STUDENT SERVICES FOR ADULT UNDERGRADUATE STUDENTS
AT VIRGINIA'S FOUR-YEAR COLLEGES

A Dissertation
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Doctor of Philosophy

by
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Abstract

The purpose of this study was to investigate the student services offered to adult students at the four-year undergraduate colleges and universities in Virginia. Three particular aspects of the services were investigated: 1) discover the student services currently available to adult undergraduate students at the four-year institutions, 2) determine which of these services were successful or unsuccessful in attracting adult students, and 3) ascertain if there were additional student services needed to accommodate their students. The adult students were defined as being at least 25 years old and enrolled in full- or part-time undergraduate course work in any program at Virginia's 15 public and 27 private four-year undergraduate colleges.

A survey instrument was developed and administered to the chief student affairs officers at the institutions studied. The survey provided a list of student services that were culled from the literature and modified according to the results of a pre-test. The 65 services were grouped into thirteen categories. Respondents indicated if the services were available at the institutions, and if so, indicated on a Likert scale the degree of success in

attracting adult students to the service. In addition, an open-ended question enabled the respondents to expand upon additional services that were necessary to accommodate adult students.

Surveys were distributed to all 42 targeted institutions. Eight of the 15 (52%) public colleges returned surveys, and 18 of the 27 (67%) private colleges reported. Respondents indicated that 50 of the 65 student services listed in the survey were available at the majority of the public institutions, and 40 of the 65 student services were available at the majority of the private institutions. Three services were considered "very successful," 61 were considered "successful" and one service was considered "not successful."

Although there were individual services that adequately met the needs of the adult students, it was determined that modifications are needed for all services listed in the survey. This study also suggested that the four-year undergraduate institutions in Virginia should continually evaluate their student services in order to attract and serve the adult student population.

Name of Department

Curry School of Education

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APPROVAL OF THE DISSERTATION

This dissertation, Student Services for Adult Undergraduate
Students at Virginia's Four-Year Institutions, has been
approved by the Graduate Faculty of the Curry School of
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DEDICATION

This dissertation is dedicated to my parents, Jeanne C. Soule and Hayden M. Soule Jr., without whom this dissertation would not exist. Their unshakable belief in me, their unending support of my aspirations and dreams, and their unconditional love are directly responsible for the person I am today.

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the humor in difficult situations.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

Adult learners (students over 25 years of age) constitute an increasing percentage of college students in the United States. A recent survey by the <u>Chronicle of Higher Education</u> shows that adult undergraduate students constitute 4.6 million, 37 percent, of all undergraduate college students in the United States (<u>Chronicle of Higher Education</u>, 1997, p. 18). In the Commonwealth of Virginia, the figures compiled by the State Council of Higher Education for Virginia (SCHEV) show that in 1977 of the students who attended the four-year institutions, 95,528 (39%) were over 25 years of age. In comparison, the SCHEV figures for 1995 show that of the students who attended the four-year institutions, 148,776 (43%) were over 25 years of age (SCHEV, 1995).

The presence of these students has had a significant impact upon academic programs and student services originally designed to meet the needs of a student body which was traditionally white, middle or upper class, full-time residential, and 18 to 24 years old. Adult students bring with them a whole set of service needs that differ significantly from the needs of traditional students (Shearon and Tollefson, 1989).

This increase in enrollment of older undergraduate students has occurred in response to two national trends: greater numbers of women entering the work force (usually after years dedicated to child rearing) and a growing educational need of American workers for job retraining, advancement, or change (El-Khawas, 1996). Because they are completing course work while answering the numerous other demands of life, they require different kinds of services at different times of the day (Shearon and Tollefson, 1989). The special needs of this population continue to change and this change places significant stress on many of the current services being offered.

Institutional response to new student populations at the undergraduate level has often been inadequate and inappropriate. Many colleges and universities continue to operate as though a college education means 120 credit hours of course work completed by students between the ages of eighteen and twenty-four. In addition, many student affairs practitioners received their degrees at similar institutions and were professionally trained in programs emphasizing the needs of traditional college students. Their training tends to have focused on traditional-age, full-time students who live on campus (Jacoby, 1989).

