception was veterans, who were seen as being much more likely than other students to want student-oriented rather than traditional instruction, and also to associate with other students and to participate in extracurricular activities.

A significant positive correlation was found between number of children and academic survival skills, student support services, and personal-social development. Child care responsibilities may be one of the many factors that influence the decision of adults to reenter school. This is especially true of single women who often report that their most pervasive problem is having sole responsibility for their children. Hooper and March (1980) pointed out that a major problem facing female single parents was finances. Since these female students often come from families with lower incomes, financial aid is important to enable them to attend school.

Also, Bulpitt (1977) stated that many mature women fall into the category of disadvantaged students because they are deprived, both financially and culturally, due to a lack of formal training and the lack of opportunity to obtain it. These students may lack sufficient money to finance their schooling and many of them share some of the other deficiencies of disadvantaged students. Thus, it might be concluded that academic survival skills, student support services, and personal-social development is important to these students.

The analyses of variance performed with each of the five need categories as dependent variables, using gender and orientation as independent variables, resulted in no significant differences. However, this finding was not supported by Arbeiter (1976), who reported that men were more likely than women to pursue educational activities such as "occupational training." Women more often studied leisure-type topics such as hobbies, recreation, and personal development. Agin and Prather (1976) pointed out

that women students probably enter college through homemaking-related courses that might include cooking, sewing, and home planning. Both of these findings pointed to the needs categories: academic survival skills, student support services, and personal-social development.

In the category of instructional patterns, it was observed that more males who were enrolled in developmental courses indicated greater need in the category of instructional patterns than did those who were not enrolled. On the other hand, the females who were not enrolled in developmental courses showed more need in the category of instructional patterns than did females who were enrolled in developmental courses. Since the differences were very small, the findings were interpreted to mean that the relationships were not significant.

As a result of the analysis performed, no significant difference was found among respondents who attended orientation and those who did not, on the five need categories. A review of the responses to the question on attending orientation sessions might result in concluding that with less than one-third of the respondents attending an orientation session, either most were uninformed or they did not feel that it would be helpful. A contributing factor to nonattendance could be that students were not compelled to attend. Since several orientation sessions are scheduled at various times during week days and on Saturdays, time could possibly not be a factor for nonattendance. However, the lack of attendance at orientation sessions might be associated with unfamiliarity with the developmental studies courses, which are explained during the orientation sessions. It can be concluded that more effective methods should be available for getting information about the programs and services that are available to students. Overall, there was no evidence to support the hypotheses that

a significant difference existed between the educational needs of reentering male and female students.

Recommendations

Based on the findings of this study, the following recommendations are proposed for further research

1. Make an assessment of the student population to compare the educational needs of different populations (such as the traditional 18-year-old student) to the reentering adult student and the part-time student needs to full-time student needs. This would provide a broader research base for making comparisons

- 2 Some students indicated on the questionnaire that they were not aware of the developmental studies program. Therefore, an assessment of the student populations' awareness of the developmental studies program, orientation, and other student services is in order

- 3 Programs are sometimes implemented by colleges prior to making a need analysis. A survey could be conducted of adult students to ascertain their degree of satisfaction with programs and services provided to meet their needs by the college.

- 4 A survey could be conducted to determine the awareness of staff, instructors, and administrators toward the needs of reentering students.

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APPENDIX A

TABLES

TABLE I
 RELIABILITY, MEANS, AND STANDARD DEVIATIONS
 FOR SURVEY OF STUDENT NEED SUBSCALES

Subscale	Reliability	Means	Std. Dev
Academic Survival	89	33 02	8 17
Student Support Services	84	56 34	13 11
Personal-Social Development	91	65 43	14 60
Instructional Patterns	80	60 48	9 20
Administrative Policy	.73	44 81	8 01
Total	95	260 08	53 09

TABLE II
 FREQUENCY AND PERCENTAGE BY AGE RANGE

Years	Frequency	%
25 - 34	148	57.8
35 - 44	70	27.3
45 - 54	34	13.3
55 and over	4	1.6

