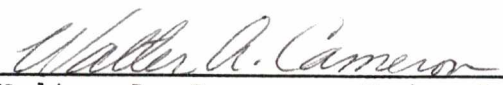
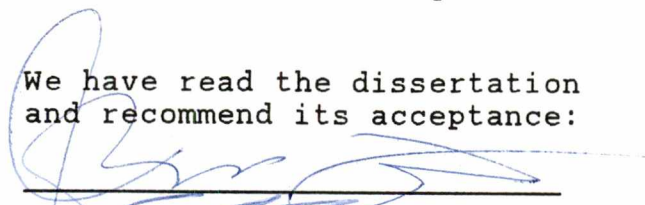


To the Graduate Council:

I am submitting herewith a dissertation written by George Emmett Daniel, III entitled "A Study of Adult Student Support Systems in Institutions of Higher Education in the State of Tennessee." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Technological and Adult Education.

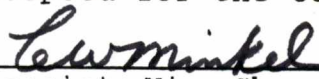

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Dean of the Graduate School

A Study of Adult Student Support Systems
in Institutions of Higher Education
in the State of Tennessee

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

George Emmett Daniel, III

May 1993

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ABSTRACT

Growth in the adult student population has created a need for higher education to formulate or modify present student support service systems to include this emerging and diverse group. Student support services are designed to attract, integrate, and retain students by complementing the educational mission of the institution. The student support service system for adult students includes many components of a traditional student services program, but delivery and design requires modification to accommodate the needs of adults. The purpose of this study was to provide information on institutional priorities concerning adult student support services and specialized services designed for adult students enrolled in both state-supported and privately controlled colleges and universities located in the State of Tennessee.

The population for this study consisted of administrators who were primarily responsible for providing an adult student support services system. Forty-seven requests for participation to identified administrators resulted in 41 (87%) completing an oral interview to determine professional and institutional characteristics, plus descriptions of student services provided for adult students. Forty (85%) returned a completed written research instrument designed to elicit administrator perceptions concerning institutional priority for providing

an adult student support system. The participants included: 2 (5%) privately controlled two-year colleges, 16 (39%) privately controlled four-year colleges and universities, 9 (22%) four-year state-supported universities, and 14 (34%) two-year state-supported colleges.

Quantitative analysis of institutional priorities indicated that two-year state-supported institutions demonstrated higher priorities in several areas for providing an adult student support system than did four-year state-supported and privately controlled institutions. Overall, state-supported institutions were similar to privately controlled institutions in their priorities for providing adult student support systems. Two-year institutions with enrollment above 5,000 evidenced higher priorities in several areas than did two-year institutions with enrollment below 5,000. Four-year institutions with enrollments above 2,000 were similar in priorities to four-year institutions with enrollments below 2,000 in every area except recruiting adult students.

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CHAPTER I

INTRODUCTION

Background of the Study

During the past two decades, adult students have represented the fastest growing sector of college enrollment in American higher education (Schlossberg, Lynch, Chickering, 1989; Levine & Associates, 1989). The growth in the adult sector has resulted from numerous societal transformations including demographic trends, developmental growth of adults, technological changes, and educational requirements to maintain and/or pursue career goals. Two researchers, Aslanian and Brickell (1988), project that by the year 2000, 50% of the undergraduate student population will be adult students, 25 years of age and older.

The growth in the adult student population creates a need for higher education to formulate or modify present student support service systems to include this emerging diverse group. A significant fact is that many of the adult students in higher education are women, minorities, professionals seeking upgrading, and those who previously did not complete their degrees through continuous enrollment (Weathersby & Tarule, 1980). The student support service system for adult students includes many components of a traditional student services program, but

delivery and design require modification to accommodate the needs of adults.

Specifically, a student support service system is defined as an interconnecting structure of services offered to students to enhance their educational experiences. The system's components include the following services: (a) appraisal, (b) orientation, (c) consultation, (d) extracurricular, (e) environmental, (f) organizational, and (g) academic (Cohen and Brawer, 1978). Student support services are designed to attract, integrate, and retain students by complementing the educational mission of the institution. Consolidating student development with organizational development occurs when the student services professional serves both the institution and the student as advocate and advisor (Garland, 1985). Facilitating advocacy and advising requires designated personnel and resources.

Student services undergo regional accreditation reviews similar to those of the financial and academic units. As a result, providing an appropriate adult student support system becomes a critical consideration in regional accreditation reviews. The regional accreditation standards published in The Criteria, (1992), state that student development services "are essential to the achievement of the educational goals of the institution (p. 49)" and "... must be staffed by individuals who have

academic preparation and experience consistent with their assignments (p. 50)." Researchers (Knox, 1980; Schlossberg, et al., 1989) note, however, that colleges and universities typically discount the specialized needs of adult students by assuming that the community rather than the institution provides sufficient support services.

In the future, as demographics of college students continue to shift toward more nontraditional-aged students, administrators must determine what support services are appropriate for their specific populations of adult students. In addition, the college/university hierarchy must also determine which services warrant a higher or lower priority based on the institutional mission, the diversity of student population, and the budgetary limits of the institution.

Statement of the Problem

This study addressed the problem of a general lack of data on student support services provided for adult students and institutional priorities for providing such an adult student support system. Increased pressure to maintain or increase enrollments motivates administrators to provide specialized programs designed both to recruit and retain diverse populations. Identification and implementation of an adult student support system has not occurred on many campuses commensurate to the increase in

the adult student enrollment (Apps, 1981, Cross, 1981, Schlossburg, 1989). In order to attract and integrate adult students into the mainstream of higher education, administrators need information regarding adult student support services.

Importance of Study

Information from this study will provide administrators data from which to make more informed decisions concerning modification of services to support a growing population of nontraditional-aged students and to manage more effectively budgeted resources. A major challenge for higher education administrators stems from the economic prognosis for the decade of the 1990's. National trends suggest that student enrollments will be impacted by tuition increases, uncertain economic conditions, increasing numbers of traditional-aged students attending college on a part-time basis, and increasing numbers of adult students attending college (Parnell, 1990). According to Astin (1977), adult students who encounter environmental barriers or find institutions inattentive to their needs are less likely to continue in the undergraduate experience. Colleges and universities striving to serve adult students should therefore make an effort to identify perceived or actual barriers that these students confront, and then seek to eliminate, or reduce,

such hindrances (Apps, 1981). Theoretically, if institutions can ensure that students feel comfortable in the educational environment, then these students will persist in their academic programs. As noted, appropriate student support services directly affect the facilitation of a positive educational environment (Hossler, 1990, Apps, 1981, Kuh, Shuh, Whitt and Associates, 1991).

Student support services complement and enhance the academic programs in institutions of higher education. Creating and maintaining student services for adult students represent important components in recruitment and retention of a growing college population. Retention of adult students will add to the financial stability for both state-supported and privately controlled institutions. Priority consideration therefore should be given to providing student services which assist adult students in completing their educational goals.

Research on institutional priorities for providing an adult student support system and information on current specialized student services for adults provide administrators with necessary data to observe the relationship between learners and the campus environment. This study included both state-supported and privately controlled colleges and universities located in the State of Tennessee regarding both institutional priorities and current specialized services provided for adult students.

The study also developed a profile for administrators primarily responsible for providing adult student services support systems. The writer intends for it to serve as a source for evaluating an institution's present adult student support system.

Purpose and Research Questions for the Study

The purpose of this study was to provide information on institutional priorities concerning adult student support services and specialized services designed for adult students enrolled in both state-supported and privately controlled colleges and universities located in the State of Tennessee. Research questions are listed below.

1. What are the professional characteristics of the administrators responsible for implementing an adult student support system at state-supported and privately controlled colleges and universities?

2. What are the characteristics of administrative units responsible for adult students at state-supported and privately controlled colleges and universities?

3. What specific services and programs are available to and designed for adult students at state-supported and privately controlled colleges and universities?

4. Do administrators at all four-year institutions and all two-year institutions differ with respect to their priorities for providing an adult student support system?

5. Do administrators at state-supported institutions and privately controlled institutions differ with respect to their priorities for providing an adult student support system?

6. Do administrators at four-year state-supported institutions and two-year state-supported institutions differ with respect to their priorities for providing an adult student support system?

7. Do administrators at four-year state-supported institutions and four-year privately controlled institutions differ with respect to their priorities for providing an adult student support system?

8. Do administrators at two-year state-supported institutions and all privately controlled institutions differ with respect to their priorities for providing an adult student support system?

9. Do administrators at all four-year institutions with less than 2,000 students and all four-year institutions with more than 2,000 students differ with respect to their priorities for providing an adult student support system?

10. Do administrators at all two-year institutions with less than 5,000 students and all two-year institutions with more than 5,000 students differ with respect to their priorities for providing an adult student support system?

11. What perceived hindrances exist in providing an adult student support system at state-supported and privately controlled colleges and universities?

12. What are the specific problems predicted within five years for adult student support services at state-supported and privately controlled colleges and universities?

13. What are the anticipated innovations in adult student support services at state-supported and privately controlled colleges and universities?

Limitations and Delimitations

1. The study was limited to the institutions located within the State of Tennessee.

2. Only institutions accredited to offer the associate and/or baccalaureate degree by the Commission on Colleges of the Southern Association of Colleges and Schools were included in the study.

3. The institutional priorities and information on current student support services were based on data collected from administrators who were primarily responsible

for providing adult student support systems on their campuses or who were chosen by the chief student affairs officer to respond to the research instruments.

4. Statistical comparisons using two-year privately controlled colleges were limited due to a population of two.

5. This study was descriptive and calculated inferential statistics for one period of time. Inferences were determined from perceptions of administrators surveyed during 1992 Fall Semester.

Definitions

1. Adult student - An individual who is twenty-five (25) years of age or older, who is enrolled either part-time or full-time, and who is matriculating toward a baccalaureate or associate degree at an accredited institution of higher education.

2. Student services - Institutional programs or policies that are designed to enhance, support, complement, or facilitate the educational experience(s) of students.

3. Adult student support system - An interconnecting structure of services offered to adults to enhance the educational experience. System components include the following services: (a) appraisal, (b) orientation, (c)

consultation, (d) extracurricular, (e) environmental, (f) organizational, and (g) academic (Cohen and Brawer, 1989).

4. Appraisal services include: (a) disseminating information to prospective students (e.g. brochures, advertisements), (b) admissions information, (c) financial aid information, (d) pre-entrance contacts, (e) assessments of prior learning (e.g. portfolio analysis, career achievements), and (f) enrollment procedures.

5. Orientation services include: specific introduction to the institutional programs for adults and individual interpersonal contacts.

6. Consultation services include: (a) personal counseling, (b) career counseling, and (c) academic counseling.

7. Extra-curricular services include: (a) student government, (b) organizations, (c) activities, and (d) opportunities to integrate the student's family into the educational experience.

8. Environmental services include: (a) extended hours and services of administrative offices, library, bookstore, dining areas, and other support operations; (b) employment services; (c) specialized registration; (d) health services/clinic; (e) security/safety services, (f) child care, and (g) student insurance.

9. Organizational services include: (a) modification of administrative services (e.g. student input, institutional research); (b) recognition of adult peerage by faculty (e.g. self-directed learning, modified teaching methods designed to accommodate adult needs and prior experiences, inclusion of various learning styles in material presentation, student-instructor contract learning, recognition of adult motivations for enrollment); and (c) information on institutional services, activities, and resource centers.

10. Academic services include: (a) learning skills support (e.g. remedial/developmental classes, tutoring, workshops, reading and writing laboratories); (b) class scheduling alternatives (e.g. time configuration); (c) non-campus based degrees; (d) distance learning (e.g. correspondence courses, directed studies, television, video, program learning materials, electronic data); (e) access to materials (e.g. required class materials and support); (f) faculty orientation to teaching adults (e.g. desire to teach adults, teaching styles, demeanor, facilitation, recognition of faculty as student personnel professionals representing the institution).

11. State-supported college or university - institutions in the State of Tennessee: (a) offering a baccalaureate and/or associate degree, (b) accredited by the Commission on Colleges of the Southern Association of

Colleges and Schools, and (c) governed by the Tennessee Board of Regents (TBR) or the University of Tennessee Board of Trustees.

12. Privately controlled college or university - institutions in the State of Tennessee: (a) offering a baccalaureate and/or associate degree, (b) accredited by the Commission on Colleges of the Southern Association of Colleges and Schools , and (c) governed by an independent board of trust. This category includes institutions of higher education affiliated with various religious denominations.

13. Full-time student - An individual enrolled in at least 12 semester credit hours during the 1992 Fall Semester.

14. Part-time student - An individual enrolled in less than 12 semester credit hours during the 1992 Fall Semester.

15. TBR - The Tennessee Board of Regents is the state agency which governs 6 regional universities and 14 community colleges and technical institutions where undergraduate associate and/or baccalaureate degrees are offered.

16. UTS - The University of Tennessee System governs 4 regional campuses where undergraduate associate and/or baccalaureate degrees are offered.

17. CSAO - Chief Student Affairs Officer. The individual charged with the responsibility for managing the student affairs division of a college or university.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

The concepts of adult education provide student affairs administrators with information concerning the needs, preferences, and orientations of adult students. This chapter portrays the literature in the areas of legislation and regulations affecting adults, student affairs management and expectations, the chief student affairs officer, differences between adult students and traditional-aged students, barriers to learning for adults, campus ecology and environment, adult student enrollment trends, the demographics of adult students, budget impacts of adult students, the use of technology in education, and a summary of three adult student services articles.

Influence of Legislation and Educational Regulations on Adult Students

Adult student enrollment has been positively impacted by educational legislation enacted by the United States Congress from 1944 until present. The return of military personnel from World War II, the recognition that business and industry needed educated employees, the changes in federal and state laws mandating equal access to higher education, and increased accreditation require-

ments are four events that increased the number of adult students in the higher education population.

The first significant event took place when President Franklin D. Roosevelt signed Public Law 346 on June 22, 1944. This Servicemen's Readjustment Act of 1944, also known as the GI Bill, provided educational benefits for returning veterans of World War II (Brubacher and Rudy, 1976). Congress recognized that the war-time economy needed time to adjust and revert to peace-time production and to absorb the returning servicemen. The goal of the legislation targeted education as a means to alleviate management position shortages anticipated in the peace-time economy and to stem the flood of immediate applicants into the job market.

Colleges and universities recognized the transition from serviceman to college student was difficult. The returning veterans held contrasting perspectives on life and education when compared to traditional-aged students. Rose (1991) noted that servicemen tended to be older, had a good idea of the type of education they wanted, demanded good teaching, distrusted authority, opposed dogmatism, challenged counselors, motivated changes in curricula, and required new student services. The challenge for higher education administrators was to provide innovative educational opportunities and develop

new programs to meet the student service needs of these returning servicemen.

In 1945, Harvard published General Education in a Free Society, or the "Redbook," as a means to preserve democracy through education (Gaff, 1991, Brubacher, Rose 1976). The purpose of this general education curriculum was to develop student values by challenging them to re-examine their existing value system, defend their own positions with logical and reasoned arguments, make reasonable choices among competing opportunities, and consider communal needs in addition to self needs (Rudolph, 1977, Gaff, 1991). The result of the "Redbook" has been the evolution of a program of required general education core courses, primarily for the first two years of college. The general education core courses were designed to assist students to learn to read carefully, think critically, and discuss intelligently in order to become independent learners and informed citizens (Gutek, 1988, Rudolph, 1977, Gaff, 1991).

Robert Hutchins and Mortimer Adler's goal in the 1950's was that students be equipped with subject matter indispensable to every educated person. Their Great Books curriculum, pioneered at the University of Chicago and implemented at St. John's University, provided a general education curriculum. By studying recognized classics, students developed critical thinking skills and learned

logical reasoning (Brubacher and Rudy, 1976). Lindeman (1926) recognized the relationship between freedom to pursue individual goals and adult education.

The concept of individual educational independence was supported by President Lyndon B. Johnson during the 1960's. His Great Society programs along with individual state initiatives provided access to higher education through many junior and community colleges. These two-year higher education institutions had "open door" admissions policies which allowed adults to choose programs to improve their job skills, to explore their interests through noncredit continuing education courses, or to earn an associate degree (Stubblefield and Keane, 1989). The community college concept provided an opportunity for increased numbers of adult students to explore higher education.

Today, based on this concept, community colleges have evolved into major community-based adult education institutions (Shearon, Tollefson, 1989). Major concerns of the community colleges include: issues of open-access, low-cost programs, community services, transfer programs, remedial-developmental programs, continuing education, and degree granting (Cohen, Brawer, 1989). Open-door access to higher education is assured through credit or noncredit programs for anyone desiring to enroll.

The Higher Education Act of 1972 provided direct federal financial aid to students. Students could use the financial aid at any accredited state-supported or privately controlled college or university (Delworth, Hanson, and Associates, 1989). Colleges and universities used increased access to recruit students who could generate significant amounts of federal funds to pay tuition and fees. In general, recruitment of adult students was not emphasized because they typically generated lesser amounts of federal financial aid funds, partially due to part-time enrollment, than the traditional-aged, full-time students.

In 1983, higher education received scrutiny under the Reagan administration. The National Commission on Excellence in Education reported on the state of education in America. The Commission's recommendations published in A Nation at Risk: The Imperative for Educational Reform led to greater accountability by colleges and universities to the taxpaying public (Guttek, 1988). The recommendations of the Commission urged the reform of the curriculum, the raising of academic standards and expectations, more effective use of institutional time, and improved instructor competency and effectiveness (Guttek, 1988). Public awareness and perceptions of the shortcomings of the higher educational system prompted the devel-

opment of accountability concepts in the regional accreditation association standards.

The trend toward accountability continues into the decade of the 1990's. Regional accreditation standards require colleges and universities to achieve their educational goals in demonstrable ways. Satisfaction with college, involvement with the institution, a balance of challenge and support, and perception of investment payoffs can be used to measure student support services and nonacademic programs (Stodt, 1987). Colleges and universities recognize their accountability to provide appropriate educational opportunities and student services designed for a diverse student population which includes significant numbers of adult students.

Accreditation standards of the Commission on Colleges of the Southern Association of Colleges and Schools dictate that student development services must be given organizational status commensurate with other major administrative areas within the institution (The Criteria, 1992-1993). Areas of student development services supervision include the following: academic advising, counseling, career development, student government, student activities, publications, student behavior, student records, residence halls, financial aid, health services, and intramural athletics (The Criteria, 1992-1993). In addition to accreditation standards, state

governance boards require inclusion of specific considerations of diverse student populations in the planning processes of individual institutions (TBR, 1990).

In 1990, the Tennessee Higher Education Commission proposed a concept called "Tennessee Challenge 2000" to the Tennessee Board of Regents and to the University of Tennessee Board of Trustees. "Tennessee Challenge 2000" established a series of goals statements designed to be quantitatively demonstrable in order to merit a higher proportion of state appropriations. One of the goals for the year 2000 intends for the State of Tennessee to be among the leading Southern states in providing college education to its citizens. The total enrollment goal for the year 2000 is 210,000 students, an increase of 16% over 1991 total enrollment of 181,455. In order to meet this goal, the pool of prospective students must expand (Musick, 1990). This proposed increase in eligible students has a direct impact on recruiting and retaining adult students as many colleges will consider the population of adults as the target market for increasing enrollment.

In 1990, The Tennessee Board of Regents (TBR), compiled a series of system assumptions for providing direction in strategic planning for 1990-1995. TBR planning dictates that "TBR institutions will assume greater leadership in serving older, part-time, and employed

students, thus reflecting the changing demographics of Tennesseans" (TBR planning document). Administrators in the TBR system have been charged with providing student services programs for a diverse population. An understanding of student services as a managed system provides an efficient planning methodology.

Student Services Management and Expectations

In an attempt to clarify the role and function of student affairs administration, Barr (1988) described student affairs management as the process of organizing available human and fiscal resources and of meeting institutional and program goals in an efficient, effective, ethical, and fiscally responsible manner.

Student services' personnel are expected to function as professionals, be sensitive and responsive to student needs, be responsible and accountable to implement institutional policies, to understand the environment within which they function, and to employ their resources in a manner designed to achieve effective performance (Miller, Winston, Mendenhall, 1983, Monat, 1985). The student affairs officer thus becomes the chief manager of a system.

A system consists of several parts or subsystems that together form a whole designed to achieve a goal (Boone, 1985, Peters, 1980). An adult student support

system is an interconnected and interrelated structure of services offered to adults to enhance the educational experience. System components include the following services: (a) appraisal, (b) orientation, (c) consultation, (d) extracurricular, (e) environmental, (f) organizational, and (g) academic (Cohen and Brawer, 1989). The CSAO and/or his/her staff function as facilitator, change agent, or programmer in an attempt to assist students to fulfill their needs, evaluate their successes or failures, replan when necessary, set goals, select change strategies, and implement educational plans (Boone, 1985, Brodzinski, 1984).