Rather than anticipating the unique needs of new types of students and then modifying existing programs and creating new ones to respond more adequately to those needs, colleges and universities frequently have attempted to fit

nontraditional students into traditional programs and services. Institutions have expected new subgroups to comply with existing regulations which were originally formulated for differing other subgroups. The process of adapting student services to meet the needs of a diverse population typically is a gradual one. Adaptation occurs only after certain population groups have grown to the extent that they become vocal about their needs and "seek group-conscious forms of assistance" (El-Khawas, 1996, p. 65). Once the need is known, institutional response is slow to develop. It is often only after the nontraditional students have been on campus for awhile and have experienced frustrations with programs and services geared toward traditional students that universities and colleges begin to respond to these new students in a reactive manner or in a remedial fashion (El-Khawas, 1996).

Ackell (1986) categorizes institutional response to adult undergraduate student needs into three levels: laissez-faire, separatist, and equity. The laissez-faire level is when the institutions' reactions to the introduction of adult students is to remove a few barriers and constraints but otherwise let the students function as best as they can within the system. The next level of separatist is when the institutions segregate the adult students from the traditional-age student body and provide them with separate, specifically developed programs that are typically inferior in quality. The last level, and the most

advanced, is the equity stage where institutions take significant steps to treat all students fairly and to provide the same quality of experience to all students.

Research on the characteristics of adult undergraduate students by Miller and Winston (1991) has documented some differences between adult learners and traditional-aged students that emphasizes the need for appropriate institutional response. Adult students are more likely to be financially independent and often carry additional financial and emotional responsibilities as a result of their roles as spouses and/or parents. They bring to the campus a wide range of life and career experiences and often seek to integrate their education with those experiences immediately rather than in the future. Their class schedules and educational activities usually compete with their job, family, community and personal commitments. Colleges do not always make adults feel welcome as full members of the campus community. Their basic needs, such as family student housing and child care, frequently are not adequately met. Adults often find that career counseling, orientation, academic advising, health services, and social and recreational activities are geared for traditional-age students. Opportunities to interact with peers may be limited; services may not be available at hours when most adults are on campus; and family-oriented activities are often lacking (Miller & Winston, 1991).

As the characteristics of students pursuing higher education continue to become more diverse, universities and colleges must adapt to meet the needs and goals of these students. In this time of public consumerism and requirement of institutional accountability, the responsibility of adaptation must shift from the students to the institutions. The colleges and universities that do not meet this challenge will be faced with lower enrollments, financial insolvency, and, ultimately, questions of survival (Jacoby, 1993). Understanding the factors that affect the adult students' educational experience is one way to begin addressing the issues of enrollment, retention, accountability and public consumerism presently facing universities.

<div align="center">Purpose of the Study</div>

The purpose of the study was to discover the student services available to adult undergraduate students attending Virginia's 15 public and 27 private undergraduate four-year colleges, to determine which of these services were successful or unsuccessful in attracting adult students and to ascertain if there were additional student services needed to accommodate their students.

For the purpose of the study, an adult student was defined as being at least 25 years old and enrolled in full- or part-time undergraduate course work in any program at

Virginia's four-year colleges. Research on these issues is beneficial to colleges and universities in their efforts to evaluate their current programs, policies, and procedures for determining appropriate student services that respond to the special needs of the adult student population.

Research Questions

This study examined three primary research questions:

1. What are the student services currently available to adult students attending the four-year colleges in Virginia?

2. Which of the available student services are successful and which are unsuccessful in attracting adult students?

3. What additional student services are needed to accommodate adult students?

Expected Outcomes

It is anticipated that the data from the study will provide student affairs administrators with a reference for examining the services that their own adult students need and want. Study and analysis of institutional responses to adult students' needs will result in enhanced understanding of the issues faced by the institutions and the adult learners. Knowledge about adult student concerns is greatly

needed with the burgeoning adult populations at universities today.

<div align="center">Definition of Terms</div>

Adult Education: a process whereby persons who no longer attend school on a regular full-time basis...undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, or skill, appreciation and attitudes; or for the purpose of understanding identifying or solving personal or community problems (Liveright and Haygood, 1969, p. 8).

Adult Learners: An individual who is over 25 years of age, and who is enrolled either full- or part-time course work in any program at Virginia's four-year colleges.

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

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).

Appraisal Services: These 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.

Orientation Services: These include specific programs that provide an introduction to the institutional programs for adults and individual interpersonal contacts.