TABLE III
MARITAL STATUS OF RESPONDENTS

Marital Status	Frequency	%
Married	167	65.2
Single	32	12.5
Divorced	42	16.4
Separated	9	3.5
Widowed	6	2.3

TABLE IV
FREQUENCY AND PERCENTAGE OF EMPLOYMENT STATUS

Employment Status	Frequency	%
Unemployed	73	28.6
Part-Time Employed	39	15.2
Full-Time Employed	144	56.3

TABLE V
FREQUENCY AND PERCENTAGE OF CHILDREN AS
REPORTED BY RESPONDENTS

No. of Children	1	2	3	4	Over 5	None
Frequency	40	78	46	24	11	54
Percentage	15.6	30.5	18.0	9.3	4.3	21.3

TABLE VI
 FREQUENCY AND PERCENTAGE OF RESPONDENTS
 CATEGORIZED INTO SIX ETHNIC GROUPS

Ethnic Group	Frequency	%
Nonresidential Alien	1	0.4
Black	31	12.1
American Indian or Alaskan Native	12	4.7
Hispanic	4	1.6
Asian or Pacific Islander	8	3.1
Caucasian	196	76.6

TABLE VII
 FREQUENCY AND PERCENTAGE OF YEARLY
 INCOME OF RESPONDENTS

Income	Frequency	%
Under \$3,000	13	5.0
\$ 3,000 - \$ 5,999	11	4.3
\$ 6,000 - \$ 9,999	15	5.9
\$10,000 - \$14,999	45	17.6
\$15,000 - \$19,999	36	14.1
\$20,000 - \$24,999	33	12.9
\$25,000 - \$29,999	36	14.4
Over \$30,000	58	22.7

TABLE VIII
 FREQUENCY AND PERCENTAGE OF MAJOR FIELDS
 OF RESPONDENTS

Major	Frequency	%
Business	115	44.9
Humanities	16	6.3
Engineering/Science	34	13.3
Health Science	34	13.3
Social Studies	21	8.2
Other	36	14.1

TABLE IX
 CORRELATIONS BETWEEN INDEPENDENT VARIABLES AND
 CATEGORIES OF NEEDS FOR REENTRY STUDENTS

Independent Variables	Academic Survival	Student Support Services	Personal-Social Development	Instructional Patterns	Administrative Policies
Sex	-.005	-.015	.001	-.085	.100
Age	-.086	-.208**	-.129*	-.120*	-.095
No. of Children	.194**	.165*	.143*	.084	.049
Socioeconomic Status	-.141*	-.231**	-.147*	-.118*	-.062
Out of School Education Level	-.023	-.041	.036	-.037	-.080
	-.069	.038	.043	.005	-.037

*Significant at $P < .05$

**Significant at $P < .01$

Note: $df = 197$

TABLE X
 MULTIPLE REGRESSION FOR RESPONDENTS ON
 INDEPENDENT VARIABLE, ALL NEEDS

Source	Sum of Squares	df	Mean Square	F Value
Regression	28146.34072	6	4691.05679	2.55*
Residual	424838.33575	231	1839.12699	.020

* $p < .05$

TABLE XI
 TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
 ON ACADEMIC SURVIVAL

Source	Sum of Squares	df	Mean Square	F Value
Sex	2.89	1	2.89	0.04
Course	116.09	1	116.09	1.64
Sex x Course	82.38	1	82.38	1.17
Error	13129.16	186	70.59	

Note. $P < .05$

TABLE XII
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON STUDENT SUPPORT SERVICES

Source	Sum of Squares	df	Mean Square	F Value
Sex	122.71	1	122.71	0.73
Course	103.59	1	103.59	0.62
Sex x Course	112.13	1	112.13	0.67
Error	31082.00	186	167.11	