College administrators have learned that they must devise a system designed to meet the wants and expectations of the student consumer. Demonstrating investment returns to the student consumer through a comprehensive academic program and extracurricular support services aids in recruiting and retaining students (Stodt, 1987). Organizing and coordinating the effective use of resources to support the academic program has become the responsibility of the student affairs division.

Role of the Chief Student Affairs Officer (CSAO) and Student Affairs

A student development administrative unit is recognized in accreditation standards as being responsible for implementing and managing institutional services designed

to complement the academic program (The Criteria, 1992). In most institutions the unit head is the chief student affairs officer (CSAO). The job titles of CSAO's vary by institutional type and size. The most common titles include: dean of students, dean of student affairs, dean of student activities, vice president for student affairs, vice president for student development, chief student officer, and student affairs administrator (Eddy, Chin, Ball, 1988). Increasingly, some campuses are using the Dean of the College concept in which this Dean is both the chief student affairs and the chief academic officer.

Traditionally, on the organizational chart, the CSAO reports directly to the president/chancellor of the institution for the administering of his/her duties. As colleges' and universities' size and mission(s) have enlarged, the CSAO may now report to a "super" vice-president (provost) rather than to the institutional head. Reporting structure and responsibilities vary by institutional size and type.

The diverse and autonomous nature of colleges and universities is evidenced further by the areas of administrative oversight of student services administrators. The modern CSAO holds a myriad of responsibilities which includes any combination of the following: admissions, orientation, registration, student records, financial

aid, health services, residence life, extracurricular activities, student organizations, student unions, career services, placement, athletics (intramural/-intercollegiate), judicial affairs, campus security, academic support services, counseling, institutional evaluation and assessment, public relations, recreation programs, ombudsman, leadership training, and child care (The Criteria, 1992, Sandeen, 1991, Garland, 1985, Cohen and Brawer, Fitzgerald, Johnson, and Norris, 1970, Hossler, 1990, Houtz, 1970). Because of the importance both to the educational institution and to the student in the areas of responsibilities of the Chief Student Affairs Officer, the CSAO is expected to assume numerous leadership roles. The CSAO is recognized as the chief student advocate for meeting student needs at the institution and often competes with the academic, financial, and development administrators for available resources (Sandeen, 1991).

The modern CSAO evolved from the office of Dean, whose original charge was to relieve the president of the immediate responsibility of the administration of the college (McKee, 1992). In 1870, Professor Ephraim Gurney of Harvard was appointed as the first Dean. His major responsibility was for discipline (Deferrari, 1956). An early organizational pattern included both the dean of men and the dean of women who were appointed specifically

to "handle" problems associated with students' adaptation to college life. These deans were expected to assist students in coping with the collegiate culture, to be primary role models, as well as to enforce discipline. The titles continued into the 1960's when societal unrest caused colleges to reassess the roles of student affairs professionals (Cowley, 1970, Knock, 1985). In higher education today, the responsibilities of the Dean vary by preference of the president and the reporting structure of the institution (Browker, 1981). The Dean may or may not serve in the role of CSAO.

Historically, the CSAO was not recognized as an integral part of the management team of the institution. The first CSAO's were appointed from the ranks of faculty, primarily because they were academicians who were concerned about student well-being outside the classroom (Knock, 1985). They were to supervise the moral and intellectual levels of their students (Garland, 1985, Upcraft and Barr, 1990). The concept of "in loco parentis" - acting in place of parents with parents' rights, duties, and responsibilities - prevailed until the social and legal changes of the 1960's occurred (Upcraft and Moore, 1990, Callis, 1970, Bakken, 1970).

Faculty attitude toward the moral and extracurricular development of students became increasingly ambivalent due to the pressures to conduct scholarly research.

(Cowley, 1970, Fenske, 1989). American higher education, especially the large universities, adopted the philosophy of the German research university which asserted that students should be free of administrative or faculty supervision of their academic and social affairs (Fenske, 1989).

The combination of student unrest in the 1960's, faculty withdrawal from nonacademic functions, and the loss of authority structures inherent within the "in loco parentis" concept caused CSAOs to re-evaluate their missions and philosophies within their institutions (Garland, 1985, Sandeen, 1991). The student personnel profession then sought to become the institutional group that was responsible for shaping the development of students and student groups within the institutional setting (Garland, 1985). The dean of students became the dominant title of the individuals assisting with individual growth (Knock, 1985).

Publications by the American Council on Education describing college student personnel work outlined the philosophical basis of the profession (American Council of Education, 1938). The philosophy was based on the assumptions that every student is recognized as unique and is to be treated as a functioning whole, the total environment of the student is educational and must be used to promote full individual development, and the

ultimate responsibility for student development rests with the student and his or her personal resources (Upcraft and Barr, 1990, Knock, 1985, Garland, 1985, Lyons, 1990). The student personnel point-of-view supported the holistic development of students, and this led to the organizational development of a student affairs division on many campuses during the 1950's and 1960's (Wilder, 1992, Knock, 1985, Sandeen, 1991, Russell, 1970). The establishment of a student affairs division was recognized as complementary and supplemental in support of the academic program.

By the mid-1960's, Student Affairs was recognized as an applied professional field that synthesized bodies of knowledge and theory from various disciplines such as psychology, sociology, education, organizational development, management, and human development (Berdie, 1970, Knock, 1985). The foundation of student affairs centered on consideration for the individuality of students and the belief that education included physical, emotional, spiritual, and intellectual development (Hurst and Jacobson, 1985, Knock, 1985,). Currently, many institutions train student affairs professionals at both the masters and doctoral level(s) in this relatively new and expanding educational field.

The student affairs profession continues to expand its responsibilities on campus. Significant variation

continues to evolve from one institution to another regarding duties and areas of supervision assigned to the student affairs division. The position of CSAO is highly visible and influential within the management structure of colleges and universities (Sandeen, 1991). Research suggests that responsibilities envisioned for the next decade include a critical role in shaping the composition of the student body, contributing to the quality and content of the teaching program, establishing retention programs, managing the campus environment, and coordinating the various services designed to assist students (Sandeen, 1991, Upcraft and Barr, 1990, Garland, 1985).

Student Services Specifically for Adults

While the compositions of student bodies have changed, student services reflect commonality among all types of institutions (Monat, 1985). Research indicates that the student services has a critical role in bonding the adult student with the institution (Chickering & Associates, 1985, Schlossburg, 1984,). Consequently, re-formulation of student services will play a significant role in maintaining or expanding enrollments.

Kuh (1991) cited several challenges confronting administrators responsible for managing programs designed to attract and retain adult students. Administrators must

assess not only the availability and image of services, but also the adequacy of the services for their students' needs. More specifically, colleges must determine if the same levels of student services are available to adult students as are available to traditional-aged students (Wilder, 1992). For example, new student orientation is a tradition on most campuses designed for traditional-aged students. An orientation program for adult students therefore possesses the advantage of fostering an identity group and facilitating integration into the student population (Cohen, 1980).

Identification of specific services preferred by adult populations, such as child care, advisement, and counseling, aids administrators in designing a more holistic approach to student services for their student market (Payette, 1980, Dillard, 1989). To incorporate the needs of the adult learners into the planning process, adult students should represent their peers in policy decisions and design of services (Kuh 1991). The litmus test for an institution that achieves an environment conducive to the adult learners' needs is revealed when older students acknowledge they believe they are indeed a part of the campus ambience (Sadler, 1982). Gilley, Fulmer, and Reithlighshoefer (1986) characterize "on-the-move" institutions as exhibiting an attitude of commitment to and genuine concern for student achievement

of their educational goals. Inclusion of an adult student representative in the planning of student services provides an opportunity to bond students to the institution and to acknowledge their unique needs.

Aslanian and Bricknell (1988) surveyed 1,000 adult students, who were at least 25 years old and who had taken at least one college course in the previous two years to determine their learning preferences and opinions. The sample was drawn randomly from a population of 40,000 households. Individuals in the households were interviewed over the telephone. Of the individuals interviewed, 4.3% met the criteria for inclusion in the study. Followup of nonrespondents was not reported in the results. Their survey found that among adults, the most desired services from colleges and universities included the following: (a) registration by mail, telephone, or in the evening, (b) adequate parking, (c) financial aid, including student loans, (d) discounts for taking more than one class, (e) laboratories for practical application of class material, (f) job placement and career counseling, (g) internships, and (h) academic counseling. Adult students seek services which will expedite their academic experiences and facilitate efficient use of limited time.

The challenge for student services in the decade of the 1990's and beyond will be to reconsider the service

agenda in response to changing student populations. Most campuses will attract adult students who are beginning or re-entering higher education at a later age. These adult students will seek educational experiences directly related to career goals and objectives (Monat, 1985).

Improving the "quality of education" for both full-time students and part-time students will be a constant challenge facing administrators responsible for attracting and retaining adult students (Fenske and Hughes, 1989, Millard, 1991, Astin, 1985). Quality education is defined by Stodt (1987) as greater intellectual and interpersonal competence, increased tolerance for racial and cultural differences, and greater satisfaction in career, marriage, and life-style. College and university officials must focus their attention on providing a positive teaching and learning environment for part-time adult students as well as traditional-aged full-time students (Hatfield, 1989, Gilley, Fulmer, Reithlingshoefer 1986). If the quality of instruction is not present, it is doubtful that any student services delivery system will encourage continued adult student enrollment. Furthermore, Millard (1991) notes that the persistence of the "Traditional College Student Myth" is a failure by institutions to recognize and implement new programs for diverse student populations. The "Traditional College Student Myth" assumes that the majority of

college students are 18 to 22 years of age, full-time resident students. While a significant proportion of adult students are enrolled, they are considered peripheral to the main function of higher education and not where central attention should be focused (Millard, 1991, Sadler, 1982).

Differences Between Adult and Traditional-aged Students

Numerous studies report differences between traditional-aged students and adult students in terms of identities, motivations, familiarity with expectations of the academic system, their obligations and responsibilities, and learning styles (Mertesdorf, 1990, Apps, 1981, Kasworm, 1980, Knowles, 1984, Sheehan, McMenamin, McDevitt, 1992, Bean and Metzner, 1985, Rubenson, 1989). Traditional-aged students' self-identities evolve from different perspectives than do adult students. Educational and career goals of adults differ from traditional-aged students. Prior learning and career experiences are brought to the academic setting by the adult student.

Most traditional-aged students have not experienced an interruption in their formal education, as have adult students. Reasons for interrupting education include the following: financial problems or the need to work, academic problems, lack of interest or goals, and marriage.

Most interruptions occur because of career changes or lifestyle changes (Ferguson, 1970).

Adults form self-identities through life, work, and community experiences (Cross, 1981, Scholssburg, 1989). Modifying an adult student's self-identity within the academic environment may create confusion and conflicts because of the need to incorporate personal experiences with expectations of compliance by the institution. The hiatus from formal education may cause adult students to experience insecurity and fear of entering or re-entering academic life. Adult students are often apprehensive of the new experiences of educational routines and procedures, study skills, writing, and testing practices (Mertesdorf, 1990). Engaging in learning activities is one way in which adults cope with life events or seek self-actualization (Brookfield, 1987, Merriam and Cafarella, 1991). Traditional-aged students view their undergraduate education as an extension of their required education toward desired careers.

Adult students also differ from traditional-aged students in their motivations for entering college. Adult students tend to be self-directed and highly motivated, explore college alternatives, and are committed and purposeful in their pursuit of specific educational, personal, and career goals (Cross, 1981, Mertesdorf, 1990, Sheehan, McMenamin, McDevitt, 1992, Ferguson, 1970,

Brookfield, 1989). This is in contrast to traditional-aged students who are more likely to choose a college based on the influence of peers or parents and to possess unclear educational and career goals (Apps, 1981, Kasworm 1980). Houle (1961) divided adults into three motivational categories: "goal-oriented" students who use education to accomplish a goal, "activity-oriented" students who participate for the social interaction and enjoyment of the activity, and "learning-oriented" students who seek knowledge for the sake of knowledge.

Obligations of adults and traditional-aged students represent another significant difference. Adult students frequently have family and job duties along with community involvements which encompass additional duties (Kasworm, 1980). The responsibilities of multiple roles contribute to the complications and complexities of their succeeding in college. The pressure to manage these varied roles creates a void that student services may potentially fill (Tinto, 1987, Wilder, 1992).

Different learning styles represent a dichotomy between adult students and traditional-aged students. Adult students, on the whole, prefer an andragogical learning style, while most traditional-aged students prefer a pedagogical learning style. The andragogical learning style is student-centered with the instructor as a facilitator assisting the student independently gather-

ing information (Knowles, 1984). The pedagogical learning style is characteristically instructor-centered with the student dependent upon information provided by the instructor (Sheehan, McMenamin, McDevitt, 1992). Knowles (1980, 1984) characterizes an adult learner as a self-directed, internally motivated individual with a reservoir of experience who is problem-centered in his/her learning orientation. One important variable, however, in adult student success and retention is the attitude of faculty members toward student-faculty interaction (Stodt, 1987, Baurer, 1981). Endo and Harper (1982) found that informal contact with faculty and personal concern with emotional and cognitive growth greatly enhances the educational experience and aids retention of students.

Some services and programs traditionally have been offered by institutions of higher education to facilitate the needs of adult students. Currently, programs and services for adults focus on night and weekend classes, satellite locations, external course offerings, and limited adult student support programs (Mertesdorf, 1990). Students' satisfaction with their college experiences and their involvement with their institutions have been described as highly significant factors in both the benefits of a college education and student retention (Stodt, 1987). Involvement has been defined by Astin (1984) as the quantity and quality of the physical and

psychological energy that the student invests in the college experience, including academic work, extracurricular activities, or interaction with the faculty. If adult students are expected to adapt to services and programs designed for traditional-aged students, they are more likely to experience barriers to learning as they pursue their educational goals.

Barriers to Learning

Higher education has an important challenge in integrating the increasing numbers of adult students into academic and student services programs. Adults enter college with varied work and life experiences to share with instructors, students, and administrative personnel. The adult student, however, faces the task of entering institutions that have primarily planned programs and curricula for traditional-aged students. The programs and curricula designed for traditional-aged students impose learning barriers on adult students because of the different needs and goals of adults from those of traditional-aged students.

Cross (1981) identified three categories of learning barriers for adults: situational, institutional, and dispositional. Situational barriers include those hurdles arising from the student's situation in life at a given time, e.g. a female student returning to college after

the loss of a spouse. Practices and procedures on the campus that exclude or discourage working adults from participating in educational activities equate to institutional barriers, e.g. needed courses are not offered at convenient times. Dispositional barriers differ in that students bring attitudes and self-perceptions about themselves to the college experience, e.g. the adult student cannot compete with younger students.

Cross (1981) listed specific hindrances for each of the three barriers. She grouped 24 items into the following list: (a) situational barriers include: cost, lack of time, responsibilities at home and on the job, lack of child care or transportation, inadequate time to study, and lack of support from significant others, (b) institutional barriers include lack of desire to attend school full time, amount of time required, inconvenience, lack of information on available courses, strict attendance requirements, scheduling conflicts, paperwork with registration, inadequate admissions requirements, and (c) dispositional barriers include fear that they are too old, poor grades in the past, perceptions of academic prowess, lack of energy and stamina, and lack of study skills.

Merriam (1984) proposed that dispositional barriers are probably more powerful than either institutional or situational barriers since they reflect past negative

experiences with education. Darkenwald and Merriam (1982) subdivided Cross' institutional category into institutional and informational barriers. Informational barriers include the institution's failure to communicate educational opportunities and the failure of adults to seek information on educational opportunities. A challenge for student services administrators is to establish a communication network that emphasizes educational opportunities, indicates a central location for adult concerns, and provides a personal contact to aid adjustment to college (Tinto, 1987).

Aslanian and Brickell (1980) reported that 83% of adult learners identified past, present, or future transitions in their lives as the motivating factor that caused them to renew learning. Transitions are defined as life occurrences which cause an individual to reevaluate the self-concept and to decide to learn new information in order to achieve a goal (Dean, Eriksen, Lindamood, 1987, Schlossburg, 1984, 1989). These transitions therefore present adult students with obstacles to overcome during their adjustment to college life, in addition to maintaining their personal and family structures. Student services assist adult students in effectively managing their college experiences.

Research indicates that adult learners encounter obstacles from the time they contact the admissions

office and begin their degree programs until they approach graduation and require career and placements services. Obstacles upon entry include inadequate financial aid and disregard of previously gained knowledge and skills (Hershoren, 1988). Once accepted, the adult learner must contend with class schedules and administrative office hours designed for the traditional-aged, full-time student (Sheehan, McMenanim, McDevitt, 1992). In some instances, adult learners must also face administrators and faculty members who possess limited knowledge of adult student needs (Wilder, 1992, Baurer, 1981). Barriers ultimately affect enrollment through attrition or lack of applications for admission. Management of the campus environment assists in reducing obstacles and encouraging retention of students.

Campus Ecology and Environment

Implementation of the philosophy of educating the whole person has led to reconceptualization of the role of student services on a campus-wide basis. Campus ecology incorporates systematic management of the environment to affect individual change (Banning, 1980). Student personnel professionals intervene and address anything which interferes with the educational process of students. Changing the campus leads to changing student behavior. The result is that the student personnel pro-

fessional has additional responsibilities of consultation, research, evaluation, and advocacy (Knock, 1985). Student affairs is recognized as the institutional facilitator with responsibility to integrate student needs with institutional goals and societal changes (Garland, 1985, Berdie, 1970, Brookfield, 1989).

The conceptual framework for campus ecology is based on the tenet that every psychological event is a product of the person's interacting with the environment (Banning, 1980). The individual and environment therefore are constantly influencing and interacting with each other. The campus ecology model recognizes that unsatisfactory educational outcomes may be the result of a deficiency in the environment rather than the student. The campus is viewed as the client, and therefore the target for intervention (Scholssburg, 1989, Sloan, 1988).

Research in higher education contains many references to the impact of the college environment on student services and retention of students (Cross, 1981; Kuh, 1991; Darkenwald & Merriam, 1982). The campus environment should permit and encourage self-determination and self-expression. Campus environment includes all the influences that affect the interaction between the students and the institution. These influences can be divided into subenvironments of physical spaces (e.g. physical plant), policies (e.g. institutional requirements), and

people (e.g. employees of the institution) (Kuh, 1991). The dynamics of all the subenvironments combine to become the campus environment and affect the undergraduate experiences of all students. The CSAO is one of the chief administrators responsible for integrating the campus environment, institutional goals, and the growing number of adult students.

Adult Student Enrollment Trends

In recent years, management techniques such as enrollment management and strategic marketing have focused on how institutions can use the planning and administration of a college to attract and retain students (Hossler, 1986; Kotler & Fox, 1985). As more adult students enroll in academe, these concepts are broadened to accommodate adult student needs through services and programs. Societal pressures have led many college administrators to determine that a comprehensive approach to creating an educational environment, designed to attract and retain adult students, is critical to sustaining enrollments and meeting budget projections (Dillard, 1989, Boyer, 1987).

As society has become more information and knowledge based and has transformed from a one-life/one-career pattern to multiple careers, people have turned to education as a means to improve skills and to prepare them for

new opportunities (Schlossberg, et al., 1989, Naisbitt, 1984). Naisbitt (1990) contended that workers must be skilled and educated in order to use technology more effectively and efficiently. It has been estimated that the amount of information doubles every seven years and that half of what professionals know when they finish formal training will be outdated in less than five years (Merriam and Cafarella, 1991).

Research generally refers to the Baby Boom generation as those individuals born between 1946 and 1966 (Hodgkinson, 1985). Carnevale (1987) described this generation with the highest expectations for wages, fulfillment in work, promotions, and quality of working life. These expectations are unrealistic within the American economy in terms of its ability to create a lifestyle that supports such self-actualization (Carnevale, 1987). Adult education is the only growth component possible in postsecondary education (Hodgkinson, 1985). Individuals who choose to pursue their careers vigorously regard further education as a way to advance their vocational goals (Cross, 1981).

Adult students from the Baby Boom generation primarily attend college on a part-time basis. Aslanian and Brickell (1988) reported that 60% of adult students enroll in one or two classes while 40% enroll in three or more courses. Hodgkinson (1985) noted, however, that

administrators typically tend to dismiss or neglect part-time adult students because they do not follow the traditional pattern of full-time, continuous enrollment until graduation. As budgetary pressures mount and the number of adult participants increases, administrators increasingly recognize the need to provide services for a population that drops in and out of degree programs, that needs support from professionals trained in adult education philosophies and concepts, and that requires services at times other than normal business hours.

The majority of adult students who enroll in classes scheduled for nights, weekends, or other nontraditional times, require access to services during hours which need to be extended beyond the traditional workday of 8:00 a.m. to 5:00 p.m. (Aslanian & Brickell, 1988, Schlossberg, et al., 1989). Traditionally, access to student services for part-time and full-time adult students has been provided based on the assumption that they were traditional-age college students, who were physically on campus during normal business hours. Adult students, because of their specialized needs, increasing numbers, and varied enrollment patterns, require modifications of institutional priorities for student services in order for institutions to provide positive support systems which enhances educational experiences.