Consultation Services: These include: (a) personal counseling, (b) career counseling, and (c) academic counseling.

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

Environmental Services: These 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.

Organizational Services: These 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.

Academic Services: These 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, Internet or web-based, 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).

Chief Student Affairs Officer: Those individuals who have supervisory and management responsibility for the planning, development, and implementation of student services at each of the four-year colleges and universities in Virginia.

Methodology

This was a descriptive study using quantitative methods. The population for this study consisted of the chief student affairs administrators at the four-year undergraduate institution in Virginia. A self-reporting survey instrument was developed by the researcher generated

from information identified through a review of research and related literature. Data collection was accomplished by mailing the instrument to the population. The responses of the population were analyzed by the type of institution (i.e., public and private).

Summary

This study describes the student services available to adult students at the Commonwealth of Virginia's 15 public and 27 private undergraduate four-year colleges and universities. The primary goals of this study were to identify which student services are offered at the institutions, to determine which services are considered successful or unsuccessful, and to ascertain if there are additional services that are needed to better serve the adult student population.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The concepts of adult education provide student affairs administrators with information concerning the needs, preferences, and orientations of adult students (students over the age of 25). This chapter portrays the literature in the areas of demographics, higher education environment, student affairs, adult student characteristics, and student services for adult students.

Demographics

According to Crouch (1995), the United States has been undergoing several significant demographic revolutions simultaneously. The country has always reflected a pyramid-shaped population structure when viewed by age, with each new generation larger than the preceding generation. There has always been a pool of young entry-level workers who were better educated, more skilled, and economically better off. But that is no longer the case. The United States has begun to square the pyramid, with the generation of middle-aged adults becoming as large as the generation of youth. In 1990, there were 43 million people in the United States between the ages of twenty-five and thirty-four and only 25 million people between the ages of forty-five and fifty-four. Projections for the year 2010 reveal a drop to 38

million people between the ages of twenty-five and thirty-four and a dramatic growth to 44 million for people between the ages of forty-five and fifty-four. The 1990 Census reveals that thirty-three states had fewer youth in 1990 than they did in 1980 (U.S. Bureau of the Census, 1992). The Commonwealth of Virginia is one of the states experiencing this trend. In 1980, Virginia had over 1.5 million people under the age of 18. In 1990, the number had decreased by 200,000 (U.S. Bureau of the Census, 1982; U.S. Bureau of the Census, 1992).

The dramatic growth in the entry-level work force population has stopped. The fertility rate of "baby boomers", born between 1946 and 1964, was below replacement level, and the youngest baby boomers are now older than 30 and moving out of their child-bearing years. Fewer of the new population group of child-bearing age exist (Crouch, 1995).

A new reality is that, while the base of the pyramid has stopped growing, the top of the pyramid is ballooning. The young adult population, ages 25 to 34, grew by 73.8% between 1970 and 1990 but is projected to decline by 11.6% between 1990 and 2010. Meanwhile, the mature adult population, ages 45 to 54, grew by only 8.9% between 1970 and 1990 but is projected to grow by 74.8% between 1990 and 2010 (Crouch, 1995, p. 25).

As a result of this demographic shift, adult students currently make up nearly 50 percent of all college enrollments in the United States. This represents a 50% growth rate of adult students in the past 20 years, a major factor in the steady rise in college enrollments over recent decades. Enrollment for all students has risen from 8.5 million in 1970 to 14.2 million in 1995 (Chronicle of Higher Education, 1997, p. 10). The 1995 enrollment figure includes a significantly greater proportion of adult students than higher education has ever experienced. Even the post-war students using the G.I. bill only raised the percentage of adult students to 30% (Brubacher & Rudy, 1976).

The adult student population has experienced consistent growth at the undergraduate level for the last 10-15 years. It is also growing faster than the traditional 18-24 year old student group. For example, from 1975 to 1995, the number of students over 30 has more than doubled to 3,000,000. This population is projected to grow by 16% by the year 2000, while the traditional student group will remain constant (Gifford, 1992, p. A12).

The changing demographics of the United States and, more specifically, the changing undergraduate student population on university campuses indicates that colleges and universities should modify their operations to address

the needs of the nontraditional student. Colleges and universities must address the needs of emerging student populations or risk alienating an important student segment (O'Connor, 1994). In this era of accountability, the burden of adaptation must shift from the students themselves to the institutions. Those institutions that fail to meet this challenge will find their enrollments, their financial solvency, and their existence threatened (Jacoby, 1993).