P < .05

TABLE XIII
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON PERSONAL-SOCIAL DEVELOPMENT

Source	Sum of Squares	df	Mean Square	F Value
Sex	0.14	1	0.14	0.00
Course	108.01	1	108.01	0.47
Sex x Course	97.83	1	97.83	0.43
Error	42345.93	186	227.67	

Note. P < .05

TABLE XIV
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON INSTRUCTIONAL PATTERNS

Source	Sum of Squares	df	Mean Square	F Value
Sex	48.37	1	48.37	0.59
Course	110.90	1	110.90	1.36
Sex x Course	335.42	1	335.42	4.11*
Error	15176.93	186	81.60	

*P < .05

TABLE XV
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON ADMINISTRATIVE POLICIES

Source	Sum of Squares	df	Mean Square	F Value
Sex	2.68	1	2.68	0.05
Course	313.47	1	313.47	5.37*
Sex x Course	125.68	1	125.68	2.15
Error	10856.60	186	58.37	

*P < .05

TABLE XVI
 CELL MEANS, NUMBER OF RESPONDENTS, AND STANDARDS OF DEVIATION
 FOR DEPENDENT VARIABLE, FIVE CATEGORIES OF
 EDUCATIONAL NEEDS FOR DEVELOPMENTAL
 STUDIES COURSE

Needs Categories	Males Not Enrolled		Males Enrolled		Females Not Enrolled		Females Enrolled	
Academic Survival	\bar{X}	31 59	\bar{X}	34.56	\bar{X}	32 69	\bar{X}	32 95
	SD	8 16	SD	9 41	SD	9 63	SD	6 30
	N	37	N	36	N	59	N	58
Student Support Services	\bar{X}	56 51	\bar{X}	59 61	\bar{X}	56 44	\bar{X}	56 38
	SD	13 67	SD	14 68	SD	13 08	SD	11 00
	N	37	N	36	N	59	N	58
Personal-Social Development	\bar{X}	63 92	\bar{X}	66 94	\bar{X}	65 34	\bar{X}	65 41
	SD	16 48	SD	15 24	SD	16 07	SD	12 88
	N	37	N	36	N	59	N	58
Instructional Patterns	\bar{X}	57 87	\bar{X}	62 19	\bar{X}	61 66	\bar{X}	60 50
	SD	11 07	SD	8.11	SD	9 78	SD	7 15
	N	37	N	36	N	59	N	58
Administrative Policies	\bar{X}	43 27	\bar{X}	47 58	\bar{X}	45 19	\bar{X}	46 16
	SD	7 21	SD	6 50	SD	9 23	SD	6 70
	N	37	N	36	N	59	N	58

TABLE XVII

CELL MEANS, NUMBER OF RESPONDENTS, AND STANDARDS OF DEVIATION
FOR DEPENDENT VARIABLE, FIVE CATEGORIES OF EDUCATIONAL
NEEDS FOR ORIENTATION SESSION

Needs Categories	Males Not Oriented		Males Oriented		Females Not Oriented		Females Oriented	
Academic Survival	\bar{X}	32 83	\bar{X}	33 55	\bar{X}	32 48	\bar{X}	34 03
	SD	8 33	SD	9 61	SD	7 49	SD	9 68
	N	58	N	22	N	95	N	36
Student Support Services	\bar{X}	56 26	\bar{X}	57 82	\bar{X}	54 99	\bar{X}	59 58
	SD	14 65	SD	12 13	SD	11 36	SD	13 58
	N	58	N	22	N	95	N	36
Personal-Social Development	\bar{X}	64 48	\bar{X}	67 09	\bar{X}	64 85	\bar{X}	67 28
	SD	15 23	SD	16 17	SD	14 06	SD	15 51
	N	58	N	22	N	95	N	36
Instructional Patterns	\bar{X}	58 97	\bar{X}	61 09	\bar{X}	60 91	\bar{X}	62 11
	SD	9 58	SD	8 77	SD	8 67	SD	8 62
	N	58	N	22	N	95	N	36
Administrative Policies	\bar{X}	44 31	\bar{X}	45 05	\bar{X}	46 43	\bar{X}	43 61
	SD	7 88	SD	6 68	SD	7 73	SD	8 70
	N	58	N	22	N	95	N	36