Schlossberg, et al. (1989) referred to a study by Campbell, Wilson, and Hanson (1980) at the University of Texas that described adult students enrollment patterns fitting one of five categories. The pursuit of education depended on the degree and manner of lifestyle activities. The lifestyle categories were: (a) full-time students who were not employed, spent more than 40 hours a week with their families, and possessed little free time, (b) full-time students who were not employed, had few family responsibilities, and possessed a considerable amount of free time, (over half of this group were single or divorced), (c) part-time students who were employed full time, spent little time with their families, and had considerable free time, (d) full-time students who were not employed, spent little time in family, social, or recreational activities, spent a great deal of time--60 hours or more--on schoolwork, and had little free time (about one third reported at least one child in the household), and (e) part-time students who were employed full-time, had registered for one or two courses, spent a great deal of time family activities, and had very little free time. Recognition of varied enrollment patterns challenges administrators to devise programs and manage staff to meet the diverse needs of students.

The realities of a diminishing traditional college-age student population, an aging general population,

budget retrenchments, and varied enrollment patterns motivate many college administrators to seek a comprehensive, efficient, and cost-conscious approach in creating an educational environment designed to attract, integrate, and retain adult students (Levine & Associates, 1989).

Demographics of Adult Students

Diversity accurately describes changing student demographics on many college campuses. The pluralism of the student population challenges administrators to provide student services which acknowledge understanding, respect, and appreciation of differences. The perceived distinction between adult education and higher education is disappearing (Apps, 1989). The influx of adult students offers new opportunities for student personnel professionals to plan and implement programs designed to accommodate a diversely aged student population (Kuh, 1990, Merriam and Caffarella, 1991). Consequently, administrators will have to design and present quality programs to meet the needs of a growing population of adult students.

Modifications in the student services support system which have occurred in recent years were due in part to projections that adult students 25 years old or older were expected to comprise an estimated 49% of the overall

student population in 1992 (Lynton and Elman 1987). In a national study conducted by Ingersoll Williams and Associates (1991), 47% of the participating colleges and universities projected that a larger percentage of the entering class of 1996 will be at least age 25 than was the percentage of entering students at least age 25 in the class of 1991.

Adult students, 25 years or older, accounted for approximately 50% of the national enrollment growth from 1970 through 1979 (Schlossberg, 1989). The National Center of Education Statistics (Center) reported in 1991 (U.S. Department of Education) that the number of adult students has been increasing more rapidly than the number of traditional-aged students. Between 1980 and 1990, the enrollment of traditional-aged students increased by 7%. During the same period, enrollment of adult students rose 34%. The Center projected that by 1996, 42% of all students in higher education will be at least 25 years old, 22% of all full-time students, and 74% of all part-time students will be adult students. The United States Department of Education (1990) projected that by the year 2001, the number of adult students will have risen to 6.1 million. The largest projected age group enrollment is the 35- to 44-year-old cohort (U.S. Department of Education, 1991). Projections indicate that the median age in the United States will increase from 30.6 in 1982

to 36.3 in 2000 (Fay, McCune, Begin, 1987). The adult part-time student is likely to become the new majority by the year 2000. (Millard, 1991).

Re-entry women are one of the fastest growing populations in higher education (Glass, Rose, 1987; Suchinsky, 1982). The growing number of adult women challenges administrators to provide specific programs for them (Shearon, Tollefson, 1989). Female high school graduates age 25- to 34-years old accounted for 6.5% of total enrollment at 2-year and 4-year institutions compared to male high school graduates of the same age who accounted for 4.6% (U.S. Department of Education, 1992). Between 1980 and 1989, the total number of men enrolled rose only 5%, while the total number of women enrolled increased by 17% (U.S. Department of Education, 1991). State of Tennessee enrollment figures parallel the national trend. Enrollment of women at publicly supported institutions aged 25 to 45 accounted for 21.7% of total enrollment compared to male enrollment of 16.2% for the same age group (THEC, 1990-91). This enrollment pattern reflects the increasing number of female adult students enrolling in higher education to complete a degree or to pursue career goals (St. Pierre, 1989).

From 1984 to 1990, Tennessee state-supported universities reported enrollment of adult students increased by 8% as overall enrollment increased by only 6% (THEC,

1990-91). Adult students who are enrolled both at state-supported and privately controlled colleges and universities, constitute a significant proportion of the full-time and part-time enrollment. The Tennessee Higher Education Commission (THEC) reported that for the 1991 Fall Semester 42% of all students at state supported institutions were age 25 or older (THEC, 1991-92). State-supported universities reported 36.3% of enrolled students were age 25 or older and two-year state-supported institutions reported 50.8% of the enrolled students were age 25 or older (THEC, 1991-92). The Tennessee Independent Colleges and Universities (TICU) (1992) members reported that for the Fall Semester 1991, students age 25 or older accounted for 29% of the student enrollment at privately controlled institutions. Consequently, administrators responsible for providing an adult student support system are challenged to integrate adult students into the mainstream of the institution.

Budget Impacts of Adult Students

One major factor currently determining the composition of adult student support services is the presence of adequate funding. In the current environment of higher education, institutions are encountering budget and personnel reductions, structural reorganizations, and other cost-cutting efforts (Kuh and Shuh, 1991, Hossler,

1990). These personnel and budgetary reductions often produce negative effects on morale and productivity of the staff thus affecting the retention of students. One result of the current economic environment of retrenchment has been that personnel and departments responsible for the facilitation of student support services have lost funds and/or programs. Even with these losses, the personnel are expected to deliver the same or higher level of service to students (Kuh & Shuh, 1991, viii).

The impact of the increasing number of adult students significantly affects budgetary projections of both state-supported and privately controlled institutions. Privately controlled institutions rely on tuition revenue for as much as 70% of the operating budget, while state-supported institutions rely on tuition revenue for 20% to 30% of their operating budgets (Kemerer, 1982, Johnstone, 1986, Parnell, 1990). State-supported colleges receive a majority of their budgets from state and local appropriations (United States Department of Education, 1992).

Budgetary reductions at state-supported institutions in the State of Tennessee parallel national trends. Appropriations for state-supported colleges and universities are based on a funding formula. A portion of the funding formula is directly related to enrollment.

Higher enrollment engenders increased revenue. Funds appropriated to higher education by the General Assembly of the State of Tennessee decreased from \$693.2 million in 1989 to \$676.4 million in 1991 (THEC, 1992). This decrease in funding, combined with an increase of 26,000 new students over the past five years seeking college degrees (Daughtrey, 1993), creates an environment for state-supported higher education institutions to provide effective student services for a diverse student body within a competitive state appropriations process.

Competition to increase enrollment and revenues between privately controlled institutions and state-supported institutions challenges administrators to provide an efficient and effective student support system with minimum staff. All institutions therefore must assess their commitments to provide student services for a diverse populations of students. Use of technological advances in higher education will provide cost-effective opportunities to provide individualized programs and services.

Use of Technology in Education

Technological and informational advances challenge administrators to update their knowledge in the profession and to provide methods for students to access information from a myriad of locations. Educational technology

is defined by Garrison (1987) as the scientific application of knowledge and hardware to teaching and learning. Media refers to the hardware that is capable of transmitting information. A synergistic merging of various media and educational processes will occur during the 1990's (Himestra, 1987).

Telephone companies are becoming comprehensive communications corporations combining the functions of telephone, data networks, video conferences, cable television, and computer services within single communication lines. As fiber-optic cable is installed throughout the country, end users such as colleges will be able to interactively communicate anywhere, anytime, in any medium through visual, voice, data, or image media (Parnell, 1990).

The development of "user-friendly" educational telecommunications programs will change institutional identities. Students will have more opportunities in the selection of higher education programs. Long distance learning through satellite transmissions, videocourses, and telecourses will permit interactive teaching and learning in homes, businesses, or other non-campus based locations (Garrison, 1987). Students may choose to apply, register, enroll, and complete coursework at any college or university in the country. By the year 2000, many types of higher education institutions will be discussing

and redefining the traditional definition of a college or university (Parnell, 1990).

Of the myriad technological innovations, the computer and its peripherals represent the most significant product for higher education. Computers possess attributes that are beneficial and appreciated by students, faculty, and administrators. Combining the computer with specialized peripheral devices which permit circumvention of the keyboard, allows students with varying degrees of computer literacy to access boundless individualized learning opportunities (Johnson, 1984). The addition of the compact disc read-only memory (CD-ROM) provides fast and efficient retrieval of data from any location. (Garrison, 1989).

Distance learning is a viable alternative for many students who are located a long distance from a college or university. The advent of affordable videocassette recorders facilitates videocourses. Students may enroll in a course and view the lessons in the privacy of their homes and progress at their own speeds. An enhancement of the videocourse is the telecourse which is interactive. Students may enroll for a course at a campus and receive interactive video classes at a central location through the use of satellite transmissions or through fiber-optic technology (Lewis, 1989, Millard, 1991).

One impact of technological innovation is the dispelling of what Millard (1991) terms the "Feet of the Master Myth." Historically, the teacher-pupil relationship in a classroom setting encompassed the primary transmission of information from one person to another. As technology continues to facilitate the transmission of information, the educational process does not revolve around a traditional campus classroom. Barriers such as time and location do not prevent participation (Garrison, 1989). The role of the instructor expands to one of facilitator or information counselor (Himestra, 1987, Merriam and Caffarella, 1991). The assessment of knowledge attainment will be based on appropriate skills, competencies, and achievements regardless of how these are attained or continue to develop (Millard, 1991).

Pultorak (1992) reported that telecourses are cost-effective and that this method of delivery is as effective as on-site, face-to-face instruction. His study indicated that institutions using telecourses are also using many types of multimedia equipment to transmit instruction. Equipment used includes the following: satellite dishes, computer terminals, electronic writing tables, cordless telephones, facsimile machines, electronic mail, and touchpads.

The impact of technology, especially computers, has been significant on student services. DeLoughry (1992)

reported that one technological innovation allows students to use their identification card in automated teller machines to register for classes, review their grades, or check their accounts in the bursar's office. Students may use computers on campus to access administrative records and push-button telephones to access the same information in the automated teller machines.

Review of Three Adult Student Services Articles

Puryear and McDaniels (1990) studied 226 private, four-year institutions in the Southeastern United States to determine what support services were being offered to adult students. A 24 item research instrument was mailed to each institution and a follow-up telephone interview was conducted with 18 institutions. The telephone interview solicited descriptions of innovative programs for adult students. One hundred seventy-five institutions responded to the research instrument with usable data. Seventy-eight percent of the respondents indicated that they serve nontraditional students. Puryear and McDaniels reported the following policies/services were being provided by institutions for adult students.

Policy/Services	Number and Percentage of Insti- tutions Reporting
Credit for Work/Life	
Experience	60 (44%)
GED Acceptable	111 (81%)
Reduce Tuition	60 (44%)
Reduce Fees	33 (24%)
Provide Counselors/ Academic Advisors	70 (51%)
Waive High School Grade Point Average	50 (37%)
Waive ACT or SAT Scores	85 (62%)
Waive Physical Education Requirement	47 (34%)
Adult Degree Program	76 (56%)
Peer Counselors	31 (23%)
Day Care Center	17 (12%)
Center/Office (for adults)	81 (59%)
Lounge	39 (29%)
Extended hours for Services:	
Library, Bookstore, Counseling or Advisement	74 (53%)
Night Classes	119 (87%)
Student Organization	44 (32%)
Orientation Program	58 (42%)
Off-Campus Classes	68 (50%)
Off-Campus Registration	55 (40%)
Single Parent Program	2 (1.5%)
Support Group	24 (18%)
Tutorial Program	42 (31%)
Week-end Classes	52 (39%)
Workshops or Seminars	71 (52%)

Additional findings were that 56% of the respondents serving nontraditional students indicated that support services were expected to increase, 42% of the respondents reported that staff designated to work with adult students received special kinds of training, and the majority of adult students were in the age category 25-34.

Polson and Erikson (1988) studied the impact of administrative support and institutional type on adult learner services. Their population consisted of a random sample of 439 administrators at member institutions of the National Academic Advising Association (NACADA). Two hundred thirty-three (53%) usable responses were received. No follow-up of non-respondents was reported.

Results of their study indicated that 70% of the respondents have altered program offerings and schedules to accommodate adult students and that 77% were providing some degree of student support services for adult students. Institutions whose administrations were viewed as supportive were more likely to have support services open at nontraditional times, to sponsor special orientation sessions for adults, to offer preparatory/refresher courses for adults, and were more likely to award credit for prior learning assessment. Quantitative analysis indicated that two-year public colleges were most likely to offer more services for adults than other levels of institutions.

The services most accessible to adults were academic advising and counseling and evening courses. Other services studied included: offices open nontraditional times, designated scholarship/financial aid, special orientations for adults, career advising/counseling, placement services, preparatory/refresher course, ongoing

support groups, adult resource center, and prior learning assessment.

Hughes (1983) synthesized the literature concerning adult students in higher education. One question considered in his research was what do adult students need from higher education? His response to the question resulted in a listing of services and support needs. His findings in service and support needs were as follows: (a) personal/social development needs, (b) academic preparation needs, (c) academic administrative preferences, (d) academic administrative preferences, and (e) academic instructional preferences which are reported below.

Service and Support Needs

1. Convenient and accessible services
2. Orientation to institution
3. Accurate information
4. Financial support
5. Child care
6. Career counseling
7. Personal counseling

Personal/Social Development Needs

1. Assistance to counter self-doubts
2. Communication skills improvement
3. Time management
4. Place to study
5. Encouragement from family
6. Peer support
7. Assertive skills improvement
8. Social activities

Academic Preparation Needs

1. Study skill improvement
2. Remedial work
3. Test-taking skills
4. Concentration and memory improvement
5. Academic counseling readily available

Academic Administrative Preferences

1. Minimum of red-tape
2. Evening classes
3. Flexibility in curriculum and scheduling
4. Quick and simplified registration
5. Evening and weekend registration
6. Flexibility in receiving credit

Academic Instructional Preferences

1. Problem solving focus
2. Practical learning experiences
3. Learning that is incorporated into prior experiences
4. Individual approach to instruction
5. Teaching approach other than lecture
6. Grades based on methods other than tests
7. More than one way to meet course requirements
8. Instructors interested in personal progress

Hughes summarized his findings by citing three major differences between adult students and traditional-aged students. Adult students generally have multiple commitments, are not campus-focused, and prefer informal learning. Traditional-aged students can be characterized as having limited commitments, are campus-focused, and prefer formal learning. Recruitment and retention of adult students is determined by how the institution responds to the preferences of adults.

Shriberg (1984) posed key questions for administrators to consider when preparing for adult students. Answers to these questions assist administrators in determining the environments present at institutions for adult students. His questions included the following:

1. Are service office open and staff available at peak adult enrollment times?
2. Are staff trained in adult development?
3. Who is responsible for adult student services?
4. Are adult students actively recruited?
5. Can adult students register at nontraditional times and locations?
6. Is safe and adequate parking available to adult students?
7. Is financial aid available to adult students?
8. Are flexible payment plans available?
9. Is food service available to adult students?
10. Is an orientation program available for adult students?
11. Are counselors available at peak adult enrollment hours?
12. Are placement services available to adult students?
13. Is a learning center available to adults?
14. Are adult students represented in student government?
15. Are adult students considered in programming?

Shriberg concludes by restating the key questions in auditing the campus in preparation for serving adult students. His key questions included: is the staff sensitive to the needs of adult students and are they actively sensitizing the rest of the campus community? Those who best provide for the needs of adult students will remain strong and healthy.

Summary

Increasing numbers of adult students provide student affairs administrators with opportunities to devise a student services support system designed to meet the needs and expectations of a diverse student population. Improving the quality of education for both full-time

students and part-time students will be a constant challenge to administrators responsible for attracting and retaining adult students. College and university officials must focus their attention on providing a positive teaching and learning environment for part-time adult students as well as traditional-aged full-time students. The realities of a diminishing traditional college-age student population, an aging general population, budget retrenchments, and varied enrollment patterns motivate many college administrators to seek a comprehensive, efficient, and cost-conscious approach in creating an educational environment designed to attract, integrate, and retain adult students.

The task for student services administrators will be to reconsider their service agenda in response to changing student populations. Most campuses will recruit adult students who are beginning or re-entering higher education at a later age. These adult students will seek educational experiences directly related to career goals and objectives. Additionally, adults perceive themselves as informed consumers and expect the collegiate environment to support and meet their needs.

Campus environment includes all the influences that affect the interaction between the students and the institution. The campus environment should permit and encourage self-determination and self-expression. The

professionals in student affairs are responsible for providing services designed to integrate the growing number of adult students into the campus environment.

Some services and programs traditionally have been offered by institutions of higher education to facilitate the needs of adult students. Currently, programs and services for adults focus on night and weekend classes, satellite locations, external course offerings, and limited adult student support programs. Students' satisfaction with their integration into the mainstream of the institutions has been described as a highly significant factor in both the benefits of a college education and student retention.

If adult students are expected to adapt to services and programs designed for traditional-aged students, they are more likely to experience barriers to learning as they pursue their educational goals. Research suggests that student affairs duties include a critical role in reducing barriers to learning, shaping the composition of the student body, contributing to the quality of the teaching program, establishing retention programs, managing the campus environment, and coordinating the various services designed to assist students.

CHAPTER III

METHODOLOGY

Population

The population consisted of administrators with primary responsibility for adult student services or administrators chosen by the chief student affairs officers at two-year and four-year state-supported and privately controlled colleges and universities in the State of Tennessee. In order to study a homogenous population with similar missions, governance structure, and awarded degrees, the study was limited to colleges and universities in the State of Tennessee, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer an associate and/or baccalaureate degree.

Colleges and universities excluded from the study included: (a) institutions not accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, (b) technical (two-year) institutions that are accredited by the Southern Association of Colleges and Schools/Commission on Occupational Education, (c) institutions that primarily offer education at the graduate, professional, or occupational level (d) institutions accredited only by the American Association of Bible Colleges, (e) institutions accredited only by Association

of Theological Schools in the United States and Canada, (f) institutions accredited only by the Association of Independent Colleges and Schools: junior college of business, (g) institutions accredited only by the Association of Independent Colleges and Schools: senior college of business, and (h) institutions accredited only by the National Association of Trade and Technical Schools: occupational, trade, and technical education.

Institutions included in the initial listing of institutions were selected by reviewing the hep 1992 Higher Education Directory (Torregrosa, 1992). The total number of institutions meeting the selection criteria was 56. Number and type of institutions represented in the initial listing of institutions included: 14 two-year state-supported institutions, 2 two-year privately controlled institutions, 9 four-year state-supported institutions, and 31 four-year privately controlled institutions.

The researcher telephoned the chief student personnel administrator at each selected institution to identify the administrator primarily responsible for adult student services. An introductory telephone call was made to the identified administrator to introduce the study and to request that the administrator determine if the institution enrolled a significant number of undergraduate adult students compared to enrolled traditional-aged

students. Affirmative responses resulted in inclusion in the study. Administrators at 9 four-year privately controlled institutions indicated that the enrolled number of undergraduate adult students was insignificant compared to the enrolled number of traditional-aged undergraduate students. The final number of institutions defined as the population for the study was 47.

The written and oral requests for participation to 47 identified administrators (list of institutions in Appendix L) resulted in 6 (13%) responses from four-year privately controlled institutions not to participate in the study. Forty-one (87%) completed the oral interview and 40 (85%) returned a completed written research instrument. The participants according to governance structure and degree granting status included: 2 (5%) privately controlled two-year colleges, 16 (39%) privately controlled four-year colleges and universities, 9 (22%) four-year public universities, and 14 (34%) two-year public colleges.

Instrument Development

The researcher developed the written research instrument and oral interview instrument after an unsuccessful search to locate a commercially prepared or nationally normed instrument that measured priorities for adult student support services. The development of the

written research instrument and oral interview instrument required that the researcher identify student support services applicable to adult students. The student support services included in the instrument were determined from a review of the literature in adult education, student services, student personnel, student development as well as from the professional experience of the researcher, conversations with colleagues, and from discussions with faculty members in the College of Education at the University of Tennessee, Knoxville.

Validity and Reliability

The researcher was committed to testing content validity, evaluating ease of reading and clarity, and correcting problem areas before finalizing both the written research instrument and the oral interview instrument. Content validity, as defined by Borg and Gall (1983), is a subjective evaluation of the content of the research instrument. Content validation and determination of reliability of the research instruments involved five phases.

Content validity of priorities and support services were evaluated by the researcher's doctoral committee and 12 knowledgeable and practicing higher education administrators employed by institutions in states other than Tennessee (see Appendix A for list of reviewers). Each

reviewer was contacted by telephone and asked to validate the contents and to edit the instrument for clarity and ease of reading. A cover letter explaining the purpose of the study and requesting assistance was mailed with a written research instrument (see Appendix B for a copy of cover letter). Reviewer recommendations for modification of the research instrument were incorporated into the instrument.