Higher Education Environment

The number of traditional-age college students has declined by five percent from 1993 to 1997 although the number of students is projected to increase by 14 percent from 1998 to 2005. While traditional-age student enrollment (percentage) has decreased, the adult student population has been increasing from 5.1 million in 1985 to an estimated 6.5 million in 1993. The proportion of students 25 years old and over rose from 41.6 percent in 1985 to 44.3 percent in 1993 (Gerald & Hussar, 1995, p. 11).

This increase in the adult student population can be attributed to many factors but primarily to that of job/career issues. Aslanian (1995) reported that 90% of adults state that they return to school because of career changes which forces them to seek additional education to compete in the job market. Although the community colleges

do an admirable job of keeping abreast of changing
employment trends and tailoring their curricula to meet the
need of new skills, they do not serve the entire population
of adult students (Cohen & Brawer, 1989).

As it has evolved in America, higher education includes
much more than the availability of a program of studies
towards a degree. Education for life (Cross, 1981) means
more than advanced courses in the three "Rs". Historically,
American higher education has striven to meet the academic
and developmental needs of its students (Chickering &
Havighurst, 1981). Colleges and universities provide
housing, food services, developmental programs, leadership
training, and much more outside the academic curriculum.
Higher education continually strives to foster an
environment which encourages students to make full use of
their academic and developmental opportunities (Cross, 1981)

Student Affairs Environment

The student affairs profession plays a significant role
in providing an environment that fosters academic and
developmental opportunities for all students. Higher
education in the United States is characterized by constant
change to meet the fluctuating needs of society. In
responding to these changing needs, student affairs has
assumed a number of important roles within colleges and

universities. The role has evolved from that of disciplinarian to coordinator to educator (Garland & Grace, 1993).

In the early colonial period, the faculty was empowered to act *in loco parentis,* and the style of discipline was paternalistic, strict, and authoritarian. Religious activity, a strict moralistic discipline, and a classical curriculum dominated student life and the activities of the students. Discipline was the student affairs approach in this period, but it began to change with students' increasing numbers and colleges' growing complexity. It was at this time that the notion that certain members of the college community would be responsible for shaping students' behavior and dispensing discipline took root (Cowley, 1949).

From the disciplinarian role, the student affairs profession shifted to the role of coordinator. With the passage of the Morrill Land Grant Acts of 1862 and 1864, institutions expanded their purposes to include education for responsible, enlightened citizenship as well as vocational training. With the enlarged curriculum came a more diverse student population and an increased number of student activities (Garland & Grace, 1993). As a result, higher education institutions began creating positions such as Dean of Men or Dean of Women that are now recognized as student affairs administrators (Fenske, 1989). These

positions were given the charge of coordinating the student activities and services such as student health, career placement, counseling and testing, housing, food services, and Greek activities (Cross, 1981).

More recently, the student affairs profession has moved to the role of "educator" (Garland & Grace, 1993). The growth of the "personnel guidance" movement after World War I gave student affairs members a greater degree of professionalism and direction. It prompted the development and application of new psychological and pedagogical theories which supported the need for a student affairs profession.

Further evolution in the bases of student services occurred in the late sixties and early seventies when a student development model was articulated by several proponents (Miller and Prince, 1976). Sanford (1967) argued that colleges and universities should adopt as their chief mission the individual development of each student and should intentionally promote a "developmental community" in which students were challenged by new experiences and ideas and provided support to meet the challenges.

The latest development in the evolution of student affairs emerged in 1994 when the American College Personnel Association (ACPA) published <u>The Student Learning Imperative: Implications for Student Affairs</u>. This

declaration called for "affirming learning and personal
development as primary goals of undergraduate education"
(ACPA, 1994, p. 4). It proposed a need for a rededication
to the mission and values of college student affairs. It
also affirmed the need to work more closely with faculty and
to eliminate the extracurricular versus curricular conflicts
in higher education. One of the tasks facing student
affairs is to translate the learning emphasis into
meaningful approaches to program design and implementation
(Bloland, Stamatakos & Rogers, 1996; Caple, 1996).