TABLE XVIII
TWO-WAY ANALYSES OF VARIANCE FOR RESPONDENTS
ON ACADEMIC SURVIVAL

Source	Sum of Squares	df	Mean Square	F Value
Sex	0.19	1	0.19	0.00
Orientation	50.63	1	50.63	0.73
Sex x Orientation	6.75	1	6.75	0.10
Error	14448.43	207	69.80	

Note. $P < .05$

TABLE XIX
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON STUDENT SUPPORT SERVICES

Source	Sum of Squares	df	Mean Square	F Value
Sex	2.44	1	2.44	0.01
Orientation	374.90	1	374.90	2.29
Sex x Orientation	91.16	1	91.16	0.56
Error	33894.13	207	163.74	

Note: $P < .05$

TABLE XX
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON PERSONAL-SOCIAL DEVELOPMENT

Source	Sum of Squares	df	Mean Square	F Value
Sex	3 07	1	3 07	0 01
Orientation	250 83	1	250 83	1 14
Sex x Orientation	0 33	1	0 33	0 00
Error	45717 46	207	220 86	

P < .05

TABLE XXI
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON INSTRUCTIONAL PATTERNS

Source	Sum of Squares	df	Mean Square	F Value
Sex	86.75	1	86.75	1 09
Orientation	109.87	1	109.87	1 38
Sex x Orientation	8 37	1	8.37	0.10
Error	16509.45	207	79 76	

Note P < .05

TABLE XXII
TWO-WAY ANALYSIS OF VARIANCE FOR RESPONDENTS
ON ADMINISTRATIVE POLICIES

Source	Sum of Squares	df	Mean Square	F Value
Sex	4.67	1	4.67	0.08
Orientation	43.06	1	43.06	0.70
Sex x Orientation	125.17	1	125.17	2.03
Error	12749.23	207	61.59	

Note: $P < .05$

APPENDIX B

COVER LETTER AND RESEARCH INSTRUMENT

Dear Student.

We need your help. We want to learn more about the needs of adult students at Oscar Rose Junior College who are reentering education. You have been chosen as one who can help us by responding immediately to the enclosed py of the Reentering Students' Survey

The questionnaire will require only a few minutes of your time. Please complete the form now and return it in the addressed, stamped envelope. Your reply will help to make the results of the study reflect more accurately adult student needs at Oscar Rose Junior College.

You can be assured that your response will be completely confidential. The report of this survey will be available in the counselor's office next semester, if you are interested in reviewing it.

Thank you for your help and cooperation.

Sincerely,

REENTRY STUDENT SURVEY

Oscar Rose Junior College
Midwest City, Oklahoma

PART I - PERSONAL HISTORY

A. Demographic Information

Please check the information requested

1. Sex:
 - (1) _____ Male
 - (2) _____ Female
2. Age:
 - (1) _____ 25-34
 - (2) _____ 35-44
 - (3) _____ 45-54
 - (4) _____ 55 and over
3. Marital Status
 - (1) _____ Married
 - (2) _____ Single
 - (3) _____ Divorced
 - (4) _____ Separated
 - (5) _____ Widowed
4. Employment.
 - (1) _____ Not employed
 - (2) _____ Employed part-time
 - (3) _____ Employed full-time
5. Number of Children.
 - (1) _____ 1
 - (2) _____ 2
 - (3) _____ 3
 - (4) _____ 4
 - (5) _____ Over 5
 - (6) _____ None
6. To which group do you belong?
 - (1) _____ Non-Resident Alien
 - (2) _____ Black
 - (3) _____ American Indian or Alaskan Native
 - (4) _____ Hispanic
 - (5) _____ Asian or Pacific Islander
 - (6) _____ Caucasian
7. Are you a Veteran?
 - (1) _____ Yes
 - (2) _____ No
8. What is the family income? (Yours and your spouse's, if married. Your income, if not married.)
 - (1) _____ Under \$3,000
 - (2) _____ \$3,000-\$5,999
 - (3) _____ \$6,000-\$9,999
 - (4) _____ \$10,000-\$14,999
 - (5) _____ \$15,000-\$19,999
 - (6) _____ \$20,000-\$24,999
 - (7) _____ \$25,000-\$29,999
 - (8) _____ \$Over \$30,000
9. Where do you presently reside?
 - (1) _____ Close to college (within walking distance)
 - (2) _____ Elsewhere in the city
 - (3) _____ Within commuting distance
 - (4) _____ Other _____