The researcher's doctoral committee recommended that the study be divided into an oral interview and a written research instrument. The oral interview was designed to catalog current student support services provided for adults and to identify characteristics of administrators primarily responsible for implementing student support services for adult students. A written research instrument was designed to analyze institutional priorities for providing an adult student support system. A copy of the oral interview instrument and a copy of the institutional priority instrument were mailed to the professional reviewers for additional comments and modifications (see Appendix C for copy of cover letter).

Recommended changes in the written research instrument and oral interview instrument were reviewed by the researcher and major professor and, where appropriate, they were incorporated into a pilot test edition of the instruments. A pilot test of typical respondents of the

oral interview instrument and the written research instrument was conducted in the Atlanta, Georgia, area (see Appendix D for copy of cover letter and list of pilot testers). The pilot test was designed to test content validity, clarity, and proper understanding of the written research instrument and oral interview instrument. Respondents were requested to identify inconsistent phraseology or inaccurate ideas in the research instruments and to respond to both instruments. Once again recommended changes in the instruments were reviewed by the researcher and major professor and, where appropriate, they were incorporated into the final edition of the instruments.

The written research instrument was professionally typeset, printed, and bound. The response key and scoring instructions were repeated on each priority statement. Inter-rater reliability was evaluated on the written research instrument after the completed instruments were returned to the researcher. A copy of the written research instrument and oral interview instrument are provided in Appendix E.

Inter-rater reliability was determined using the Kuder-Richardson formula 20 (Ferguson, 1981). The Kuder-Richardson formula 20 is a measure of the internal consistency, or homogeneity, or scalability, of the test material. If the items on a test exhibit high correla-

tions with each other and are measures of much the same attribute, then the reliability coefficient will be high. Conversely, if the correlations are low, either because the items measure different attributes or because of the presence of error, then the reliability coefficient will be low. The Kuder-Richardson formula may be applied to tests comprising items of more than two categories of response. The responses from the written research instrument used an ordinal scale ranging from "1" representing the lowest rank to "7" representing the highest rank. "NA" was provided for situations that were not applicable to the institution.

The Adult Student Support System Institutional Priority Survey had an overall instrument inter-rater reliability coefficient of .54. Summarized individual survey question concepts with inter-rater reliabilities were:

1. Considering needs of adult students when changing or establishing student services. Inter-rater reliability coefficient of .67.

2. Incorporating opinions from adult students when considering modifications of adult student support services? Inter-rater reliability coefficient of .84

3. Disseminating information about adult students to administrators responsible for adult student support services. Inter-rater reliability coefficient of .65

4. Providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel. Inter-rater reliability coefficient of .62.

5. Hiring staff member(s) whose primary responsibility is to provide an adult student support system. Inter-rater reliability coefficient of .36.

6. Offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adult students (e.g. satellite programs, weekend or evening programs, non-classroom based programs). Inter-rater reliability coefficient of .64.

7. Ensuring nontraditional degree programs primarily developed for adult students are accepted by faculty and administrators as having the same educational outcomes as traditional on-campus degree programs (e.g. satellite programs, weekend or evening programs, non-classroom based programs). Inter-rater reliability coefficient of .77.

8. Providing instructors trained in the specialized needs of adult students in the teaching and learning environment. Inter-rater reliability coefficient of .37.

9. Creating a campus environment conducive to adult students (e.g parking, security, access to campus, information, assistance). Inter-rater reliability coefficient of .64.

10. Providing academic advisors trained in the specialized needs of adult students. Inter-rater reliability coefficient of .50.

11. Providing extra-curricular activities designed specifically for adult students. Inter-rater reliability coefficient of .14.

12. Granting institutional financial aid designated for adult students. Inter-rater reliability coefficient of .30.

13. Recruiting adult students through an organized marketing strategy. Inter-rater reliability coefficient of .59.

Research Strategies

Three research strategies were used in this study: (a) administering a written research instrument requesting institutional priorities concerning adult student support systems; (b) conducting an oral interview to elicit information on current specialized services for adult students, and primary professional responsibilities and characteristics of the respondent; and (c) providing an optional written comment section requesting respondents' comments on the written research instrument, the oral interview instrument, hindrances in providing adult student support services, problems foreseen within five years for adult student services at the institution,

anticipated innovations within the next five years for adult student services at the institution, and any other comments (complete reproductions of written comments may be found in Appendix M).

The individuals completing the written research instrument were requested to respond to each statement based on their knowledge and realistic evaluations of their respective institutions concerning priorities for adult student services. An ordinal response scale ranged from the lowest priority of "1" to the highest priority of "7." Respondents circled "NA" if the statement did not apply to the institution.

Responses in the oral interview were limited to "yes," indicating the institution provided the service for adult students, or "no," indicating that the institution did not provide the service for adult students. "Yes" responses elicited a request for a description of the adult student support service.

Data Collection

Data for this study were gathered during June through December, 1992. All respondents were assured of individual and institutional anonymity. Data collection involved four steps.

First, the researcher telephoned the chief student personnel administrator at the selected campuses to

identify the administrator primarily responsible for adult student services. An introductory telephone call was made to the identified administrator to introduce the study and to request that the administrator determine if the institution enrolled a significant number of undergraduate adult students compared to enrolled traditional-aged students. Affirmative responses resulted in inclusion in the study.

Second, the researcher wrote the 47 identified administrators to introduce the study, to provide an informed consent form and general information sheet about the study, and to request a convenient time to conduct the oral interview (see Appendix F for a copy of the cover letter, consent form, and general information sheet). The administrator was given an opportunity to choose an option of participating or not participating. Administrators who did not respond to the initial letter requesting participation were mailed a second cover letter, a consent form, and general information sheet (copy of cover letter in Appendix G). Administrators who did not respond to the initial and second letter were mailed a third cover letter, consent form, and general information sheet (copy of cover letter in Appendix H).

Third, participating administrators indicated a convenient time for a telephone interview. At the appointed time the researcher conducted the oral interview

through a telephone conversation. With permission of the respondent, the conversation was audio recorded in order to facilitate appropriate and accurate analysis of responses and comments. Each interview lasted an average of 20 minutes. Approximately 14 hours of interviews were audio taped.

Fourth, within three days of completion of the telephone interview, the researcher mailed a cover letter and a copy of the written research instrument to the office of each identified administrator (copy of cover letter in Appendix I). Timely completion of the mailed research instrument was requested with a return deadline of two weeks. A stamped self-addressed envelope was included with the written research instrument along with a cover letter from the researcher. Within one week of receipt of a completed instrument, a thank-you letter was sent to each respondent (copy of thank you letter in Appendix J).

Followup telephone calls were placed to administrators who did not return the completed instrument within the specified time limit seeking their return of the completed instrument. Cover letters and research instruments were mailed to each administrators who requested a second copy of the research instrument (a copy of cover letter in Appendix K).

Analysis of the Data

Data from the responses of participating administrators were analyzed with the intent to organize and to report the findings without making value judgments concerning specific institutions or categories of institutions. This study was descriptive and calculated inferential statistics for one period of time. Inferences were determined from perceptions of administrators surveyed during 1992 Fall Semester.

Institutional profile data, nominal responses from the oral interview instrument, comments from the oral interview instrument, and optional comments from the written research instrument were summarized, highlighted, tallied, and displayed in summary tables.

Analysis of written research instrument data were presented in appropriate tables and figures. Research questions were analyzed using the Mann-Whitney U Test. Responses were based on an ordinal scale ranging from "1" representing the lowest priority to "7" representing the highest priority. The Mann-Whitney U Test was used to determine if the priorities of two groups were statistically different. (Groebner and Shannon, 1986).

The Mann-Whitney U test determines whether two independent samples come from populations with the same means. Data from the written research instrument were administrator responses from an ordinal scale ranging

from "1" representing the lowest rank to "7" representing the highest rank. The assumption of normal populations was not made. The Mann-Whitney U test ranks the data and ranks are summed. If the sum of the rankings of one group differs greatly from the sum of the rankings of the second group, there is a difference in the perceived priorities of the two groups of administrators. Comparison of the pairwise sum of ranks led to the conclusion that the larger sum of ranks indicated the higher priority for providing the adult student service.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF THE DATA

Introduction

This study was designed to be both analytical and descriptive. Data were gathered through telephone interviews of identified administrators and written research instruments mailed to the same administrators. Telephone interviews covered professional characteristics of the respondents, characteristics of the colleges or universities, and institutional services provided for adult students. The mailed written research instrument requested a realistic evaluation of the institutional priorities for providing an adult student support system. Independent variables in the study included governance structure, awarded degrees, enrollment, and employment position of the respondent. The dependent variables were priority rankings in providing an adult student support system and specialized services provided for adult students.

Administrator characteristics are presented in terms of job title, primary professional responsibilities, percent of professional time spent on adult student services, participation in professional activities which support adult student services responsibilities, years of service in position, highest earned degree, and undergraduate attendance as an adult student.

Institutional characteristics are presented in terms of number and title of institutions with an administrative unit for adult students, number of professional and/or administrative staff responsible for adult student services, new or modified positions with responsibility for adult student services for 1992-93 academic year, identification of adult students with an administrative unit or individual, and whether the institutional mission/purpose statement includes a specific reference to adult students.

Responses "Yes," "No," or "Unknown" regarding adult student services or programs are summarized in the following areas: academic advisement, degree programs offered in nontraditional locations, degree programs offered through nontraditional delivery systems, assignment of instructors versed in adult development to classes for adult students, provision for academic credit to be awarded for experiences beyond the high school diploma or General Educational Development (GED test), institutional financial aid designated specifically for adults, conduciveness of campus to adults, "forgiveness" of grades policy for adults, and providing information to faculty on adult development. Descriptions and frequency distributions may be found in Appendixes N,P,Q.

Administrators responded to a written research instrument that requested their realistic evaluations of

their institution's priorities for providing an adult student support system. Responses were listed on an ordinal scale ranging from "1" representing the lowest priority to "7" representing the highest priority. The response "NA" was provided to represent items not applicable to the institution.

The Mann-Whitney U Test was used to determine if significant differences were present between administrators perceived priorities for providing an adult student support system. Comparisons were made using governance structure, degree status, and enrollment. Priority responses were input into the student edition of the computer program Minitab (1989) to facilitate mathematical calculations. The 13 questions on the written research instrument are presented in the analysis of each research question by group size, sum of rankings (R) for each group, the calculated U (U) for each group, an asterisk (*) to represent $p < .05$, and the calculated Z-Score (Z) for each pair-wise comparison per research instrument question.

Optional written comments were requested at the conclusion of the written research instrument. Respondents were requested to comment on the following items: evaluation of the priority research instrument, the oral interview, additional comments not communicated in the oral interview, primary job responsibilities, hindrances

and reasons for hindrances in providing adult student services at the institution, problems foreseen within five years for adult student support services at the institution, anticipated innovations within five years for adult student support services at the institution, and any other comments.

Analysis and Interpretation of Question One

1. What are the professional characteristics of the administrators responsible for implementing an adult student support system at state-supported and privately controlled colleges and universities?

Characteristics of participating administrators are presented in terms of job title, primary professional responsibilities, percent of professional time spent on adult student services, participation in professional activities which support adult student services responsibilities, years of service in position, highest earned degree, and undergraduate attendance as an adult student. All tables and descriptive material for question one may be found in Appendix N.

Job Titles of Respondents

Of the 41 administrators responding, all were titled, with 2 (5%) listed as Coordinator, 1 (2%) designated as Counselor, 2 (5%) denominated as Associate Dean, 14

(34%) titled as Dean, 1 (2%) listed as Assistant Director, 13 (32%) designated as Director, 1 (2%) denominated as Faculty Intern, 2 (5%) titled as Associate Vice-President, and 5 (12%) listed as Vice-President.

Percentage of Professional Time Spent on Adult Student Support Services

Of the 41 administrators responding, all spent professional time on adult student support services, with 12 (29%) spending between 0% and 25%, 5 (12%) expending between 26% and 50%, 12 (29%) spending between 51% and 75%, 8 (20%) expending between 76% and 100%, and 4 (10%) were unable to determine an estimate.

The overall average time spent on adult student support services was 49%, with the privately controlled institution average calculated as 51%, two-year state-supported institution average calculated as 45%, and four-year state supported institution average calculated as 51%.

Primary Professional Responsibilities

Of the 41 administrators responding, all (100%) indicated multiple primary professional responsibilities at their institutions. The professional responsibilities were divided into 9 categories with 235 total listings of responsibilities. The nine categories of professional

responsibilities with their respective number of listings and percentage were as follows: academic (30, 13%), administrative (33, 14%), appraisal (65, 28%), budgeting (7, 3%), consultation (46, 20%), environmental (35, 15%), extracurricular (12, 5%), organizational (2, 1%), and orientation (5, 2%).

Participation in Professional Activities Which Support Adult Student Services Responsibilities

Of the 41 administrators responding, 28 (68%) indicated they participated in professional activities which supported their responsibilities for adult student support services, while thirteen (22%) responded they did not participate in professional activities which supported their responsibilities for adult student support services.

Twenty-nine professional activities were listed by the 28 administrators who indicated participation in professional activities. Some respondents indicated multiple professional activities. The activities and the number of listings (with their respective percentages) were as follows: professional organizations 17 (59%), workshops 6 (21%), and conferences 6 (21%).

Undergraduate Attendance as Adult Student

Of the 41 administrators responding, 9 (22%) indicated they were adult students (age 25 or more) as undergraduate students, 32 (78%) responded they were not adult students as undergraduate students.

Years of Service in Position

Of the 41 administrators responding, 18 (44%) had between 0 and 3 years, 14 (34%) had between 4 and 7 years, 3 (7%) had between 8 and 11 years, 4 (10%) had between 12 and 15 years, 2 (5%) had between 16 and 20 years of service in the position.

The overall average for years of service for the 41 administrators was 5.42 years, with the privately controlled average calculated as 4.39, two-year state-supported average calculated as 6.36 years, and four-year state-supported average calculated as 6.37 years.

Highest Degree

Of the 41 administrators responding, all were degreed, 2 (5%) held a bachelor's degree, 26 (63%) earned a Master of Arts degree, 2 (5%) held a Master of Business Administration degree, 3 (7%) earned a Specialist in Education degree, 1 (2%) held a Doctor of Arts degree, 4 (10%) earned a Doctor of Education degree, and 3 (7%) held a Doctor of Philosophy degree.

Summary of Question One

The following summary outlines the characteristics of administrators primarily responsible for adult student services.

1. Job titles and primary responsibilities of administrators are varied and dependent upon institutional prerogatives.

2. Sixty-eight percent of the administrators reported participation in professional activities which support adult student service responsibilities.

3. Administrators at two-year state-supported institutions and four-year state-supported institutions have the highest average tenure in their positions.

4. A Master's degree is the prevalent degree among responding administrators.

5. Twenty-two percent of the administrators were adult students as undergraduates.

Analysis and Interpretation of Question Two

Question 2: What are the characteristics of administrative units responsible for adult students at state-supported and privately controlled colleges and universities?

Institutional characteristics are presented in terms of title and number of institutions with an administrative unit for adult students, number of professional

and/or administrative staff responsible for adult student services, new or modified positions with responsibility for adult student services for 1992-93 academic year, identification of adult students with an administrative unit or individual, and whether the institutional mission/purpose statement includes a specific reference to adult students. The data were summarized before question 3. All tables and descriptive material for question two may be found in Appendix O.

Number of Institutions with an Administrative Unit for Adult Students

Of the 41 administrators responding, 17 (42%) indicated that their institution had an administrative unit for adult students, 24 (58%) responded that their institution did not have an administrative unit for adult students.

Number of Professional and/or Administrative Staff Responsible for Adult Students

Of the 41 administrators responding, 10 (24%) specified that between 0 and 3 employees were responsible for adult student services, 8 (20%) noted between 4 and 7 employees were responsible, 2 (5%) stated between 8 and 11 employee were responsible, 3 (7%) disclosed that between 12 and 15 employees were responsible, and 18 (44%) responded multiple divisions/departments were responsible for adult student services.

Number of Institutions Planning a New or Modified Position in 1992-1993 with Responsibility for Adult Students

Of the 41 administrators responding, 7 (17%) indicated that a new or modified position with responsibility for adult students was planned for 1992-1993, 32 (78%) responded no position was planned, and 3 (7%) specified that they were unaware of any plans for a new or modified position with responsibility for adult students.

Number of Respondents who Indicated that They Believe Adult Students Identify with an Administrative Unit or Individual

Of the 41 administrators responding, 25 (61%) revealed that they believed adult students identified with an administrative unit or individual, 4 (10%) disclosed that they did not believe adult students identified with an administrative unit or individual, and 1 (2%) stated that they did not know if adult students identified with an administrative unit or individual.

Number of Institutions with a Specific Reference to Adult Students in the Institution's Mission/Purpose Statement

Of the 41 administrators responding, 15 (37%) indicated that the institution's mission/purpose statement contained a specific reference to adult students, 23 (56%) disclosed that the institution's mission/purpose statement did not, and 3 (7%) did not know if the insti-

tution's mission/purpose statement contained a specific reference to adult students.

Summary of Question Two

The following summary outlines institutional characteristics.

1. Forty-two percent of the institutions have an administrative unit for adult students.
2. Forty-four percent of the administrators reported that multiple divisions/departments were responsible for adult student services.
3. Seventeen percent of the administrators reported planning a new or modified position in 1992-1993 with responsibility for adult students.
4. Sixty-one percent of the administrators reported that they believed adult students identified with an administrative unit or individual on campus.
5. Thirty-seven percent of the administrators reported that the institution's mission/purpose statement contained a specific reference to adult students.

Analysis and Interpretation of Question Three

Question 3: What specific services and programs are available to and designed for adult students at state-supported and privately controlled colleges and universities?

Responses "Yes," "No," or "Unknown" regarding adult student services or programs were summarized in the following areas: academic advisement, degree programs offered in nontraditional locations, degree programs offered through nontraditional delivery systems, assignment of instructors versed in adult development to classes for adult students, provision of academic credit for experiences beyond the high school diploma or GED test, institutional financial aid specifically designated for adults, conduciveness of campus to adults, "forgiveness" of grades policy for adults, and providing information to faculty on adult development. The data are summarized before question 4. All tables and descriptive material for question three may be found in Appendix P.

Number of Institutions with Academic Advisement Services Specifically Designed for Adult Students

Of the 41 administrators responding, 25 (61%) stated that the institution provided academic advisement services specifically designed for adult students, 16 (39%) responded that the institution did not provide academic advisement services specifically designed for adult students. Adults were afforded the same advisement opportunities as other students.

Number of Institutions that Provide Degree Programs In Nontraditional Locations

Of the 41 administrators responding, 28 (68%) indicated that the institution provides degree programs in nontraditional locations, 13 (32%) disclosed that the institution does not provide degree programs in nontraditional locations.

Number of Institutions that Provide Nontraditional Academic Delivery Systems

Of the 41 administrators responding, 18 (44%) revealed that the institution provides nontraditional academic delivery systems, 23 (56%) stated that they do not provide nontraditional delivery systems.

Number of Institutions that Assign Instructors Versed In Adult Development to Classes for Adult Students

Of the 41 administrators responding, 9 (22%) specified that the institution assigns instructors versed in adult development to classes for adult students, 27 (66%) responded that the institution does not, and 5 (12%) indicated that they did not know if the institution assigns instructors versed in adult development to classes for adult students.

Number of Institutions that Provide Academic Credit for Experiences Beyond the High School or GED Level

Of the 41 administrators responding, 25 (61%) denoted that the institution provides academic credit for experiences beyond the high school or GED level, 16 (39%) specified that the institution does not provide academic credit for experiences beyond the high school or GED level.

Number of Institutions that Provide Institutional Financial Aid Designated for Adult Students

Of the 41 administrators responding, 18 (44%) revealed that institutional financial aid is specifically designated for adult students, 22 (54%) disclosed that institutional financial aid was not specifically designated for adults, and 1 (2%) indicated that they did not know if institutional financial aid was specifically designated for adults.

Number of Respondents who Believe Their Campus Environment is Conducive to Adult Students

Of the 41 administrators responding, 36 (88%) stated that they believed their campus was conducive to adult students, 4 (10%) indicated that their campus was not conducive to adult students, and 1 (2%) responded that they did not know if the campus was conducive to adult students.

Number of Institutions that Provide a Policy for "Forgiveness" Of Previous Grades

Of the 41 administrators responding, 24 (59%) indicated that their institutions do provide policies for "forgiveness" of previous grades, 16 (39%) noted that their institutions do not provide a policy on "forgiveness" of previous grades, and 1 (2%) specified that he/she did not know of policies concerning "forgiveness" of previous grades at his/her institution.

Number of Institutions that Provide Information to Faculty on Adult Development

Of the 41 administrators responding, 19 (46%) revealed that faculty are provided information on adult development, 21 (51%) disclosed that faculty are not provided information on adult development, and 1 (2%) did not know if faculty were provided information on adult development.

Summary of Question Three

The following summary outlines specific services and programs available to and designed for adult students.

1. Sixty-one percent of the administrators reported that their institutions provide academic advisement services specifically designed for adult students.