As student affairs professionals respond to
continuously changing environments with diverse student
populations, the large and growing influx of adult students
has brought a change in that environment (Terrell, 1990).
Although traditional students continue to grow in the
current environmental support system, adult students bring
with them a different set of needs (Grottkau & Davis, 1987;
Neal, 1985).

Adult Students

Cross (1980) defined the adult student as an adult who
returns to school full- or part-time while maintaining
commitments in the areas of employment, family, and other
adult obligations. These students also may be referred to
as non-traditional students, re-entry students, returning

students, and adult learners. While these older students share classroom space and educational experiences with the traditional-age students (18-24), their developmental needs, issues, and stressors differ considerably from those of their younger peers. In addition, men and women may vary somewhat in their motivations for returning to school, the pressures and challenges they face as adult students, and the types of student services desired. Because these factors differ considerably from the "traditional-aged" students, all aspects of the college environment must be reconsidered to respond to this growing student population (Benshoff, 1991).

Numerous studies have reported differences between traditional-aged students and adult students in terms of identity, motivation, familiarity with expectations of the academic system, obligations and responsibilities, and learning styles (Apps, 1981; Kasworm, 1980; Knowles et. al., 1984; Sheehan, McMenarmin & McDevitt, 1992; Bean & Metzner, 1985; Rubenson, 1989).

A number of factors characteristically separate nontraditional students from younger college students. Adult learners tend to be achievement oriented, highly motivated, and relatively independent with special needs for flexible schedules and instruction appropriate for their developmental level (Benshoff & Lewis, 1992). Financial and

family concerns are two of the biggest considerations that impact on the adult student experience (Richter-Antion, 1986). Additional factors that distinguish nontraditional students from traditional students include:

- stronger consumer orientation (education as an investment)

- multiple non-school-related commitments and responsibilities.

- lack of an age cohort, and

- limited social acceptability and support for their student status (operating outside of traditional adult roles)(Richter-Antion, 1986).

Women constitute the fastest growing segment of the adult education movement at 65% of the adult student population (Aslanian, 1995). Solmon and Gordon (1981) found more adult women than men enrolled in post-secondary institutions. The adult women tend to be older than adult male students and are more likely to move at a slower pace academically than their male counterparts (Mishler, Fredrich, Hogan, & Woody, 1982).

Cross (1981) has indicated that there are also socioeconomic differences between the older and traditional age student. Typically, degree-seeking adults have come from working-class backgrounds and have been for the most part, first generation college students whose parents did

not attend college. Parents of traditional-age college students have tended to be better educated. At the same time, however, the adult students have tended to be better educated and hold better jobs than their peers do in the general population (Shipp and McKenzie, 1981).

Solmon and Gordon (1981) found numerous differences between the adult and traditional student in their reasons for attending a particular college. The adult students, more often than the traditional students, tended to indicate the desire to live at home, the special educational programs offered at the institution, the low tuition, and the availability of financial aid as being important in their selection of college. Traditional students tended to indicate that the academic reputation of the college was more important than the factors above.

Adult students need many different kinds of support and assistance from family, friends, and institutions of higher education. Research evidence suggests that "both sexes have difficulties juggling the roles of student, worker, and family member" (Muench, 1987, p. 10). Adult students need help in building their self-confidence as students, in acquiring or refreshing study skills, and in managing their time and other resources while in school. In addition, adult students benefit from opportunities to interact with their peers and need to be actively involved in the

educational process through sharing their relevant work and life experiences (Knox, 1986).

There are many reasons why adult students return to school. When adult learners were first studied, Houle (1961) found that adults learn for one or more of the following reasons: they may have a specific career goal in mind and need specific skills to meet that goal; a person may want to go to school to socialize-find a new husband or wife, make new friends; or a person may want to learn solely for the sake of learning. Houle felt that this was adequate to explain that adult students could be categorized into three categories-the goal oriented, the socializer, and the lover of learning. Subsequent studies have discovered the complexities of motivation for adults returning to school.

Many non-traditional students come back to school to complete educational pursuits they began years before as traditional-age students. They may have dropped out of education for a number of reasons, including financial considerations, competing responsibilities, and lack of focus, motivation, and maturity. Changing job requirements or career changes often force adults to get additional education to survive or advance in the job market (Aslanian & Brickell, 1988). Other major reasons that adults return to college campuses include family life transitions such as

marriage, divorce, or death, changes in leisure patterns, and self-fulfillment (Aslanian & Brickell, 1988).