B. Educational Information

Please check or fill in the response which best answers the question for you.

1. When did you last take a course in high school or college, before enrolling this semester?
 - (1) _____ 1 year ago or less
 - (2) _____ 2-4 years ago
 - (3) _____ 3-5 years ago or more

2. Did you stop attending high school for one year or more before attending Oscar Rose Junior College?
 - (1) _____ Yes
 - (2) _____ No

3. Circle the highest school grade completed*

1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16

4. What was your reason(s) for quitting school?
 - (1) _____ Health
 - (2) _____ Transfer to another college
 - (3) _____ Financial
 - (4) _____ Transportation
 - (5) _____ Employment
 - (6) _____ Military
 - (7) _____ Reduction of Load
 - (8) _____ Other, Specify _____

5. Are you presently enrolled in an Associate Degree program at Oscar Rose Junior College?
 - (1) _____ Yes
 - (2) _____ No

6. Do you plan to transfer from Oscar Rose Junior College to a four-year college or university?
 - (1) _____ Yes
 - (2) _____ No

7. How many credit hours are you taking this semester?
 - (1) _____ 5 or fewer
 - (2) _____ 6-11
 - (3) _____ 12 or more

8. How many semesters have you attended this college?
 - (1) _____ This is my first semester.
 - (2) _____ 2-4
 - (3) _____ 5 or more

9. When do you attend class?
 - (1) _____ Day
 - (2) _____ Evening
 - (3) _____ Both day and evening

10. How many Developmental Courses have you taken while enrolled at Oscar Rose Junior College?
- (1) _____ One
 - (2) _____ Two
 - (3) _____ Three
 - (4) _____ Four or more
 - (5) _____ None
11. Which one of the orientation sessions did you attend at Oscar Rose Junior College?
- (1) _____ Fall, 1981, a m
 - (2) _____ Fall, 1981, p.m
 - (3) _____ Spring, 1982, a.m.
 - (4) _____ Fall, 1982, p m.
 - (5) _____ None
12. What is your major field of study?
- (1) _____ Business
 - (2) _____ Humanities
 - (3) _____ Engineering/Science
 - (4) _____ Health Sciences
 - (5) _____ Social Studies
 - (6) _____ Other, Specify _____
13. What is (are) your main reason(s) for enrolling at Oscar Rose Junior College?
- _____
- _____
14. Has Oscar Rose Junior College fulfilled your expectations of it as an educational institution?
- (1) _____ Yes
 - (2) _____ No

PART II - STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to these rating categories

- 1 = No Importance
 2 = Low Importance
 3 = Medium Importance
 4 = High Importance
 5 = Very High Importance

EXAMPLE

Being alive 1 2 3 4 5

Item:

1. A place to study on campus. 1 2 3 4 5
2. Bus service to the campus 1 2 3 4 5
3. Being able to take a course as an independent study 1 2 3 4 5
4. Instructors who are personally interested in my progress. 1 2 3 4 5
5. The use of films, tapes, and other audiovisual materials in a course 1 2 3 4 5
6. Preregistration 1 2 3 4 5
7. Learning to organize my time better 1 2 3 4 5
8. Improving my study skills 1 2 3 4 5
9. Evening classes 1 2 3 4 5
10. Being able to drop a course at any time without receiving a penalty grade 1 2 3 4 5
11. Studying with other students. 1 2 3 4 5
12. Being able to take a course with "pass-fail" grading instead of "A" to "F" grading 1 2 3 4 5
13. Instructors who have a realistic view of my responsibilities outside of class 1 2 3 4 5
14. Being able to take a variety of courses before deciding on a major field of study 1 2 3 4 5

1 = No Importance
 2 = Low Importance
 3 = Medium Importance
 4 = High Importance
 5 = Very High Importance

15.	A campus tour during my first semester	1	2	3	4	5
16.	Learning to prepare better term papers	1	2	3	4	5
17.	Tutoring services	1	2	3	4	5
18.	Being able to get occupational counseling	1	2	3	4	5
19.	Courses providing specific skills that will be useful on a job	1	2	3	4	5
20.	Working with other students	1	2	3	4	5
21.	Speedy registration procedures.	1	2	3	4	5
22.	Being able to obtain credit for out-of-college experiences	1	2	3	4	5
23.	Improving my concentration.	1	2	3	4	5
24.	Financial aid	1	2	3	4	5
25.	"Fitting in" with other students.	1	2	3	4	5
26.	Improving my note-taking skills	1	2	3	4	5
27.	Instructors who use many examples in their teaching	1	2	3	4	5
28.	Learning to cope with failure	1	2	3	4	5
29.	Instructors who provide more than one way to meet course requirements	1	2	3	4	5
30.	Extracurricular activities	1	2	3	4	5
31.	Being able to take "re-tests" to improve my grade	1	2	3	4	5
32.	Instructors who modify the course outline to meet students' interests	1	2	3	4	5
33.	Improving my social interactions with other students	1	2	3	4	5
34.	A place to study at home.	1	2	3	4	5
35.	Instructors who are relaxed and informal in the classroom	1	2	3	4	5

1 = No Importance
 2 = Low Importance
 3 = Medium Importance
 4 = High Importance
 5 = Very High Importance

36.	Evening registration	1	2	3	4	5
37.	Weekend registration.	1	2	3	4	5
38.	Improving my memory	1	2	3	4	5
39.	Learning to give oral reports	1	2	3	4	5
40.	Weekend classes	1	2	3	4	5
41.	Improving my writing skills	1	2	3	4	5
42.	"Keeping up" with other students in class	1	2	3	4	5
43.	Getting "A's" and "B's" in my courses	1	2	3	4	5
44.	Instructors who let students decide what should be covered in a course	1	2	3	4	5
45.	Courses with many class discussions	1	2	3	4	5
46.	Child care facilities on campus	1	2	3	4	5
47.	Improving my vocabulary skills	1	2	3	4	5
48.	Encouragement from my instructors	1	2	3	4	5
49.	Summer classes.	1	2	3	4	5
50.	Learning to set better goals for myself	1	2	3	4	5
51.	Improving my motivation for college work.	1	2	3	4	5
52.	Reducing my uneasiness about going to college	1	2	3	4	5
53.	Students my own age in my class	1	2	3	4	5
54.	Instructors who follow the course outline very closely	1	2	3	4	5
55.	Improving my reading skills	1	2	3	4	5
56.	Job placement services.	1	2	3	4	5
57.	Improving my math skills	1	2	3	4	5
58.	Setting aside time every day to study	1	2	3	4	5

1 = No Importance
 2 = Low Importance
 3 = Medium Importance
 4 = High Importance
 5 = Very High Importance