2. Sixty-eight percent of the administrators reported that their institutions provide degree programs in non-traditional locations.
3. Forty-four percent of the administrators reported that their institutions provide nontraditional academic delivery systems.
4. Twenty-two percent of the administrators reported that their institutions assigned instructors versed in adult development to classes for adult students.
5. Sixty-one percent of the administrators reported that their institutions provide academic credit for experiences beyond the high school or GED level.
6. Forty-four percent of the administrators reported that their institutions provide institutional financial aid specifically designated for adult students.
7. Eighty-eight percent of the administrators reported that they believe their campuses were conducive to adult students.
8. Fifty-nine percent of the administrators reported that their institutions provide a policy on "forgiveness" of previous grades.
9. Forty-six percent of the administrators reported that faculty are provided information on adult development.

ANALYSIS AND INTERPRETATION OF QUESTIONS FOUR THROUGH TEN

The responses to research questions 4 through 10 were categorized and listed from completed Adult Student Support System Institutional Priority Surveys. The responses on the survey represented an ordinal scale and required a nonparametric statistical test to determine statistical differences between two groups. The scale represented "1" as lowest priority to "7" as the highest priority. The initials "NA" was used to represent not applicable. The use of "NA" caused the sample sizes to differ in the analysis of the data. The Mann-Whitney U test was used to analyze quantitatively the data collected for research questions 4 through 10.

Analysis and Interpretation of Question Four

4. Do administrators at all four-year institutions and all two-year institutions differ with respect to their priorities for providing an adult student support system?

Table 1 presents a Mann-Whitney analysis of data for research question number four. Statistically significant differences were determined from instrument questions 1, 4, 11, and 12. Administrators at two-year institutions evidenced higher priorities than administrators at four-year institutions in the areas of: considering the needs of adult students when changing or establishing student

services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, providing extra-curricular activities designed specifically for adult students, and granting institutional financial aid specifically designated for adult students.

Analysis and Interpretation of Question Five

5. Do administrators at state-supported institutions and privately controlled institutions differ with respect to their priorities for providing an adult student support system?

Table 2 presents a Mann-Whitney analysis of data for research question number five. Statistically significant differences were determined from instrument questions 4 and 12. Administrators at state-supported institutions evidenced higher priorities than administrators at privately controlled institutions in the areas of: providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, and granting institutional financial aid designated for adult students.

TABLE 1

QUESTION 4

A = All Two-Year Institutions

B = All Four-Year Institutions

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	16	417.5	102.5*	2.47
Group B	24	402.5	281.5*	
<u>Question 2</u>				
Group A	16	375	145	1.30
Group B	24	445	239	
<u>Question 3</u>				
Group A	16	357	147	1.06
Group B	23	423	221	
<u>Question 4</u>				
Group A	16	438.5	81.5*	3.05
Group B	24	381.5	302.5*	
<u>Question 5</u>				
Group A	16	364	156	0.99
Group B	24	456	228	
<u>Question 6</u>				
Group A	16	359	145	1.11
Group B	23	421	223	
<u>Question 7</u>				
Group A	14	274.5	152.5	0.27
Group B	23	428.5	169.5	
<u>Question 8</u>				
Group A	15	347.5	132.5	1.37
Group B	24	432.5	227.5	
<u>Question 9</u>				
Group A	16	383.5	120.5	1.81
Group B	23	396.5	247.5	
<u>Question 10</u>				
Group A	16	359.5	160.5	0.87
Group B	24	460.5	223.5	
<u>Question 11</u>				
Group A	16	390.5	113.5*	2.01
Group B	23	389.5	254.5*	
<u>Question 12</u>				
Group A	14	368.5	58.5*	3.21
Group B	23	334.5	263.5*	
<u>Question 13</u>				
Group A	16	335	185	0.19
Group B	24	485	199	

*p<.05

TABLE 2

QUESTION 5

A = All State-Supported Institutions
 B = All Privately Controlled Institutions

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	22	505.5	143.5	1.48
Group B	18	314.5	252.5	
<u>Question 2</u>				
Group A	22	475.5	173.5	0.67
Group B	18	344.5	222.5	
<u>Question 3</u>				
Group A	22	418.5	208.5	0.61
Group B	17	361.5	165.5	
<u>Question 4</u>				
Group A	22	526	123*	2.04
Group B	18	294	273*	
<u>Question 5</u>				
Group A	22	486	163	0.95
Group B	18	334	233	
<u>Question 6</u>				
Group A	22	455	172	0.42
Group B	17	325	202	
<u>Question 7</u>				
Group A	21	376	202	1.05
Group B	16	338	134	
<u>Question 8</u>				
Group A	21	423.5	196.5	0.21
Group B	18	367.5	181.5	
<u>Question 9</u>				
Group A	22	468	159	0.79
Group B	17	312	215	
<u>Question 10</u>				
Group A	22	435	214	0.44
Group B	18	385	182	
<u>Question 11</u>				
Group A	22	457	170	0.48
Group B	17	323	204	
<u>Question 12</u>				
Group A	20	456	94*	2.32
Group B	17	247	246*	
<u>Question 13</u>				
Group A	22	426	223	0.68
Group B	18	394	173	

* $p < .05$

Analysis and Interpretation of Question Six

6. Do administrators at four-year state-supported institutions and two-year state-supported institutions differ with respect to their priorities for providing an adult student support system?

Table 3 presents a Mann-Whitney analysis of data for research question number six. Statistically significant differences were determined from instrument questions 1, 3, 4, 6, 8, 11, 12, and 13. Administrators at two-year state supported institutions evidenced higher priorities than administrators at four-year state-supported institutions in the areas of: considering the needs of adult students when changing or establishing student services, disseminating information about adults to administrators responsible for adult student support services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults, providing instructors trained in the specialized needs of adult students in the teaching and learning environment, providing extra-curricular activities designed specifically for adult students, granting institutional financial aid designated for adult students, and recruiting adult students through an organized marketing strategy.

TABLE 3

QUESTION 6

A = Four-Year State-Supported Institutions

B = Two-Year State-Supported Institutions

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	8	55	93*	2.53
Group B	14	198	19*	
<u>Question 2</u>				
Group A	8	70.5	77.5	1.47
Group B	14	182.5	34.5	
<u>Question 3</u>				
Group A	8	57	91*	2.39
Group B	14	196	21*	
<u>Question 4</u>				
Group A	8	51	97*	2.80
Group B	14	202	15*	
<u>Question 5</u>				
Group A	8	76	72	1.09
Group B	14	177	40	
<u>Question 6</u>				
Group A	8	60	88*	2.18
Group B	14	193	24*	
<u>Question 7</u>				
Group A	8	67	73	1.52
Group B	13	164	31	
<u>Question 8</u>				
Group A	8	57.5	82.5*	2.21
Group B	13	173.5	21.5*	
<u>Question 9</u>				
Group A	8	64	84	1.91
Group B	14	189	28	
<u>Question 10</u>				
Group A	8	65	83	1.84
Group B	14	188	29	
<u>Question 11</u>				
Group A	8	57.5	90.5*	2.36
Group B	14	195.5	21.5*	
<u>Question 12</u>				
Group A	8	56.5	75.5*	2.12
Group B	12	153.5	20.5*	
<u>Question 13</u>				
Group A	8	58.5	89.5*	2.29
Group B	14	194.5	22.5*	

*p<.05

Analysis and Interpretation of Question Seven

7. Do administrators at four-year state-supported institutions and four-year privately controlled institutions differ with respect to their priorities for providing an adult student support system?

Table 4 presents a Mann-Whitney analysis of data for research question number seven. Statistically significant differences were determined from instrument question 13. Administrators at four-year privately controlled institutions evidenced higher priorities than administrators at four-year state-supported institutions in the area of recruiting adult students through an organized marketing strategy.

Analysis and Interpretation of Question Eight

8. Do administrators at two-year state-supported institutions and all privately controlled institutions differ with respect to their priorities for providing an adult student support system?

Table 5 presents a Mann-Whitney analysis of data for research question number eight. Statistically significant differences were determined from instrument questions 1, 4, and 12. Administrators at two-year state-supported institutions evidenced higher priorities than administrators at privately controlled institutions in the areas of: considering the needs of adult students when changing

or establishing student services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, and granting institutional financial aid designated for adult students.

Analysis and Interpretation of Question Nine

9. Do administrators at four-year institutions with less than 2,000 students and four-year institutions with more than 2,000 students differ with respect to their priorities for providing an adult student support system?

Table 6 presents a Mann-Whitney analysis of data for research question number nine. A statistically significant difference was determined from instrument question 6. Administrators at four-year institutions with less than 2,000 students evidenced higher priorities than administrators at institutions with more than 2,000 students in the area of offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults.

TABLE 4

QUESTION 7

A = Four-Year State-Supported Institutions
 B = Four-Year Privately Controlled Institutions

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	8	83	81	1.04
Group B	16	217	47	
<u>Question 2</u>				
Group A	8	90	74	0.61
Group B	16	210	54	
<u>Question 3</u>				
Group A	8	66	90	1.94
Group B	15	210	30	
<u>Question 4</u>				
Group A	8	89.5	74.5	0.64
Group B	16	210.5	53.5	
<u>Question 5</u>				
Group A	8	102	62	0.12
Group B	16	198	66	
<u>Question 6</u>				
Group A	8	74	82	1.42
Group B	15	202	38	
<u>Question 7</u>				
Group A	8	71	85	1.61
Group B	15	205	35	
<u>Question 8</u>				
Group A	8	78	86	1.34
Group B	16	222	42	
<u>Question 9</u>				
Group A	8	87.5	68.5	0.57
Group B	15	188.5	51.5	
<u>Question 10</u>				
Group A	8	76.5	87.5	1.44
Group B	16	233.5	40.5	
<u>Question 11</u>				
Group A	8	81	75	0.97
Group B	15	195	45	
<u>Question 12</u>				
Group A	8	89	67	0.45
Group B	15	187	53	
<u>Question 13</u>				
Group A	8	66	98*	2.08
Group B	16	234	30*	

* $p < .05$

TABLE 5

QUESTION 8

A = Two-Year State-Supported Institutions

B = All Privately Controlled Institutions

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	14	302.5	54.5*	4.84
Group B	18	225.5	197.5*	
<u>Question 2</u>				
Group A	14	265.5	91.5	1.31
Group B	18	262.5	160.5	
<u>Question 3</u>				
Group A	14	234	109	0.40
Group B	17	262	129	
<u>Question 4</u>				
Group A	14	317.5	39.5*	3.29
Group B	18	210.5	212.5*	
<u>Question 5</u>				
Group A	14	255.5	101.5	0.93
Group B	18	272.5	150.5	
<u>Question 6</u>				
Group A	14	257.5	85.5	1.33
Group B	17	238.5	152.5	
<u>Question 7</u>				
Group A	13	196	103	0.04
Group B	16	239	105	
<u>Question 8</u>				
Group A	13	233.5	91.5	1.02
Group B	18	262.5	142.5	
<u>Question 9</u>				
Group A	14	262	81	1.51
Group B	17	234	157	
<u>Question 10</u>				
Group A	14	240.5	116.5	0.36
Group B	18	287.5	135.5	
<u>Question 11</u>				
Group A	14	257.5	85.5	1.33
Group B	17	238.5	152.5	
<u>Question 12</u>				
Group A	12	264.5	17.5*	3.74
Group B	17	170.5	186.5*	
<u>Question 13</u>				
Group A	14	235.5	121.5	0.17
Group B	18	292.5	130.5	

*p<.05

TABLE 6

QUESTION 9

A = All Four-Year Institutions With Enrollment above 2000
 B = All Four-Year Institutions With Enrollment below 2000

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	12	123.5	98.5	1.53
Group B	12	176.5	45.5	
<u>Question 2</u>				
Group A	12	145	77	0.29
Group B	12	155	67	
<u>Question 3</u>				
Group A	12	113.5	96.5	1.88
Group B	11	162.5	35.5	
<u>Question 4</u>				
Group A	12	133.5	88.5	0.95
Group B	12	166.5	55.5	
<u>Question 5</u>				
Group A	12	129	93	1.21
Group B	12	171	51	
<u>Question 6</u>				
Group A	12	111	99*	2.03
Group B	11	165	33*	
<u>Question 7</u>				
Group A	12	125	85	1.17
Group B	11	151	47	
<u>Question 8</u>				
Group A	12	122	100	1.62
Group B	12	178	44	
<u>Question 9</u>				
Group A	12	132.5	77.5	0.71
Group B	11	143.5	54.5	
<u>Question 10</u>				
Group A	12	117.5	104.5	1.88
Group B	12	182.5	39.5	
<u>Question 11</u>				
Group A	12	134	76	0.61
Group B	11	142	56	
<u>Question 12</u>				
Group A	12	142	68	0.12
Group B	11	134	64	
<u>Question 13</u>				
Group A	12	132	90	1.04
Group B	12	168	54	

* $p < .05$

Analysis and Interpretation of Question Ten

10. Do administrators at two-year institutions with less than 5,000 students and two-year institutions with more than 5,000 students differ with respect to their priorities for providing an adult student support system?

Table 7 presents a Mann-Whitney analysis of data for research question number ten. Statistically significant differences were determined from instrument questions 1, 2, 6, 7, 9, and 13. Administrators at two-year institutions with enrollment above 5,000 evidenced higher priorities than administrators at two-year institutions with enrollment below 5,000 in the areas of: considering the needs of adult students when changing or establishing student services, incorporating opinions from adult students when considering modifications of adult student services, offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults, ensuring nontraditional degree programs primarily developed for adults are accepted by faculty and administrators as having the same educational outcomes as traditional on-campus degree programs, creating a campus environment conducive to adult students, and recruiting adult students through an organized marketing strategy.

TABLE 7

QUESTION 10

A = Two-Year Institutions With Enrollment Below 5000

B = Two-Year Institutions With Enrollment Above 5000

Question/ Group	Group Size	Sum of Rankings	U	Z
<u>Question 1</u>				
Group A	9	57	51*	2.06
Group B	7	79	12*	
<u>Question 2</u>				
Group A	9	54	54*	2.38
Group B	7	82	9*	
<u>Question 3</u>				
Group A	9	68.5	39.5	0.85
Group B	7	67.5	23.5	
<u>Question 4</u>				
Group A	9	61	47	1.64
Group B	7	75	16	
<u>Question 5</u>				
Group A	9	69.5	38.5	0.74
Group B	7	66.5	24.5	
<u>Question 6</u>				
Group A	9	56	52*	2.17
Group B	7	80	11*	
<u>Question 7</u>				
Group A	7	34	43*	2.36
Group B	7	71	6*	
<u>Question 8</u>				
Group A	8	52	40	1.39
Group B	7	68	16	
<u>Question 9</u>				
Group A	9	55	53*	2.28
Group B	7	81	10*	
<u>Question 10</u>				
Group A	9	58	50	1.96
Group B	7	78	13	
<u>Question 11</u>				
Group A	9	58	50	1.96
Group B	7	78	13	
<u>Question 12</u>				
Group A	8	57.5	26.5	0.32
Group B	6	47.5	21.5	
<u>Question 13</u>				
Group A	9	47	61*	3.12
Group B	7	89	2*	

*p<.05

Optional written comments were requested at the conclusion of the written research instrument. Respondents were requested to comment on the following items: evaluation of the priority research instrument, the oral interview, additional comments not communicated in the oral interview, primary job responsibilities, hindrances and reasons for hindrances in providing adult student services at the institution, problems foreseen within five years for adult student support services at the institution, anticipated innovations within five years for adult student support services at the institution, and any other comments. Responses were collated into themes and are reported below with the number of identical or similar listings in parentheses. The full text of written optional comments appear in Appendix M.

Analysis and Interpretation of Question Eleven

11. What perceived hindrances exist in providing an adult student support system at state-supported and privately controlled colleges and universities?

The responses in order by frequency were:

1. Lack of financial resources. (3)
2. Adult student needs are not recognized (1).
3. College leadership does not view expenses related to adult students as an investment. (1)
4. Faculty does not support satellite programs. (1)

5. Lack of space. (1)
6. Reluctance to change policies/procedures to integrate adult students. (1)

Analysis and Interpretation of Question Twelve

12. What are the specific problems predicted within five years for adult student support services at state-supported and privately controlled colleges and universities?

The responses in order by frequency were:

1. The adult student population continues to grow and student services staff is not growing in same proportion. (2)
2. The difficulty in accommodating part-time adult students. (2)
3. Financial difficulty. (2)
4. The increased expectation of adults for more student services. (1)
5. The inflexible regard for changing policies and procedures to accommodate adults. (1)
6. Lack of financial aid. (1)
7. Limited space. (1)
8. The limited time of adults makes it difficult to program/serve. (1)
9. The reluctance to view expenses to provide services to adults as investment. (1)
10. Too much reliance on faculty. (1)

Analysis and Interpretation of Question Thirteen

13. What are the anticipated innovations in adult student support services at state-supported and privately controlled colleges and universities?

The responses in order by frequency were:

1. Expanded off-campus/weekend degree programs (4)
2. Expanded student services (3)
3. Expanded advising for adults (2)
4. "Anytime" registration for adults (2)
5. Expanded use of technology/distance learning/video (2)
6. Financial aid (2)
7. Increased marketing to adults (2)
8. Expanded schedule of classes (2)
9. Adult student support center (1)
10. Child-Care (1)
11. Employment opportunities (1)
12. Expanded graduate programs to accommodate adult schedules (1)
13. Increased recruitment of adults (1)
14. Laboratories for adult schedules (1)
15. Services for families (1)
16. Streamlined admissions for adults (1)

Analysis of Data from Remaining Optional Comments

Data Acquired from Comments

The general comments are summarized by theme and reported by frequency below:

1. Adults are not included in the role or mission now, but might have to be soon. (2)
2. Adults need "front end" services. Model of one-stop service center seems to work very well. (2)
3. Acceptance and support of adults is increasing. (1)
4. Adult education is a major component of higher education. When colleges and universities understand the differences in goals, program needs, and objectives of the adult market - - enrollment growth will take place. (1)
5. We are striving to add more off-campus programs with comparable student services. (1)

Data Acquired Concerning the Written Research Instrument

The comments concerning the written research instrument on institutional priorities are summarized and reported by frequency below:

1. Instrument was very clear and thorough. (5)
2. Could the questions have been co-related to traditional students? (1)
3. It was difficult to respond in "accurate" terms because of the difference between what exists and what is being planned for future years. (1)
4. "Priority" is a difficult term to define. (1)
5. Questions were very broad. (1)
6. The questions seemed more aligned to a decentralized approach to administering programs, services, etc. to the adult population. (1)

Data Acquired Concerning the Telephone Interview Research Instrument

The comments concerning the evaluation of the oral interview were summarized and reported by frequency below:

1. Efficient and well done. (8)
2. Oral interview very effective-to the point and was very considerate of busy schedule. (1)
3. Telephone interview was thoughtful and provocotive. (1)

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Purpose

The purpose of this study was to present information on institutional priorities concerning adult student support services, to outline the characteristics of administrators responsible for providing an adult student services support system, and to summarize specialized student services designed for adult students enrolled in colleges and universities in the State of Tennessee.

Procedure

In order to study a homogenous population with similar missions, governance structure, and awarded degrees, the study was limited to colleges and universities in the State of Tennessee, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer an associate and/or baccalaureate degree. The population consisted of administrators with primary responsibility for adult student services at two-year and four-year state-supported and privately controlled colleges and universities in the State of Tennessee.

Fifty-six institutions met the qualifications for initial inclusion in the study. The chief student affairs

officer was contacted at each institution and requested to identify the administrator primarily responsible for providing adult student support services. A telephone call was made to the identified administrator to introduce the study and to request the administrator determine if a significant number of adult students were enrolled compared to the number of traditional-aged students. Affirmative responses resulted in inclusion in the study. Nine privately controlled four-year institutions indicated an insignificant number of adult students and were not included in the study.

Forty-seven institutions comprised the final population list. Forty-one administrators participated in the study for an 87% response rate. Six administrators at four-year privately controlled institutions decided not to participate in the study. The 41 participants according to governance structure and degree status included: 2 (5%) privately controlled two-year colleges, 16 (39%) privately controlled four-year colleges and universities, 9 (22%) four-year public universities, and 14 (34%) two-year public colleges.

Participating administrators were mailed a cover letter requesting participation, an informed consent form, and a general information sheet. The research procedures consisted of a telephone interview designed to determine characteristics of the administrator, institu-

tional characteristics, and student support services provided for adult students. After the completion of the telephone interview, a written research instrument was mailed to the participating administrators requesting their realistic evaluation of institutional priorities for providing an adult student support system.

Summary of Findings

The findings of the study are summarized below for each research question from chapter one.

Question 1. What are the professional characteristics of the administrators responsible for implementing an adult student support system at state-supported and privately controlled colleges and universities?

1. Job titles and primary responsibilities of administrators are varied and dependent upon institutional prerogatives.

2. Sixty-eight percent of the administrators reported participation in professional activities which support adult student service responsibilities.