However, the primary reason for adults returning to college is job/career changes. In a study by Aslanian (1995), 90% of the adults reported that they returned to school because of job/career issues. Adults return to school to gain new competencies to enter, change, or advance in their careers. Many also learn just to keep up with current jobs. The American economy has been changing rapidly from an industrial base to an information and service base. As it does, it eliminates large numbers of industrial jobs. Workers from declining industries are being forced to retrain to fit available service and technological jobs. Quite often, that retraining requires post-secondary education (Naylor, 1988).

Student Services for Adult Students

        With the new wave of adults on campuses that
traditionally have served younger students, services
provided to students have had to broaden and change.
Because adult students are under pressure from competing
responsibilities and have different needs, it is a mistake
to treat adult students and younger students in the same
manner. Attention to adult student services cannot only
enhance adults' learning experiences, but also influence
entry and persistence (Schlossberg, Lynch, and Chickering,
1989).

        The majority of research that pertains to student
services for adult students comes from samples drawn from
community colleges (Brown & Linnemann, 1995). In
particular, Baker (1991) studied the student services
available to adult students at Virginia community colleges,
finding that the majority of services were identified as
important and were offered at appropriate times for evening
students.

        Few studies have examined student services at four-year
institutions. In a University of Georgia study, Kasworm
(1980) discovered significant differences between older and
younger undergraduates' use of, perceived needs for, and
satisfaction with services. Older students indicated a lower
need for the services investigated. Okun, Taub, and Witter

(1986), using a sample from a large southwestern public university, found student services use inversely related to age, and major barriers to student service use the same regardless of age or sex. Focusing on institutional responsiveness at the University of Massachusetts-Amherst, which serves primarily traditional-aged students, Greenland (1988) found that widespread acceptance of adult students did not exist although the institution was described as being "potentially responsive" to adult students. A portion of the Greenland study measured adult students' satisfaction with services offered. She found the adult undergraduate rate of service use to be low and satisfaction with individual services in the "neutral-satisfied" range. Merriam and Caffarella (1991), Thiel (1984), Greenland (1988), and Kasworm (1980) recommend further research into the adequacy and appropriateness of adult student services.

Historically, institutional accommodation of the students who are considered to be outside of the "norm" has always been minimal and peripheral (Jacoby, 1993). If an institution is truly committed to a diverse student body, that institution must adjust its policies, practices, and programs to meet the needs of all of its students instead of expecting the students to adjust to the institution.

Administrators and researchers have used various methods for categorizing institutional response to students'

needs. Ackell's (1986) model is the benchmark for
understanding the process of institutional adaptation to the
presence of adult students and is useful for understanding
the broad scope of the changes necessary in the majority of
institutions. Ackell envisions the process of institutional
adaptation and change as three stages that range from a
rather primitive organizational stage, through a more
specialized type of adaptation, to a final stage in which
the institution treats all its students in an equitable
manner.

The first level is the "Laissez-Faire" stage. When
institutions first begin to attempt to cope with the advent
of adult students, the initial reaction is primarily to
remove a few of the obvious barriers or artificial
constraints that may apply to adults such as age
requirements for admission, required parental consent forms,
etc. This allows the adults to function as best they can
within a system that neither hinders nor helps them.
According to Jacoby (1993), it is unknown if students
enrolled in institutions in this category are consistently
less satisfied with their college experience than others or
whether some groups leave the institution at higher rates.

Ackell's (1986) next level of institutional awareness
of adult student needs is the "Separatist" stage. Students
at this level, the adult students are, in essence,

segregated from the traditional-age student body and provided with separate, specifically developed programs which are typically given lower priority and status than the programs offered to the traditional-age student population. Adult students attending institutions in this category feel that they are marginal rather than integral members of the campus community. They are also consistently less satisfied with their educational experience, and leave the institutions at a higher rate (Jacoby, 1993).

The last level of Ackell's (1986) model of institutional involvement with adult students is the "Equity" stage. These institutions promote active recruitment of adult students, provision of degree credits for prior learning, and student services such as registration, financial aid, personal and career counseling, advising, day-care, and orientation sessions. Students attending colleges and universities engaged in this level of involvement feel included as members of the campus community and are so recognized (Jacoby, 1993).