59.	Campus activities for students with interests similar to mine	1	2	3	4	5
60.	Being able to get academic counseling	1	2	3	4	5
61.	Learning to use library facilities.	1	2	3	4	5
62.	Grades based on projects, papers, and class participation instead of tests alone	1	2	3	4	5
63.	Flexible requirements for class attendance. . .	1	2	3	4	5
64.	Courses in which the instructor lectures most of the time	1	2	3	4	5
65.	Getting together with other students.	1	2	3	4	5
66.	A campus snack bar open during all class hours. .	1	2	3	4	5
67.	Three hour classes that meet once a week . . .	1	2	3	4	5
68.	Improving my self-confidence	1	2	3	4	5
69.	Knowing how I'm doing in relation to others in the class	1	2	3	4	5
70.	Acquiring a broad educational background	1	2	3	4	5
71.	Being able to get counseling for personal problems.	1	2	3	4	5
72.	Course objectives to guide my study	1	2	3	4	5
73.	Attending orientation prior to entering classes . .	1	2	3	4	5
74.	Courses using many sources of materials instead of a single textbook.	1	2	3	4	5
75.	Flexible scheduling	1	2	3	4	5
76.	Campus security	1	2	3	4	5
77.	Registration by telephone	1	2	3	4	5

APPENDIX C

CATEGORIES OF NEEDS ITEMS AND MEANS
OF RESPONSES

CATEGORIES OF NEEDS ITEMS AND
MEANS OF RESPONSES

<u>ACADEMIC SURVIVAL</u>	<u>MEANS</u>
8. Improving study skills	4.11
16. Preparing better term papers	3 41
39. Learning to give oral reports	3 53
41. Improve writing skills	3 71
47. Improve vocabulary skills	3.73
55. Improve reading skills	3.72
57. Improve math skills	3.74
61. Learning to use library facilities	3 42
26. Improving note-taking skills	3.59
 <u>PERSONAL-SOCIAL DEVELOPMENT</u>	
7. Learning to organize time better	3 88
11. Studying with other students	2.78
20. Working with other students	3.15
23. Improving concentration	4.02
25. Fitting in with other students	2 96
28. Learning to cope with failure	3.29
33. Improving social interaction	2.68
34. Place to study at home	4 01
38. Improving memory	4.13
42. Keeping up with other students	3.06

45.	Getting As and Bs in courses	. . .	4.35
50.	Learning to set better goals	. . .	3 83
51.	Improving motivation	. . . . .	3 81
52.	Reducing uneasiness	. . . . .	2.96
53.	Age-mates in classes	. . . . .	2 51
58.	Setting aside time to study	. . . . .	3.93
65.	Getting together with other students	. . .	2.52
68.	Improving self-confidence	. . . . .	3 64
70.	Acquiring broad educational background	. .	3.91

INSTRUCTIONAL PATTERNS

4.	Instructors are personally interested	. .	4.35
5.	A-V materials in course	. . . . .	3.68
13.	Instructors have a realistic view	. . .	4 05
27	Instructors use many examples	. . .	3.93
29.	Instructors provide alternatives	. . .	3.98
31.	Taking retests to improve grade	. . . . .	3.57
32.	Instructors modify course outline	. . .	3 68
35.	Instuctors are relaxed and informal	. . .	4 20
44.	Courses designed with student input	. . .	2.50
45.	Discussion classes	. . . . .	3.41
48.	Encouragement from Instructors	. . .	4 04
54.	Instructors follow course outline	. . .	3.07
62.	Grades based on seveal activities	. . .	3.98
64.	Lecture classes	. . . . .	2.60

69	Knowledge of class standing	2.96
72	Course objectives to guide study	3.64
74.	Courses with several source materials	2.80

ADMINISTRATIVE POLICIES

3.	Taking courses as independent study.	3.21
9	Evening classes	3.99
10	Dropping courses without penalty	3.60
12.	Pass-Fail grading	2.30
14.	Course variety	3.54
19.	Courses providing specific job skills	4.16
22.	Life experience credit	3.81
40.	Weekend classes	2.68
49.	Summer classes	3.67
63.	Flexible attendance requirements	3.36
67	Three hour classes	2.91
75	Flexible scheduling	3.65
76.	Campus security	3.94