3. Administrators at two-year state-supported institutions and four-year state-supported institutions have the highest average tenure in their positions.

4. A Master's degree is the prevalent degree among administrators primarily responsible for adult student services.

5. Twenty-two percent of the administrators were adult students as undergraduates.

Question 2. What are the characteristics of administrative units responsible for adult students at state-supported and privately controlled colleges and universities?

1. Forty-two percent of the institutions have an administrative unit for adult students.

2. Forty-four percent of the administrators reported that multiple divisions/departments were responsible for adult student services.

3. Seventeen percent of the administrators reported planning a new or modified position in 1992-1993 with responsibility for adult students.

4. Sixty-one percent of the administrators reported that they believed adult students identified with an administrative unit or individual on campus.

5. Thirty-seven percent of the administrators reported that their institutions' mission/purpose statements contained specific references to adult students.

Questions 3. What specific services and programs are available to and designed for adult students at state-supported and privately controlled colleges and universities?

1. Sixty-one percent of the administrators reported that their institutions provide academic advisement services specifically designed for adult students.

2. Sixty-eight percent of the administrators reported that their institutions provide degree programs in nontraditional locations.

3. Forty-four percent of the administrators reported that their institutions provide nontraditional academic delivery systems.

4. Twenty-two percent of the administrators reported that their institutions assign instructors versed in adult development to classes for adult students.

5. Sixty-one percent of the administrators reported that their institutions provide academic credit for experiences beyond the high school or GED level.

6. Forty-four percent of the administrators reported that their institutions provide institutional financial aid designated for adult students.

7. Eighty-eight percent of the administrators reported that they believe their campuses environment meets the needs of adult students.

8. Fifty-nine percent of the administrators reported that their institutions provide a policy on "forgiveness" of previous grades.

9. Forty-six percent of the administrators reported that faculty are provided information on adult development.

Question 4. Do administrators at all four-year institutions and all two-year institutions differ with respect to their priorities for providing an adult student support system?

Administrators at two-year institutions evidenced a higher priority than administrators at four-year institutions in the areas of: considering the needs of adult students when changing or establishing student services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, providing extra-curricular activities designed specifically for adult students, and granting institutional financial aid specifically designated for adult students.

Question 5. Do administrators at state-supported institutions and privately controlled institutions differ with respect to their priorities for providing an adult student support system?

Administrators at state-supported institutions evidenced a higher priority than administrators at privately controlled institutions in the areas of: providing a student services system designed to facilitate convenient access for adult students to administrative offices

and personnel, and granting institutional financial aid designated for adult students.

Question 6. Do administrators at four-year state-supported institutions and two-year state-supported institutions differ with respect to their priorities for providing an adult student support system?

Administrators at two-year state supported institutions evidenced a higher priority than administrators at four-year state-supported institutions in the areas of: considering the needs of adult students when changing or establishing student services, disseminating information about adult to administrators responsible for adult student support services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults, providing instructors trained in the specialized needs of adult students in the teaching and learning environment, providing extra-curricular activities designed specifically for adult students, granting institutional financial aid designated for adult students, and recruiting adult students through an organized marketing strategy.

Question 7. Do administrators at four-year state-supported institutions and four-year privately controlled

institutions differ with respect to their priorities for providing an adult student support system?

Administrators at four-year privately controlled institutions evidenced a higher priority than administrators at four-year state-supported institutions in the area of recruiting adult students through an organized marketing strategy.

Question 8. Do administrators at two-year state-supported institutions and all privately controlled institutions differ with respect to their priorities for providing an adult student support system?

Administrators at two-year state-supported institutions evidenced a higher priority than administrators at all privately controlled institutions in the areas of: considering the needs of adult students when changing or establishing student services, providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel, and granting institutional financial aid designated for adult students.

Question 9. Do administrators at four-year institutions with less than 2,000 students and four-year institutions with more than 2,000 students differ with respect to their priorities for providing an adult student support system?

Administrators at four-year institutions with less than 2,000 students evidenced a higher priority than administrators at four-year institutions with more than 2,000 students in the area of offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults.

Question 10. Do administrators at two-year institutions with less than 5,000 students and two-year institutions with more than 5,000 students differ with respect to their priorities for providing an adult student support system?

Administrators at two-year institutions with enrollment above 5,000 evidenced a higher priority than administrators at two-year institutions with enrollment below 5,000 in the areas of: considering the needs of adult students when changing or establishing student services, incorporating opinions from adult students when considering modifications of adult student services, offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adults, ensuring nontraditional degree programs primarily developed for adults are accepted by faculty and administrators as having the same educational outcomes as traditional on-campus degree programs, creating a campus environment conducive to adult students, and recruiting adult students through an organized marketing strategy.

Question 11. What perceived hindrances exist in providing an adult student support system at colleges and universities?

Perceived hindrances listed by administrators centered around the lack of financial resources to serve adult students, of leadership which recognizes adult students are an investment, and a reluctance to change policies/procedures to integrate adult students into the mainstream student population.

Question 12. What are the specific problems predicted within five years for adult student support services at colleges and universities?

Perceived problems predicted by administrators included continued growth of the adult student population without commensurate growth in adult student services, facilitating the increased expectations of adults for services designed to meet their needs, and difficulties in accommodating part-time adult students.

Question 13. What are the anticipated innovations in adult student support services at colleges and universities?

Innovations listed by administrators included an adult student support center, expanded student services, designated financial aid, expanded degree programs for adults, and increased recruitment of adults.

The optional written comments indicated that acceptance and support of adults is increasing as missions change to accommodate adults. The model of one-stop service center seems to be the pattern of the future.

The comments concerning the written research instrument on institutional priorities indicated that the interpretation of "priority" was difficult to assess. Additionally, future priorities concerning adult students were perceived to be higher than the current priorities concerning adult students.

Conclusions

The findings of this study were used to derive the following conclusions.

1. With respect to administrators of adult students support systems in Tennessee institutions, there is a great deal of variation in administration titles, responsibilities, and academic preparation of administrators.

2. There is no general agreement among administrators with respect to a specific organization structure for an adult student support system.

3. Responsibilities for providing student services for adult students are predominantly assigned as collateral duties and must be incorporated into existing resources and staffing.

4. Within all institutions efforts are made to offer academic degree programs and advisement for the convenience of adult students.

5. Higher education institutions do not provide information and support for instructional staff on how to integrate adults in the classroom.

6. At two-year state-supported institutions the priorities for providing adult student services increases as the total student enrollment increases.

7. Higher priorities for providing adult student services are manifested by two-year state-supported institutions than for four-year state-supported institutions.

8. The size of the student enrollment at four-year institutions has no effect on the priorities placed on providing adult student services.

9. Whether an institution is state-supported or privately controlled has no effect on the priorities set for providing student services.

10. There is a perception that as the population of adult students increases there will be no commensurate growth in adult student services.

11. The comprehensive one-stop office concept is perceived as a promising innovation to address adult student concerns from admissions to graduation.

Implications for Research and Practice

One important attribute of this study resides in its use as an evaluation instrument for individual institutions to evaluate priorities for providing an adult student support system and compare services available for adult students. Additionally, student services and organizational structures were enumerated for implementation or modification considerations. This study will serve as a benchmark for administrators to re-examine priorities for designating resources to professionals responsible for adult student services.

Appropriate student support services directly affect the facilitation of a positive educational environment. Student support services complement and enhance the academic programs in institutions of higher education. Creating and maintaining student services for adult students represents an important component in recruitment and retention of a growing college population. Retention of these students will add to the financial stability for both publicly supported and privately controlled institutions. As a result, priority consideration should be given to providing student services which assist adult students in completing their educational goals.

Adult students should be viewed as an investment. Consideration of changing the mission statement must reflect the growing impact of adult students on the

student body. A re-definition of academic and student services delivery systems should be incorporated to meet the unique needs of adult students. Additionally, institutions should support the formal training of administrators in adult education. This formal training combined with effective use of technological advances will permit individualized cost effective programs designed to assist the adult student in making efficient and effective use of his/her time and encouraging student persistence toward graduation.

Evaluation of the characteristics of the administrators and institutions indicated that colleges and universities regard the adult population as a viable and important population to be served. As a group, the two-year state-supported institutions provided the most comprehensive menu of programs and services available for adult students. Administrators should study the models presented by the two-year institutions in order to discern ways to improve services for adult students.

The participating administrators, as a group, were dedicated professionals who were philosophically people-oriented in the execution of their responsibilities. They exhibited a sincere concern for adult students as individuals and diligently attempt to integrate adult students into the mainstream of the institution. Many administrators cited a need for a state organization where

professionals could share ideas and information concerning serving adult students. Development of professional standards was a suggested outcome of the organization. Participants recognized that regional accreditation agency standards and state regulatory agencies mandate the need to provide services to enrolled adult students.

Administrators communicated that their perception of the future of student services for adult students would focus on an adult student center. This center would consist of a one-stop office where adults could access all services and programs of the institution from admissions to graduation. Distance learning, non-traditional degree programs, and greater use of technology will assist in integrating the adult student into the institution while providing personalized educational opportunities. Institutions should devise services that recognize the adult as an informed consumer and that assist adult students to maximize the use of their educational time.

Additional research topics on student services for adult students includes comparisons between: (a) current and future priorities, (b) urban and rural institutions, (c) geographic regions, and (d) the administrator primarily responsible for providing adult student services and the chief academic officer and/or the chief operating officer.

In summary, this study attempted to determine the role of student services for adult students in colleges and universities in the State of Tennessee. The study demonstrated that adult students are an important current as well as future higher education population. Institutions that recognize adult students as informed consumers will succeed. This recognition entails respecting the individuality of students and assisting people to effectively use their time and energies toward achieving educational goals.

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APPENDIXES

APPENDIX A
LIST OF PROFESSIONAL REVIEWERS

LIST OF PROFESSIONAL REVIEWERS

Dr. E. Roy Epperson
Vice President for Administrative Affairs
High Point University
High Point, NC 27262

Dr. Leon E. Flancher
Provost, College of Continuing Education
Embry-Riddle Aeronautical University
600 South Clyde Morris Blvd.
Daytona Beach, FL 32114-3900

Dr. James J. Harrington
Professor
Mary Baldwin College
203 South Saint Clair Street
Staunton, VA 24401

Dr. Sally N. Horner
Vice Chancellor Planning and Fiscal Affairs
Costal Carolina University
Post Office Box 19544
Myrtle Beach, SC 29577

Dr. Malcolm Huckabee
Vice President and Provost of the College
Averitt College
420 West Main Street
Danville, VA 24541

Dr. Opey D. Jeans
Vice-President for Special Services
Mount Olive College
Mount Olive, NC 28365

Dr. Dorothy L. Lord
President
Brunswick College
Brunswick, GA 31523

Dr. Edward G. Simpson
Director, Georgia Center for Continuing Education
University of Georgia
Kellog Center
Athens, GA 30602

Dr. Margaret N. Sullivan
Vice-President for Academic Affairs and Dean
Brenau University
Gainesville, GA 30501

Dr. William L. Thomas, Jr.
Vice-President for Student Affairs
University of Maryland, College Park
College Park, MD 20742

Dr. Daniel C. Walsh, Jr.
Associate Dean, Continuing Education
Louisiana State University and Agricultural and
Mechanical College
Baton Rouge, LA 70803-15205

APPENDIX B
COVER LETTER TO PROFESSIONAL REVIEWERS

(original letter was mailed on Cumberland University
Letterhead)

May 26, 1992

Dear :

Thank you for considering my request to review and edit the enclosed self-developed research instrument for my dissertation. I hope my study on current and projected priorities for adult student services at colleges and universities in the State of Tennessee will contribute to the higher education literature as well as satisfy the requirements for my degree program.

As we discussed on the telephone, you were asked to serve as a juror because you are a recognized expert administrator in higher education. I am asking you to review my research instrument for clarity, ease of reading, and face validity. Suggestions, additions, or deletions in all areas of the instrument are welcomed. Please edit the research instrument as you deem appropriate. All recommendations will be discussed with my major professor, Dr. Walter A. Cameron, and, will be considered for incorporation into the final edition of the research instrument.

I realize that your schedule is exceedingly hectic and, again, I greatly appreciate your willingness to undertake this project. My goal is to have all reviewers comments returned to me on or before Friday, June 12, 1992.

Thank you for your time and professional interest in me. Again, please feel free to make any suggestions for improvements you deem appropriate. Please contact me with any questions by telephone at 1-800-467-0562 or by fax at 615-444-2569.

Best wishes for a pleasant summer.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

Enc: Research Instrument
Return Envelope

APPENDIX C

LETTER REQUESTING ADDITIONAL COMMENTS FROM

PROFESSIONAL REVIEWERS

(original letter was mailed on Cumberland University Letterhead)

June 26, 1992

Dear :

My purpose in writing you is threefold: (1) to thank you for reviewing my dissertation research instrument, (2) to inform you of the results from my meeting with the doctoral committee to discuss my prospectus, and (3) to provide you with a copy of the revised research instrument.

Thank you for quickly providing excellent improvements to my research instrument. I am especially appreciative of your personal interest in me and my research project. My goal is to repay your assistance by helping future doctoral students and by contributing to our profession.

At my meeting with the doctoral committee to discuss my prospectus, I summarized the suggestions for improvements submitted by the reviewers. Based on the recommended changes of the reviewers and the professional experience of the committee members, the research instrument was redesigned into two formats. Additionally, a pilot test of the instrument will be conducted in the Atlanta, Georgia, area. The consensus of the group was that the research project would contribute to the literature of our profession and assist administrators to make more informed decisions.

A telephone interview and a mailed research instrument will be used to gather data for the study. The telephone interview requests the student support services for adults, the professional and educational background of the identified administrators, and the structure of the administrative unit responsible for adult student support services. The mailed research instrument requests realistic evaluations of the institutional priorities concerning an adult student support system.

I have enclosed a copy of: (1) a summary of procedures, (2) the telephone survey instrument, and (3) the institutional priorities survey. Additional suggestions for improving any of the three documents are welcome and will be considered for inclusion in the final instruments.

June 26, 1992

page 2

I realize that your schedule is exceedingly hectic this summer and, again, I greatly appreciate your willingness to assist me. Best wishes for the remainder of the summer and next fall. Please contact me with questions or comments by telephone at 1-800-467-0562, fax at 615-444-2569, or by return mail. I have enclosed a stamped self-addressed envelope for your convenience.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: summary of procedures
telephone survey
institutional priorities survey
return envelope

APPENDIX D

COVER LETTER TO PROFESSIONAL PILOT TESTERS

AND LIST OF PROFESSIONAL PILOT TESTERS

(original letter was mailed on Cumberland University Letterhead)

July 2, 1992

Dear

Thank you for speaking with me on the telephone on July 1, 1992, concerning pilot testing my doctoral study research instruments. I realize your schedule is hectic and I am appreciative that you will take time to assist me.

I have enclosed a copy of the telephone interview instrument and the institutional priorities research instrument. In order to save time, please write in the margins of the instruments or above/below the items. Any other comments may be written on the back of the pages.

I am requesting that you:

1. Edit both instruments for content validity, ease of reading, clarity, item additions or deletions;
2. Complete the telephone interview instrument by circling "yes" or "no". I would appreciate any descriptions you wish to provide; however, I am primarily interested in your evaluation of the clarity and content validity of the questions;
3. Complete the institutional priorities instrument;
4. Review a general information sheet describing my study. This information sheet will be included with a cover letter to each identified respondent. Please indicate any additional information or any information that should be deleted.

Your suggestions and recommendations will be discussed with my major professor and, where appropriate, incorporated into the final instruments. I have enclosed a self-addressed stamped envelope for your convenience. My goal is to finalize the instruments no later than July 15, 1992.

I will gladly mail you a copy of the results of my study. Best wishes for the remainder of the summer and this fall. Please telephone me with any questions at 1-800-467-0562.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: research instruments
general information sheet
business reply envelope

ADMINISTRATORS WHO AGREED TO PILOT TEST THE RESEARCH INSTRUMENTS

Dr. Grover Andrews
Assistant Director
Georgia Center for Continuing Education
University of Georgia
Athens, GA 30602

Dr. Betty A. Cook
Director of Institutional Research
Morris Brown College
643 Martin Luther King Jr Drive NW
Atlanta, GA 30314

Dr. Bill Crews
Vice President for Student Affairs
DeKalb College
3251 Panthersville Road
Decatur, GA 30034

Dr. Bryan P. Edwards
Director of Continuing Education
Clayton State College
P.O. Box 285-5900
Morrow, GA 30260

Dean Claude Smith
Off-Campus Education Office
Truett-McConnell College
Cleveland, GA 30528

Dr. John A. Thames
Dean of Continuing Education
Oglethorpe University
4484 Peachtree Road
Atlanta, GA 30319

APPENDIX E
ADULT STUDENT SERVICES AND ADMINISTRATOR
INFORMATION SURVEY
AND
SURVEY OF INSTITUTIONAL PRIORITIES FOR
ADULT STUDENT SERVICES

ADULT STUDENT SERVICES
AND
ADMINISTRATOR INFORMATION SURVEY

1. What is your title?
2. What are your primary professional responsibilities?
3. What percent of your professional time is currently devoted specifically to adult student support services?
4. What is your highest earned degree and major? Were you an adult student as an undergraduate?
5. Do you participate in professional activities which support your adult student support services responsibilities? If so, please describe.
6. How many years have you served in your present position?
7. Does your institution have an administrative unit specifically for adult students? If yes, what is the title of the administrative unit?
8. What is the total number of administrative and/or professional staff who have some responsibility for adult student support services?
9. Are any new or modified positions with responsibilities for adult students envisioned for the 1992-93 academic year by the administrative unit responsible for providing an adult student support system? If so, please describe.
10. Do adult students identify with an administrative unit or individual on your campus?
11. Does your mission/purpose statement include a specific reference to adult students?
12. Does your institution offer academic advisement services specifically designed for adult students (e.g. extended hours, special programs)?
 - If yes, please describe advisement services.
 - If no, go to Q13.
13. Does your institution provide degree programs in nontraditional locations specifically for adult students (e.g. military bases, shopping malls, high schools, industrial complexes, businesses)?
 - If yes, please describe nontraditional locations.
 - If no, go to Q14.

14. Does your institution provide degree programs for adult students through non-traditional delivery systems (e.g. distance learning, satellite, computer modem, telephone, correspondence course, television)?

If yes, please describe nontraditional delivery systems.

If no, go to Q15.

15. Does your institution assign instructors versed in adult development to classes offered specifically to adult students (e.g. life stages, flexible requirements, recognition of peerage and life experiences)?

If yes, please describe required competencies in adult development.

If no, go to Q16.

16. Does your institution provide academic credit for experiences beyond the formal educational attainment at the high school or GED level (e.g. C.L.E.P. test, work/life/military achievements)?

If yes, please describe experiences accepted for academic credit.

If no, go to Q17.

17. Does your institution provide institutional financial aid specifically designated for adult students (e.g. non-federal or state dollars, corporate grants)?

If yes, please describe institutional financial aid for adults.

If no, go to Q18.

18. Is your campus environment of your institution conducive to adult students (e.g. accessible parking, security, message centers, extended office hours, evening administrators/staff)?

If yes, please describe factors that promote an environment conducive to adult students.

If no, to Q19.

19. Does your institution have a policy for adult students on "forgiveness" of previous college grades?

If yes, please describe your policy on forgiveness of grades.

If no, go to Q20.

20. Does your institution provide information to faculty on adult development? (e.g. workshops, classes, pamphlets, books, centers, in-service seminars)?

If yes, please describe your adult development opportunities for faculty

If no, end interview.

Survey of Institutional Priorities for Adult Student Services

George E. Daniel, III

The University of Tennessee – September, 1992.
Code _____

The purpose of this research instrument is to seek institutional priorities for providing an adult student support system at colleges and universities in the State of Tennessee.

For this study, an adult student is defined as: (a) at least 25 years of age, (b) enrolled either part-time or full-time, and (c) matriculating toward either an associate's degree or a bachelor's degree.

An adult student support system is defined as an interconnecting structure of services offered to adults to enhance the educational experience. System components include: (a) assessment services (pre-entrance and admissions), (b) orientation services, (c) counseling services (personal, academic, and career), (d) extracurricular services, (e) environmental services (parking, security, campus access, information, assistance), (f) organizational services (administrative structure), and (g) academic services.

The population for this study includes administrators primarily responsible for adult student support services at colleges and universities in the State of Tennessee accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer an associate's degree and/or a bachelor's degree.

The informed consent and confidentiality policies of The University of Tennessee, Knoxville, Committee on Research Compliance includes: responses and identities of administrators and institutions will not be published or released to any individual or party outside the principal investigator and his doctoral committee without explicit permission from the respondent; participation in the study is entirely voluntary and withdrawal may occur at any point without penalty; and telephone interview responses, completed research instruments, and signed informed consent forms will be stored by the principal investigator for three years in his basement in a locked fire-proof box. At the end of three years, all documents will be destroyed.