Summary

This literature review provides the framework from which the study is developed. The research documents limited examination of adult students' needs addressed by the student affairs administrators at the four-year

institutions of higher education. The research that is available concerns the service needs of adults in the community colleges. Four-year institutions, also, should address the unique service needs of this diverse student population. To not do so is to miss an obligation to provide adequate education to a segment of the population that continues to expand and comprise larger percentages of student enrollment for colleges and universities in the Commonwealth of Virginia.

CHAPTER THREE

STUDY DESIGN AND METHODOLOGY

Introduction

This was a descriptive study using quantitative methods
to discover the student services which are available to
adult undergraduate students (students over the age of 25),
to determine the reasons administrators perceive these
services to be successful or unsuccessful in attracting
adult students and to ascertain the additional services that
should be available to these students. The study population
consisted of the chief student affairs administrators at the
15 public and 27 private four-year undergraduate
institutions in Virginia as identified in the State Council
of Education for Virginia (SCHEV) publications: Senior
Public Colleges and Universities, 1997(a) and Private Not-
For-Profit Institutions of Higher Education, 1997(b). The
population was accessible and its size manageable, since all
members are from the state of Virginia.

Completed surveys were received from eight of the
fifteen public institutions constituting a response rate of
53 percent and 18 of the 27 private institutions
constituting a response rate of 67 percent. This
represented a total population response rate of 26 (n) of 42

(N), or 62 percent of the population. A listing of the
population is provided in Appendix A.

Research Questions

The survey addressed the following three research
questions:

1.   What are the student services currently available to
     adult students attending the four-year colleges in the
     Commonwealth of Virginia?

2.   Which of the available student services are successful
     and which are unsuccessful in attracting adult
     students?

3.   What additional student services are needed to
     accommodate adult students?

The Survey Instrument

A self-reporting survey instrument (Appendix B) was
developed by the researcher to explore in greater detail the
research questions included in the study. This instrument
was generated from information identified through a review
of research and related literature (Baker, 1991; Shriberg,
1984; Rentz & Saddlemire, 1988; Spratt, 1984; Brown &
Linnemann, 1995).

The two part survey was administered to the chief
student affairs officer at each public and private

undergraduate institution in the Commonwealth of Virginia. The instrument was designed to fulfill the purposes of the study and to answer the research questions.

The first part of the survey was completed by all respondents. The section listed 65 student services that were identified from the literature. The respondents were asked to indicate if the student service listed was available currently to adult students at their institutions by circling the appropriate response. The response options were a "yes" to indicate that the service was currently available or a "no" to indicate that the service was not currently available.

If the respondent circled "yes" for the service in the first part of the survey, the respondents were then prompted to rate the success of the service in attracting adult students to their institution. A Likert scale of "very successful," "successful," and "not successful" was provided for each of the 65 survey items.

The last part of the survey was used to collect information about additional services that were needed to accommodate adult students as determined by the respondents. This section was left blank by many of the respondents.

Validation of the Survey Instrument

Before the survey was administered to the population it was pre-tested with four student affairs administrators from

two public and two private institutions. After the
respondents completed the survey, the pre-test team was
asked to assess the adequacy of response options and the
overall comprehensibility and difficulty of completing the
survey. In addition, they were interviewed to determine the
face validity of the instrument through the following
questions:

1.   Were the instructions clear and sufficient?
2.   Did the survey provide a comprehensive listing of
     student services that could be provided at four-year
     undergraduate colleges in Virginia?
3.   Should any items be eliminated because they are (a)
     irrelevant, (b) misleading, or (c) redundant?
4.   Is the survey of reasonable length?
5.   Were there any questions, comments, or general
     suggestions for changes and/or improvements?

     The pre-test respondents made several suggestions to
improve the instrument. In response to question #1 ("were
the instructions clear and sufficient?"), all administrators
stated that the instructions were clear and sufficient,
although one respondent suggested a change in the format of
the paragraph for improved visual presentation. The
instructions were modified in their appearance. In response
to question #2 ("did the survey provide a comprehensive
listing of student services that could be provided at four-

year colleges in Virginia?") all respondents stated that the list was comprehensive. The pre-test team suggested that several items listed as potential student services be reworded. It was also recommended that the phrase "for adult students" be dropped from several services because they could also be provided for traditional students. Since there would be no differences in the services for traditional and adult students the specification was not necessary. Some service items were deleted and several new items were added as the result of the pre-test team's advice. The number of services listed in the instrument remained the same at 65 items.