STUDENT SUPPORT SERVICES

1.	Place to study on campus	3.14
2.	Campus bus service	1.90
6.	Preregistration	3.69
15	Campus tour	2.36
17.	Tutoring services	3.34
18.	Occupational Counseling	3.36
21.	Speedy registration procedures	3.97

24	Financial aid	3.20
30	Extra-Curricular activities .	2 38
36	Evening registration .	3 61
37	Weekend registration	3.16
46	Child care facilities on campus	2.44
56	Job placement services	3 02
59	Campus activities for students	2.44
60	Academic counseling	3.64
66.	Campus snack bar	3.11
71	Personal counseling	2.64
73.	Attending orientation	2.19
77	Registration by telephone	2 75

APPENDIX D

CHOICE DISTRIBUTION OF NEED ITEMS
BY PERCENTAGES

APPENDIX E

WRITTEN RESPONSES

WRITTEN COMMENTS FROM PARTICIPANTS

Comments to question 13 on the questionnaire

What is (are) your main reason(s) for enrolling at Oscar Rose Junior College?

- 1 "Recommended to me for the basic college training needed prior to enrolling at OU's Engineering School "
2. "Good English Program "
3. "Location and Cost "
- 4 "It is a highly recommended institution by the personnel at Tinker "
- 5 "Low tuition, convenience of class hours, and location."
6. "Convenience and quality of instruction "
- 7 "Qualified instructors and a pleasant atmosphere "
- 8 "It offered a major that I needed "
- 9 "I heard the science department was one of the best in this area "
- 10 "Easy to transfer to a four-year school "
- 11 "I knew through my own experience and the comments of others that ORJC competes with four-year colleges as far as the quality of courses is concerned and I knew and like the fact that students don't have as many problems with administrative 'red tape' as they do at the larger universities I like the smaller classes "
- 12 "Many former and present students encouraged me to attend."
13. "It has an A, B, and C grading system "
- 14 "One of the reasons I attended ORJC which I didn't mention earlier is the fact that I really needed a solid math/algebra foundation because I am working with computers at work I felt that John Saxon was the only teacher who could give me this solid foundation I plan on continuing with his algebra course this fall. My daughter's school is using his textbook next year and I am very pleased In my opinion, you do not give John Saxon the recognition he so rightly deserves. Also, I hope you will be introducing more computer courses in the coming semester. I am mostly interested in Basic, PLI, Fortran, etc languages."
- 15 "To see how I do before going to a four-year university "
- 16 "To start in small college (since being out of school so long) before going to a big university "

- 17 "It was highly recommended by an adviser from the school I am transferring to"
18. "It has a good associate degree program "
19. "To raise my grade point average."
20. "I just like the school "
- 21 "Good variety of classes and class time, easy to enroll, nice school, pleasant and helpful staff "
22. "I think ORJC is the best junior college around "

2

VITA

Dorothy M Parker

Candidate for the Degree of

Doctor of Education

Thesis A COMPARISON OF EDUCATIONAL NEEDS OF REENTERING COLLEGE STUDENT

Major Field: Counseling and Student Personnel

Biographical

Personal Data: Born in Jones, Oklahoma, April 10, 1921, the daughter of Cleveland and Frances Jones Married to Bobby D. Parker on August 15, 1954

Education Graduated from Washington High School, Luther, Oklahoma, in May, 1950; received Bachelor of Science in Home Economics from Langston University in May, 1956; received Master of Teaching in Elementary Education from Central State University in July, 1964; received Master of Education degree from Central State University in Guidance and Counseling in July, 1972; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1986

Professional Experience Elementary Classroom Teacher, Jones Independent School District, August, 1962 to November, 1963; Elementary Classroom Teacher, November, 1963 to August, 1969; High School Counselor, Oklahoma City School District, August, 1969 to June, 1973; Counselor/Coordinator, Oklahoma State University Technical Institute, July, 1973 to July, 1980; Counselor/Instructor, Rose State College, July, 1980 to present