Evaluations of institutional priorities by administrators who have primary responsibility for providing an adult student support system will be analyzed in order to compare priorities by governance structure (state support or privately controlled), by awarded degree (associate or bachelor), and by enrollment (less than 2,000 students or 2,000 or more students).

On the following pages you will find institutional priority statements. Please respond to each statement of the research instrument based on your realistic evaluation of the adult student support system at your institution. Time reference for priority evaluations is the 1992 Fall Semester. Please respond to all statements. Your honesty and opinions are appreciated. The code at the top of the instrument is for researcher's tracking purposes only.

Adult Student Support System Institutional Priority Survey

Instructions: Please circle the number on the scale following each statement below which best represents your realistic evaluation of the institutional priority for providing an adult student support system. Use 1992 Fall Semester as your time reference.

The code for the scale is ordered with "1" representing the lowest priority and "7" representing the highest priority. Circle "NA" if the statement is not applicable to your institution.

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

1. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on the needs of adult students when changing or establishing student services?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

2. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on incorporating opinions from adult students when considering modifications of adult student support services?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

3. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on disseminating information about adult students to administrators responsible for adult student support services?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

4. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on providing a student services system designed to facilitate convenient access for adult students to administrative offices and personnel?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

5. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on hiring staff members whose primary responsibility is to provide an adult student support system?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

6. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on offering associate or bachelor's degree programs designed to facilitate specialized educational delivery for adult students (e.g. satellite programs, weekend or evening programs, non-classroom based programs)?

Institutional Priority Scale
1 2 3 4 5 6 7 NA
Lowest-----Highest Ranking

7. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on ensuring nontraditional degree programs primarily developed for adult students are accepted by faculty and administrators as having the same educational outcomes as traditional on-campus degree programs (e.g. satellite programs, weekend or evening programs, non-classroom based programs)?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

8. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on providing instructors trained in the specialized needs of adult students in the teaching and learning environment?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

9. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on creating a campus environment conducive to adult students (e.g. parking, security, access to campus information, availability of services)?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

10. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on providing academic advisors trained in the specialized needs of adult students?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

11. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on providing extra curricular activities designed specifically for adult students?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

12. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on granting institutional financial aid designated for adult students?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

13. On a scale of 1 to 7 (low to high) what priority, based on your realistic evaluation, does your institution place on recruiting adult students through an organized marketing strategy?

Institutional Priority Scale

1 2 3 4 5 6 7 NA

Lowest-----Highest Ranking

Optional Comments

The researcher would appreciate additional comments on some or all of the following subjects:

1. evaluation of the research instrument.
2. evaluation of the oral interview.
3. additional comments not communicated in the oral interview.
4. primary job responsibilities of the respondent.
5. hindrances and reasons for hindrances in providing adult student services as the institution.
6. problems foreseen within five years for adult student support services at the institution.
7. anticipated innovations within five years for adult student support services at the institution.
8. other comments.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Please use additional paper if needed.

Please return the completed instrument in the enclosed envelope to:

George E. Daniel, III
Director of Student Activities/Housing
Cumberland University
Lebanon, Tennessee 37087

Please telephone 1-800-467-0562 with questions.

Thank you for your participation in this doctoral dissertation research project.

APPENDIX F

COVER LETTER TO IDENTIFIED ADMINISTRATORS,
INFORMED CONSENT FORM, AND
GENERAL INFORMATION SHEET

(original letter was mailed on Cumberland University Letterhead)

September 17, 1992

Dear :

Adult students constitute a significant proportion of the enrollment at colleges and universities in Tennessee. Many institutions are seeking ways to attract and retain more adult students in order to boost enrollment and generate additional revenue. One way to attract and retain adult students is through a system of services for adult students designed to compliment the educational experience.

I am researching student services support systems provided for adult students at colleges and universities in Tennessee. Please review the enclosed general information sheet for more explanation of my doctoral study.

I am requesting your assistance with my doctoral research. Your participation includes completing the enclosed informed consent form, a brief telephone interview conducted at your convenience, and completion of a mailed research instrument.

Your participation is important in order to produce research on adult student services support systems that is representative of colleges and universities in Tennessee. The study is designed to provide a resource for administrators to compare their institution to those across Tennessee and to generate a catalog of current services for adult students. I will gladly provide you with a copy of the results of the study.

Please complete the enclosed consent form and return it to me in the enclosed business reply envelope on or before October 5, 1992. I look forward to including you in my research project. Thank you for your time and attention.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: general information sheet
consent form
business reply envelope

INFORMED CONSENT FORM

Revised: 8/04/92

CRP#: 3876B

A Study of Student Support Systems
for Adult Students in
Institutions of Higher Education in Tennessee

The purpose of this study is to research institutional priorities concerning adult student support services and specialized services designed for adult students enrolled in colleges and universities in the State of Tennessee. The specific objectives of the study are as follows:

(1) identify titles, job descriptions, percentage of job time spent by administrators responsible for providing adult student support systems, and the number of professionals/staff members assigned responsibilities for providing an adult student support system;

(2) catalog enhanced traditional or specialized support services for adults;

(3) analyze current institutional priorities of the adult student support system by governance structure of institution (state supported or privately controlled), by awarded degree (associate or baccalaureate), and by enrollment (less than 2,000 students or 2,000 or more students).

The informed consent form is required by The University of Tennessee, Knoxville, Committee on Research Participation. The informed consent and confidentiality policies for this study follow.

1. Responses and identities of administrators and institutions will not be published or released to any individual or party outside George E. Daniel, III, principal investigator, and his doctoral committee without explicit permission from you.

2. Participation in the study is voluntary; refusal to participate will involve no penalty or loss of benefits, and you may withdraw or discontinue participation at any time without penalty or loss of benefits.

3. Projected duration of your participation: approximately 30 minutes on the Telephone Survey of Adult Student Support Services and approximately 30 minutes on completing the Survey of Institutional Priorities for Adult Student Services.

4. Telephone interview responses, completed research instruments, and signed informed consent forms will be stored by George E. Daniel, III for three years in his basement in a locked fire-proof box. At the end of three years, all documents will be destroyed.

5. Risks to you and your institution are minimal. Data will be reported only by collated categories. Your institutional data will be combined with data from similar institutions for the purpose of analysis and comparison by category.

6. Some of the benefits of this study include: (1) information for administrators concerning the current levels of student services provided for adult students, (2) analysis of statewide institutional priorities for providing student services for adults, and (3) information on titles, job descriptions, academic preparation, and professional experiences of administrators responsible for providing an adult student services system. The data above will contribute to the literature of higher education and will provide a basis for comparison between institutional adult student services systems.

Please contact George Daniel with questions by telephone at 1-800-467-0562 or by fax at 615-444-2569.

Please check and complete the section which indicates your decision on participation in the research study.

 Yes, I will participate in your research project entitled, "A Study of Student Support Systems for Adult Students in Institutions of Higher Education in Tennessee."

Please complete:

Name _____

Telephone number _____

Please indicate convenient day(s) and time(s) on or before September 30, 1992, to conduct a brief telephone interview. The interview is designed to last no more than 30 minutes.

Signature _____

Date _____

 No, I do not wish to participate in your study.

Signature _____

Date _____

Thank you for your time and attention. Best wishes for the fall semester.

Please return the completed form in the enclosed business reply envelope to:

George E. Daniel, III
Director of Student Activities/Housing
Cumberland University
Lebanon, TN 37087

GENERAL INFORMATION SHEET

Principal Investigator	George E. Daniel, III Director of Student Activities/Housing Cumberland University Lebanon, TN 37087 Telephone: 1-800-467-0562 Fax: 615-444-2569
Major Professor	Dr. Walter A. Cameron, Professor Technological and Adult Education The University of Tennessee, Knoxville, TN 37916 Telephone: 615-974-2574
Employment Supervisor	Dr. C. William McKee Dean of the College/Registrar Cumberland University Lebanon, TN 37087 Telephone: 1-800-467-0562
Title of Study	A Study of Student Support Systems for Adult Students in Institutions of Higher Education in Tennessee
Purpose of Study	To provide information on institutional priorities concerning adult student support systems and specialized services designed for adult students. The specific objectives are as follows: (1) identify titles, job descriptions, percentage of job time spent by administrators responsible for providing adult student support systems, and the number of professionals/staff members assigned responsibilities for providing an adult student support system; (2) catalog enhanced traditional or specialized support services for adults; and (3) analyze current institutional priorities of the adult student support system by governance structure of institution (state supported or privately controlled), by awarded degree (associate or baccalaureate), and by enrollment (less than 2,000 student or 2,000 or more students).
Population	Administrators primarily responsible for providing an adult student support system at Tennessee colleges and universities accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to offer associate and/or baccalaureate degrees.

Participation Voluntary participation includes: (1) completion and return of the enclosed informed consent form, (2) a brief telephone interview, and (3) completion of a mailed research instrument requesting a realistic evaluation of institutional priorities for adult student services.

Definitions:

Adult Student An adult student is: (1) at least 25 years of age, (2) enrolled either part-time or full-time, and (3) matriculating toward an associate or baccalaureate degree.

Adult Student Support System An interconnecting structure of services offered to adults to support enhance the educational experience. System components include: services (1) appraisal services (pre-entrance and admissions), (2) orientation services, (3) consultation services (counseling), (4) extracurricular services, (5) environmental services, (6) organizational services (administrative structure), and (7) academic services.

Informed Consent The policies on informed consent and confidentiality established by the University of Tennessee, Knoxville, Committee on Research Participation include: (1) the responses and identities of administrators and institutions will not be published in the study nor released to any individual or party outside the principal investigator and his doctoral committee without explicit permission from the respondent, (2) participation in the study is entirely voluntary, and (3) responses, research instruments, and consent forms will be stored in principal investigator's basement for three years in a locked fire-proof box.

APPENDIX G
REMINDER LETTER REQUESTING
PARTICIPATION IN STUDY

(original letter was mailed on Cumberland University Letterhead)

October 16, 1992

Dear :

Thank you for taking time out of your busy schedule to talk with me concerning my doctoral dissertation research project. Per our conversation, I am enclosing an informed consent form, general information, and a stamped self-addressed envelope. Please return the completed consent form at your earliest convenience. Upon receipt of the completed consent form, I will contact you during your listed time(s) to conduct a telephone interview that averages twenty minutes. Upon completion of the telephone interview, I will mail you my written research instrument which also takes approximately twenty minutes to complete.

Your responses provide information on adult student services support systems developed by colleges and universities in Tennessee. The doctoral study is designed to provide a resource for administrators to compare their institution to those across Tennessee and to generate a catalog of current services for adult students. My pledge is to provide every participant with a copy of the results of my study.

Again, thank you for your participation in my doctoral project. I look forward to including your responses in my study. Please contact me with any questions or concerns. Best wishes for the remainder of the academic year.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: informed consent form
general information sheet
reply envelope

APPENDIX H
REMINDER LETTER REQUESTING
PARTICIPATION IN STUDY

(original letter was mailed on Cumberland University Letterhead)

November 16, 1992

Dear :

I hope you are well and looking forward to the Thanksgiving holidays. I am writing to indicate that I have not received your informed consent form concerning participation in my dissertation research project on adult student services. If you have mailed the informed consent form, please disregard this letter and thank you for responding to my request. I look forward to including your responses in my study. If you have not had an opportunity to return a completed consent form, I am requesting that you consider my research proposal and complete the enclosed informed consent form.

I am nearing the end of the data gathering phase of my project. My dissertation committee has determined that I need more institutions to participate in order to produce a representative study of adult student services throughout the state. Currently, twenty-five (25) colleges and universities have completed both parts of the research instrument, seven (7) have completed the telephone interview and are responding to the mailed research instrument, (9) have agreed to participate but have not completed the telephone interview. My hope is that you will decide to participate in my study after reviewing the enclosed general information sheet.

One possible response is to not participate due to a small number of adult students. If this fact accurately describes your institution, please check "I do not wish to participate" and write-in the margin that the population of adult students is small. Several institutions have indicated a small number of adult students.

Thank you for your time and attention. Please return the completed informed consent form to me in the enclosed return envelope on or before November Wednesday, November 25, 1992. Again, best wishes for the holidays and a successful conclusion to the fall semester.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: informed consent form
general information sheet
return envelope

APPENDIX I

COVER LETTER FOR WRITTEN RESEARCH INSTRUMENT

(original letter was mailed on Cumberland University Letterhead)

November 4, 1992

Dear :

Thank you for taking time out of your busy schedule to provide me with responses to my telephone interview questions. Your responses provide information on adult student services support systems developed by colleges and universities in Tennessee. The doctoral study is designed to provide a resource for administrators to compare their institution to those across Tennessee and to generate a catalog of current services for adult students.

I have enclosed a "Survey of Institutional Priorities for Adult Student Services." The survey is designed to elicit institutional priorities for providing an adult student support system. Please complete the enclosed research instrument and return it to me in the enclosed reply envelope on or before November 14, 1992. I look forward to including your responses in my research project.

Through my telephone conversations, I was impressed with the professional and personal dedication to adult students by administrators responsible for adult student services. Everyone I talked with recognized the importance of serving the adult student market and the need to provide effective services with limited resources. My pledge is to provide every participant with a copy of the results of my study. I hope the study will provide useful information for modifying your adult student support system.

Again, thank you for your participation in my doctoral study. Please contact me with any questions or concerns. Best wishes for the remainder of the academic year.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: reply envelope
research instrument

APPENDIX J
THANK YOU LETTER FOR
PARTICIPATION IN STUDY

(original letter was mailed on Cumberland University Letterhead)

December 12, 1992

Dear :

I hope you are well and your semester is progressing toward a successful conclusion. It is hard to believe that the Christmas holidays will be here soon.

My purpose for writing is to thank you for completing my dissertation research instrument on institutional priorities and for participating in my telephone interview concerning adult student services. Your assistance has been invaluable and I appreciate your willingness to assist me in my project.

I believe my study will provide representative information about adult student services throughout Tennessee. The administrators who participated in my study were professionals who genuinely care about assisting adult students complete their college degrees. Effective programs have resulted from the efforts of committed people and increased resources.

I look forward to sharing the information from my study with you. My goal is to complete my dissertation this spring and provide you with a copy of the results by May, 1993.

Again, thank you for your participation in my study. Please contact me with any questions or for assistance. Best wishes for the remainder of the year.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

APPENDIX K
REMINDER LETTER REQUESTING
RETURN OF WRITTEN RESEARCH INSTRUMENT

(original letter was mailed on Cumberland University Letterhead)

December 3, 1992

Dear :

I hope you are well and looking forward to the Christmas holidays. I am writing to inform you that I have not received your completed survey of institutional priorities for providing adult student services. I recognize all of us are extremely busy and that surveys have a way of being buried in a pile on our desks.

My research is nearing an end. I desperately need your input. My doctoral committee has indicated that every response is critical to my study. Please take a few minutes and complete the enclosed survey. Please return the completed survey in the enclosed envelope by December 10, 1992.

Through my telephone conversations, I was impressed with the professional and personal dedication to adult students by administrators responsible for adult student services. Everyone I talked with recognized the importance of serving the adult student market and the need to provide effective services with limited resources. My pledge is to provide every participant with a copy of the results of my study. I hope the study will provide useful information for modifying your adult student support system.

Again, thank you for your participation in my doctoral study. Please contact me with any questions or concerns. Best wishes for the remainder of the academic year.

Sincerely yours,

George E. Daniel, III
Director of Student Activities/Housing

enc: reply envelope
research instrument

APPENDIX L
LIST OF INSTITUTIONS

LIST OF INSTITUTIONS

American Technical Institute
Aquinas Junior College
Belmont University
Bethel College
Carson-Newman College
Christian Brothers University
Cumberland University
David Lipscomb University
Fisk University
Hiwassee College
Knoxville College
Lambuth University
Lemoyne-Owen College
Lincoln Memorial University
Maryville College
Memphis College of Art
Mid-America Baptist Theological Seminary
Milligan College
Rhodes College
Southern College of Seventh-Day Adventists
Tennessee Wesleyan College
Trevecca Nazarine College
Tusculum College
Union University

Austin Peay State University
East Tennessee State University
Memphis State University
Middle Tennessee State University
Tennessee State University
Tennessee Technological University
Chattanooga State Technical Community College
Cleveland State Community College
Columbia State Community College
Dyersburg State Community College
Jackson State Community College
Motlow State Community College
Nashville State Technical Institute
Northeast State Technical Community College
Pellissippi State Technical Community College
Roane State Community College
Shelby State Community College
State Technical Institute at Memphis
Volunteer State Community College
Walters State Community College
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Tennessee, Martin

APPENDIX M

OPTIONAL COMMENTS FROM WRITTEN INSTRUMENT

GENERAL COMMENTS

Improving

Good luck with your study!!! Send results to me. Acceptance and support has increased. Hopefully this will result in more support services and financial support for adult students.

Not ... role or mission, might have to be soon

We have been adding more off-campus programs, especially in nursing which are primarily comprised of adult students. We strive to make on- and off-campus services comparable, but at times this is difficult. We are working to improve the activity component for adult students.

I suspect quality (accuracy) of data from the research instrument-oral interview much better. Adults primarily need "front end" services to make transition to college (not support groups-etc.). Model of one stop service center seems to work very well for this population when combined with on-site registration. There are still some key administrators who see specialized services for this group as discriminating against traditional aged students. Others however see this as a prototype for all students! Campus must put the student first and structure itself for this purpose, not make the student "fit in" to the institutional procedures when they represent a hassle or some priority other than the student.

Survey conducted very well.

Please realize that my responses reflect the institution as a whole-... is still committed philosophically to the 18-22 year old student. The Evening School, however, has as its mission to market to adult students, provide them with all necessary and appropriate student services. In essence, we are our own "miniversity". I hope my responding to the global questions does not skew your results. If you wish responses from the Evening School perspective exclusively, than these would be markedly different.

As Dean of Student Services at an institution which attracts a large adult population, I have been pleased to respond to this questionnaire. Adult education is a major component of higher education--life long learning, retraining, job enhancement, etc. When colleges and universities understand the difference in goals, program needs and objectives of the adult market-enrollment growth will take place. In higher education, business as usual will not attract adult learners. Sensitivity to personal needs of adult students (whether academic or social) should be a "driving force" when post-secondary institutions attempt to enter the adult market. I appreciate and enjoyed our conversation and the topic is most relevant in TODAY'S education.

GENERAL COMMENTS CONTINUED

Good luck with this project!

.... has not targeted personnel to work specifically with adult students except through a few special programs, some of which are extracurricular support programs. However, all staff are oriented to working with and meeting the needs of this special population.

EVALUATION OF THE RESEARCH INSTRUMENT

Questions very broad.

These questions seem more aligned to a decentralized approach to administering programs, services, etc. to the adult population. My unit is centralized so, as director, it is my responsibility to assure these priorities, not the "institution's" responsibility. Consequently, I didn't feel the phrasing of the questions applied to my circumstances. Therefore, I elected to replace the words "your institution" with the Director of Continuing Education. Otherwise I would answer all questions with a N/A. This study should have been limited to decentralized programs.

The integrity of such programming is extremely important to the faculty and administration.

Could you have co-related to traditional students.

Instrument very clear and thorough.

In reference to "evaluation of instrument" you probably have a good reason for using the phrase "what priority does your institution place on ..." However, I found it difficult to respond in "accurate" terms because of the difference between what exists on our campus during this semester and what we are planning for the coming years. "Priority" is a difficulty term to define.

The research instrument is excellent!

Because I have never seen such an instrument, it is hard to rank. It looks pretty comprehensive, however.

Excellent evaluation instrument

Very good instrument

EVALUATION OF ORAL INTERVIEW

Like oral interview.

Efficient and well done

Cost is always primary consideration.

Fine, complete

Very good

Telephone interview was thoughtful and provocative.

Oral interview seemed clear and comprehensive.

Well done.

Oral interview very effective-to the point and was very considerate of busy schedule.

Oral interview was very positive

ADDITIONAL COMMENTS NOT INCLUDED IN ORAL INTERVIEW

Administration thinks/acts traditional student/program but improving in attitude toward A.S.

Small liberal arts campus should be dedicated to traditional

The University has as one of its goals "To cultivate a Christian community which provides a person-centered, service-oriented approach to students, alumni, and other constituents." Each individual who is on the faculty and staff is encouraged to be attentive to student needs whether the traditional or adult student. Services provided the traditional student are generally accessible to the adult student if they are on campus during the regular office hours.

The University has expanded its programs in Education and Business and is offering more evening classes and eight week blitz courses to assist adult students who are seeking degrees or up-dating skills. An expansion of the evening program is anticipated and with this other services will likely be added or enhanced.

.... is presently conducting an adult learner needs survey. Hopefully in 1993, we will have a better understanding of the needs of our adult students.

With establishment of the ...Office" for day students, UTK is attempting to address the issue of adult learners but has a long way to go. Faculty on this campus are difficult to sensitize to the issue of adult students. However, once converted (as are our Evening School instructors) they prefer teaching adult students.

ADDITIONAL PRIMARY JOB RESPONSIBILITIES

Responsibilities with extracurricular activities and responsibilities of adult students and families.

Respondent is responsible for recruiting and orienting adult students into existing evening, week-end, and day classes. Fifteen percent of our student population is made up of adult students and is expected to increase. Being a traditional resident campus will mean some adjustments to accommodate non-traditional commuters more and more.

Director of the adult degree program.

VP student affairs-discipline, greeks, cafe, security, athletics

Administrative duties: reports scheduling, thousands and millions of committee meetings, etc., counseling (career and personal), test interpretations, workshop development, planning, execution, working with on-campus faculty and staff, working with high school and middle school counselors, special projects, administering a grant, p.r. on and off campus

The following departments report to my office: admissions and records, college nurse, coordinator of student activities, counseling and testing, enrollment development, financial aid, high school relations, placement services/students with disabilities office, student government association, student newspaper

HINDRANCES AND REASONS FOR HINDRANCES IN PROVIDING ADULT STUDENT SERVICES AT THE INSTITUTION

Limited number of adult students.

Faculty does not support satellite programs--faculty vote.

Due to the lack of financial resources, adult students are not treated as they should be. During the last three years concerning adult students has occurred: 1.) an area has been designated as an adult learner lounge or day student room. It offers a place to study or eat with microwave, refrigerator, and coffee maker available; 2.) concerning financial aid, adult students are now given the same consideration as traditional age students.

In addition, my personal evaluation is that each staff and faculty member on the campus always takes into consideration the fact that adult students have special needs and makes every attempt to assist.

College leadership views many expenses as just expenses not as necessary costs or investments which will pay off.

Finances

As with all institutions, change can be difficult to achieve. Given this college's long and revered history as a residential college of liberal arts and sciences, accommodating the needs of non-residential adult students has challenged procedures and policies of long standing. The institution understand the bifurcation established with adult programs; part of our responsibility now is to establish unification in programs so that adults are part of who we serve.

Lack of money and space

We make no differentiation between the traditional and adult student.

PROBLEMS FORESEEN WITHIN FIVE YEARS FOR STUDENT SUPPORT SERVICES AT THE INSTITUTION

Adult student population continues to grow and student services staff and programs are not growing in proportion to the demands-- student services, in general, on our campus is the "last frontier" to catch up with the overall tremendous growth of student body.

Cost again vs. investment.

Student will definitely expect more services which meet their needs (times, location, etc.). The adult learner through their life experiences is not complacent about this treatment (learning and service environment). They are great to work with. Best experience in my professional life.

Very difficult to get people to think in new ways about a new kind of student. Computer systems inflexible and designed exclusively to support/enforce long-standing processes for traditional students.

Curriculum, finances

When such activities have been discussed, little or not interest is found. Most adults are too busy to get involved in something else. Programs are in place which benefit adult learners but these benefits are not restricted to adults.

The main problems we face financial aid and changing the curriculum...curriculum to suit the needs of part-time students.

Money and space continuing to be a problem. We are restricted only by lack of personnel and space because of money.

(this semester)

Possible problems with funding, specifically as it relates to positions providing service to one population.

ANTICIPATED INNOVATIONS WITHIN FIVE YEARS FOR ADULT STUDENT SUPPORT SERVICES AT THE INSTITUTION

Support services for family members, child-care, broader financial aid and employment possibilities, longer schedule of classes, etc. will be routine part of adult ed services as well as counseling and advising.

While accreditation standards are met, too much reliance is upon put faculty.

More services available/distance learning/off-campus programs. More academic programs available, especially beyond BA/BS.

A more formalized and controlled academic advising scheme for adult students. And a more streamlined admissions process for the adult student. "Anytime" registration.

Degree programs, weekend college, increased marketing

Adult students make up a high percentage of the enrollment on college campuses nationwide. Without adult students, colleges and universities would fail. needs to consider granting financial aid designated specifically for adult students.

With a few years of experience in adult education, the college is ready to evaluate the steps taken to date. A task force is in place. They are evaluating the past, analyzing the present and planning for the future. I expect good things to come out of this work.

Very likely recruitment of adults will become a major thrust within the next year or two, as will extended programs inside and outside Shelby County--as well as an enlarged role for the Jackson Center. Whether on-campus programs will keep pace remains to be seen.

Development of special adult/transfer brochures, further development of class at times/ locations conducive to needs of adult working student, evening operating hours, telephone registration, adult support center

Open longer hours, evenings, Saturdays, mall outlets, labs for adult services for resume writing, instructors available for extended hours.

Increased use of technology to provide educational opportunities to students in the workforce and in remote areas. Anticipate an increase in course offerings through video check-out and tele-courses. Also expect the use of interactive video broadcast to off-campus locations.

Currently many activities are available which we will continue to add and delete with the demand.

APPENDIX N

RESEARCH QUESTION ONE TABLES AND DESCRIPTIVE MATERIAL

TABLE 8
QUESTION 1
JOB TITLES OF RESPONDENTS

Titles	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Coordinator	0	0	2
Counselor	0	1	0
Assistant Dean	0	0	0
Associate Dean	0	2	0
Dean	5	7	2
Assistant Director	0	0	1
Director	8	4	1
Faculty Intern	0	0	1
Assistant Vice-President	0	0	0
Associate Vice-President	1	0	1
Vice-President	4	0	1
Totals	18	14	9

Position titles of respondents

Four-Year State Supported Institutions

Adult Services Coordinator
 Assistant Director of the University School
 Associate Vice-President Student Affairs
 Coordinator of the Adult Services Center
 Dean of the University College
 Faculty Intern in the Vice-President for Student Affairs Office
 Interim Dean, Center for Extended Education
 Program Director of Project Success
 Vice-President for Student Services

Two-Year State Supported Institutions

(numbers represent multiple listing of same title)

Associate Dean for Student Services (3)

Counselor

Dean of Students (3)

Director of Career Planning and Placement

Dean of Student Affairs (2)

Dean of Student Services and Institutional Advancement

Dean of Admissions, Records, and Student Services

Director of Enrollment Management

Interim Director of Student Services

Privately Controlled Institutions

(numbers represent multiple listing of same title)

Associate Vice-President for Academic Affairs

Dean of Graduate Professional Studies

Dean of Students (4)

Director of Admissions

Director of Adult Admissions

Director of Adult Education

Director of Adult Studies

Director of Continuing Education

Director of Lifelong Learning Program

Director of Management Programs

Director of Programs for the Special Studies Division

Vice-President for Student Affairs (3)

Vice-President for Working Adult Degree Program

TABLE 9

QUESTION 1

PERCENT OF PROFESSIONAL TIME SPENT
ON ADULT STUDENT SUPPORT SERVICES

Percent Classes	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
0% to 25%	5	4	3
26% to 50%	1	3	1
51% to 75%	5	6	1
76% to 100%	4	1	3
Unable to Determine	3	0	1
Average Percent	51%	45%	51%

TABLE 10

QUESTION 1

PRIMARY PROFESSIONAL RESPONSIBILITIES

(numbers listed indicate the number of respondents who indicated primary responsibilities in the areas listed)

Responsi- bilities	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
<u>Academic Duties</u>			
Administer Degree Programs	7	0	3
Classroom Teaching	2	0	1
Cooperative Education	0	2	0
Create Degree Programs	3	0	1
Develop Course Offerings	2	0	0
Hire Faculty	3	0	0
Outreach Programs	1	3	0
Single Parent Program	0	2	0
<u>Administrative Duties</u>			
Athletics	1	3	0
Career Planning/ Placement	2	6	0
Committees	1	2	1
Discipline	2	3	1
Special Projects/ Grants	0	4	1
Student Services Division	2	4	0
<u>Appraisal Duties</u>			
Admissions	2	14	2
Financial Aid	1	10	2
Graduation	0	1	0
Marketing	2	1	0
Records	0	7	0
Recruitment	6	3	2
Registrar	1	0	0
Registration	3	0	2
Retention	1	0	1
Testing	2	2	0

TABLE 10, CONTINUED

PRIMARY RESPONSIBILITIES OF RESPONDENTS

Responsi- bilities	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
<u>Budgeting</u>			
Economic			
Development	0	1	0
Fund Raising	0	1	0
Institution			
Budget			
Management	3	1	1
<u>Consultation Duties</u>			
Advising-Academic	6	3	3
Advising-Center	1	0	1
Advising-			
Organization	3	3	4
Counseling	4	6	3
Counseling Center	2	2	1
International			
Students	1	0	0
Student			
Development	1	2	0
<u>Environmental</u>			
<u>Services</u>			
Adult Student			
Services	2	0	1
Affirmative Action			
Officer	0	1	0
Book Store	1	0	0
Computer Center	0	1	0
Daycare	1	0	0
Food Service	2	0	0
Handicapped			
Services	0	2	0
Health			
Services	3	4	1
Housing	5	0	1
Ombudsman	0	0	1
Recreation and			
Fitness	0	0	1
Security	3	0	1
Student Advocate	1	1	1
University Center	0	0	1

TABLE 10 CONTINUED

PRIMARY RESPONSIBILITIES OF RESPONDENTS

Responsi- bilities	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
<u>Extracurricular</u>			
<u>Activities</u>			
Family Life	1	0	0
Student Activi- ties-Campus	3	7	1
<u>Organizational</u>			
<u>Duties</u>			
Institutional Research	0	1	0
College Calendar	1	0	0
<u>Orientation</u>			
<u>Services</u>			
Orientation-Adults	0	0	2
Orientation-Campus	2	1	0

TABLE 11

QUESTION 1

PARTICIPATION IN PROFESSIONAL ACTIVITIES
WHICH SUPPORT ADULT STUDENT SERVICES RESPONSIBILITIES

Partici- pation	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	13	9	6
No	5	5	3
Professional Activity			
Organizations	10	4	3
Workshops	2	3	1
Conferences	2	2	2

Note: Some respondents listed multiple professional activities

TABLE 12

QUESTION 1

RESPONDENTS REPORTING UNDERGRADUATE
ATTENDANCE AS ADULT STUDENT

Undergraduate Adult Student Attendance Status	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	4	2	3
No	14	12	6
Totals	18	14	9

TABLE 13

QUESTION 1

YEARS OF SERVICE IN POSITION

Years	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
0 to 3	9	5	4
4 to 7	7	5	2
8 to 11	1	1	1
12 to 15	0	2	2
16 to 20	1	1	0
Average Years	4.39	6.36	6.27

TABLE 14

QUESTION 1

HIGHEST EARNED DEGREE

Degree	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Bachelor of Arts	1	0	1
Master of Arts	10	11	5
Master of Business Administration	2	0	0
Education Specialist	1	2	0
Doctor of Arts	1	0	0
Doctor of Education	2	1	1
Doctor of Philosophy	1	0	2
Totals	18	14	9

APPENDIX O

RESEARCH QUESTION TWO TABLES AND DESCRIPTIVE MATERIAL

TABLE 15

QUESTION 2

NUMBER OF INSTITUTIONS WITH AN
ADMINISTRATIVE UNIT FOR ADULT STUDENTS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	8	3	6
No	10	11	3
Totals	18	14	9

Title of Administrative Unit

Adult Admissions
 Adult Education Office
 Adult Services Center
 Adult Studies Office
 Center for Adult Programs and Services (CAP Center)
 Center for Extended Education
 Continuing Education Department
 Division for Extended Programs
 Evening College
 Evening Program
 Evening School
 Evening and Off-Campus Instruction
 JTPA Program and Single Parent Program
 Lifelong Learning
 Night/Evening/Weekend Program
 Professional Studies
 Working Adult Degree Program

TABLE 16

QUESTION 2

NUMBER OF PROFESSIONAL AND/OR ADMINISTRATIVE
STAFF RESPONSIBLE FOR ADULT STUDENTS

Number of Staff	Privately Controlled	Two-Year State-Supported	Four-Year State-Supported
0 to 3	7	0	3
4 to 7	4	2	2
8 to 11	1	1	0
12 to 15	2	1	0
Multiple Divisions/ Departments	4	10	4
Totals	18	14	9

Note: Multiple Divisions/Departments represents a response that adult student services are provided by a number of divisions/departments and administrators/staff primarily responsible for adults cannot be identified.

TABLE 17

QUESTION 2

NUMBER OF INSTITUTIONS PLANNING A NEW OR
MODIFIED POSITION IN 1992-1993
WITH RESPONSIBILITY FOR ADULT STUDENTS

Response	Privately Controlled	Two-Year State-Supported	Four-Year State-Supported
Yes	3	1	3
No	14	12	6
Unknown	1	1	1
Totals	18	14	9

TABLE 18

QUESTION 2

NUMBER OF RESPONDENTS WHO INDICATED THAT
THEY BELIEVE ADULT STUDENTS IDENTIFY WITH AN
ADMINISTRATIVE UNIT OR INDIVIDUAL

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	15	3	7
No	2	0	2
Institution	0	11	0
Unknown	1	0	0
Totals	18	14	9

TABLE 19

QUESTION 2

NUMBER OF INSTITUTIONS WITH A SPECIFIC REFERENCE
TO ADULT STUDENTS IN THE INSTITUTION'S
MISSION/PURPOSE STATEMENT

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	7	6	2
No	11	8	4
Unknown	0	0	3
Totals	18	14	9

APPENDIX P

RESEARCH QUESTION THREE TABLES AND DESCRIPTIVE MATERIAL

TABLE 20

QUESTION 3

NUMBER OF INSTITUTIONS WITH ACADEMIC
ADVISEMENT SERVICES SPECIFICALLY
DESIGNED FOR ADULT STUDENTS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	12	7	6
No	6	7	3
Totals	18	14	9

Advisement Services

Note: Numbers in () represent number of respondents who identified the service.

Individual/Faculty/Counselor designated for adults (11)
Office/Center for adult advising and counseling (6)
Advisor available for academic and career advising (5)
Personnel/Offices available nontraditional hours (5)
Advisor assigned at assessment interview (1)
Homework Assistance (1)
Mentors for first-year students (1)
Open houses at local libraries (1)
Orientation sessions (1)
Summer orientation (1)
Tutorial Assistance (1)

TABLE 21

QUESTION 3

NUMBER OF INSTITUTIONS THAT PROVIDE
DEGREE PROGRAMS IN NONTRADITIONAL LOCATIONS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	9	13	6
No	9	1	3
Totals	18	14	9

Locations

Note: Numbers in () represent number of respondents who identified nontraditional degree sites.

High Schools/Elementary Schools (13)
 Satellite sites (12)
 Industrial site (7)
 Office complex (5)
 Hospital (4)
 Churches (3)
 Junior college (3)
 Military Complex (3)
 Business site (2)
 Chamber of Commerce (1)
 Recreation Center (1)
 Shopping Mall (1)

QUESTION 22

NUMBER OF INSTITUTIONS THAT PROVIDE NONTRADITIONAL ACADEMIC DELIVERY SYSTEMS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	5	10	3
No	13	4	6
Totals	18	14	9

Nontraditional Academic Degree Delivery Systems

Note: Numbers in () represent number of respondents who identified nontraditional academic degree delivery system.

Telecourses (11)
 Video courses (7)
 Correspondence courses (3)
 Challenge exams (2)
 Independent studies (2)
 Accelerated Degree Programs (1)
 CLEP exams (1)
 Lock Step Program (1)
 Research project with business (1)

TABLE 23

QUESTION 3

NUMBER OF INSTITUTIONS THAT ASSIGN INSTRUCTORS
VERSED IN ADULT DEVELOPMENT TO CLASSES
FOR ADULT STUDENTS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	8	0	1
No	9	12	6
Unknown	1	2	2
Totals	18	14	9

Experiences Used in Assigning Instructors to Classes for Adult Students

Note: Numbers in () represent number of respondents who identified adult development experiences used in assigning instructors to classes for adult students.

Experiences teaching adults (5)

Individual faculty session with administrator (2)

TABLE 24

QUESTION 3

NUMBER OF INSTITUTIONS THAT PROVIDES ACADEMIC
CREDIT FOR EXPERIENCES BEYOND THE
HIGH SCHOOL OR GED LEVEL

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	10	9	6
No	8	5	3
Totals	18	14	9

Experiences Accepted for Academic Experience

Note: Numbers in () represent number of respondents who identified experiences beyond the high school or GED level accepted for academic credit

Portfolio evaluation (17)
 Military experiences (6)
 CLEP exam (5)
 Challenge exam (2)
 Experiential training (1)
 Thomas A. Edison University evaluation (1)
 DANTE evaluation (1)
 Tennessee Law Enforcement Academy credit (1)

TABLE 25

QUESTION 3

NUMBER OF INSTITUTIONS THAT PROVIDE INSTITUTIONAL
FINANCIAL AID DESIGNATED FOR ADULT STUDENTS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	8	4	6
No	9	10	3
Unknown	1	0	0
Totals	18	14	9

Institutional Financial Aid Opportunities

Note: Numbers in () represent number of respondents who identified designated institutional financial aid opportunities for adult students.

Opportunity for adult students to apply for financial aid (all)
 Endowed scholarships (5)
 Institutional scholarships (5)
 Elderly discount (2)
 Need-based financial aid (2)
 Tuition discount (2)
 Community assistance award (1)
 Displaced Homemaker Program (1)
 Public school teacher discount program (1)
 Returning Women's Scholarship (1)
 Student government scholarship (1)
 Tennessee Board of Regents Spouse-Dependent Program (1)
 Tennessee Vocational Rehabilitation program (1)
 Transfer scholarships (1)

TABLE 26

QUESTION 3

NUMBER OF RESPONDENTS WHO BELIEVE THEIR CAMPUS
ENVIRONMENT IS CONDUCIVE TO ADULT STUDENTS

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	16	14	6
No	1	0	3
Unknown	1	0	0
Totals	18	14	9

Services

Note: Numbers in () represent number of respondents who identified services provided by institutions to make campus conducive to adult students.

Course offerings outside 8:00 a.m. to 5:00 p.m. (all)

Student services offices open after 5:00 p.m. (16)

Parking (8)

Ombudsman office (7)

Security (7)

Faculty/administrators make extra efforts for adults (6)

Adult support group (5)

Childcare (5)

Counseling available after 5:00 p.m. (4)

Well lighted campus (4)

Adult lounge (3)

Offer equivalent day student activities at night (3)

Adult orientation (2)

Nontraditional club (2)

Laboratories/Tutorial center open after 5:00 p.m. (2)

Housing designated for adult students (1)

Campus location (1)

Message center (1)

Offer workshops on adult needs (1)

Recreation center services designated for adult students (1)

Specific adult registration times (1)

Survey for adult needs (1)

Work-study program for adults (1)

TABLE 27

QUESTION 3

NUMBER OF INSTITUTIONS THAT PROVIDE A
POLICY FOR "FORGIVENESS" OF PREVIOUS GRADES

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	2	13	9
No	15	1	0
Unknown	1	0	0
Totals	18	14	9

Policies

Note: Numbers in () represent number of respondents who identified a policy on "forgiveness" of previous grades.

Academic Fresh Start policy of the Tennessee Board of Regents (19) - after period of generally three years all previous grades are negated.

Academic Second Opportunity (1) - after period of 3 years of nonattendance, courses taken at the institution may be negated, and grade point average reverts to 0.00.

Acceptance of transfer credits of grade "C" or better (all)

Admissions Committee evaluation (1) - probationary status

Academic Forgiveness (1) - all courses taken within last 8 years may be negated with grade point average reverting to 0.00.

CARE Policy (1) - after period of 3 years all previous grades are negated and grade point average reverts to 0.00.

Second Chance Degree (1) - conditional enrollment

TABLE 28

QUESTION 3

NUMBER OF INSTITUTIONS THAT PROVIDE
INFORMATION TO FACULTY ON ADULT DEVELOPMENT

Response	Privately Controlled	Two-Year State- Supported	Four-Year State- Supported
Yes	9	7	3
No	9	6	6
Unknown	0	1	0
Totals	18	14	9

Information Opportunities

Note: Numbers in () represent number of respondents who identified opportunities where information on adult development is provided.

Handbook on adults provided (3)

Individual faculty meeting with administrator concerning adult students (1)

Institutional demographic information provided on adults (5)

Literature provided on adult development (6)

Literature provided on how to teach adults (2)

Literature provided on how to facilitate classroom participation of adult students (1)

Newsletter on adult students (1)

Seminars on adult development (2)

Workshops (10)

VITA

George Emmett Daniel, III was born in Americus, Georgia. He is the son of George Emmett Daniel Jr. and the late Rose Marie Whitehurst Daniel. He is married to Bonnie Elizabeth Vaughan Daniel and they have one daughter, Martha Evelyn Daniel.

Mr. Daniel attended Southland Academy where he earned his high school diploma. An undergraduate degree in History was earned at Georgia Southwestern College in Americus, Georgia. A second undergraduate degree in General Business was completed at the University of Tennessee, Knoxville. A Master of Agricultural Economics from the University of Tennessee, Knoxville immediately followed. A Doctorate in Education was earned at the University of Tennessee, Knoxville. For the past nine years, Mr. Daniel has been the Director of Student Activities/Housing at Cumberland University in Lebanon, Tennessee.