In response to question #3 ("should any items be eliminated because they are (a) irrelevant, (b) misleading, or (c) redundant?") the pre-test team made several recommendations. In the category of "College Personnel," the pre-test respondents recommended the elimination of an item because it was redundant. The pre-test team also recommended the elimination of an item in the category of "Educational Support" because it was considered irrelevant.

The pre-test respondents all answered in the affirmative in response to question #4 ("was the survey of reasonable length?"). The brevity of the instrument was particularly important considering that chief student affairs officers tend to be subject to severe time

constraints due to myriad job responsibilities. A lengthier and more complex questionnaire might have been perceived as an imposition and, therefore, served to reduce the response rate.

The administrators responded to question #5 ("are there any questions, comments, or general suggestions for changes and/or improvements?") by suggesting a change in the heading for the Likert scale from "Degree of Success" to "success in attracting adult students". The original title was too vague and did not capture the intent of the research question.

The names of the individuals serving on the pre-test team are provided in Appendix C.

Administration of the Survey

The participants in the public and private undergraduate institutions received a cover letter dated January 12, 1998, on official stationary from the Center for the Study of Higher Education and signed by the Director of the Center and the researcher. This letter introduced and described the proposed study, requested participation, and explained the survey instrument accompanying the letter. Participants were requested to return the completed instrument as soon as possible and a response deadline of ten days from the anticipated date of receipt was indicated.

A pre-addressed, stamped envelope was supplied for the respondents' convenience. The instrument was distributed to the population by the United States mail.

Approximately two weeks later, on February 3, 1998, a follow-up letter was mailed to the chief student affairs officers participating in the study who had not yet returned the completed survey. This letter requested that they return the instrument within the next two weeks. A week after the deadline, telephone calls (or e-mail messages if appropriate) were made to the participants who had not returned the completed questionnaire. During this final follow-up an offer was made to supply replacement instruments via mail or to record the respondents' responses over the telephone. Two respondents requested that new surveys be sent to their offices.

Responses from the initial mailing and follow-up procedures were combined to form the database for the study. Each participant received a "thank you" letter after the completed surveys were returned to the researcher. Copies of the cover letter, the follow-up letter, and the "thank you" letter are included in Appendix D.

Data Management and Analysis

The returned instruments were checked for completeness and usability. All questionnaires were usable and the data

were coded in preparation for analysis. Tabulation of raw

frequencies, percentages, and means for each item on the

survey permitted the researcher to group the data according

to various categories for further analysis.

The collected quantitative data were analyzed using

several of the computer subprograms available with the

Statistical Package for the Social Sciences (SPSS for

Windows Version 7.5). The subprogram "Frequencies" was used

to process that data first, to provide information on the

distribution, proportionality, variability, and central

tendencies of the variables, and to note coding errors or

other problems in the data. Information derived from this

initial treatment of the data was also used for descriptive

purposes.

Totally, thirty-nine tables were constructed to present

the data. Three tables were constructed for each category

of student services. The mean percentages of "yes"

responses regarding the student services for the public and

private institutions were presented in the first table. A

comparison of the rank order summary of the public and

private institutions was produced in the second table. The

rank order summary of the total population was the final

table. The data from these tables answered research

question #1 ("what are the student services currently

available?"). Frequencies and percentages were computed for

each of the identified items of the survey instrument. These data are reported in Tables 2-40. When summarizing the data for availability, the criterion of 50% was used to denote a majority of the population.

In response to the second research question determining the success in attracting the adult students to the available student services, the 65 items were further analyzed. Each respondent was asked to rate the degree of success using a Likert scale including the scales of "very successful" (VS), "successful" (S), and "not successful" (NS).

Data were presented in thirty-nine tables, three per category, similar to those designed to answer the first research question. Percentages for the public and private institutions were reported in the first table. A rank order summary of the responses from the public and private institutions was presented in the second table while the rank order summary of the responses of the population was listed in the last table. These data are reported in Tables 41-79.

Finally, an open-ended question enabled the respondents to list additional services that were necessary to accommodate adult students. The responses are provided on page 99.

Limitations

Participants

The participants of this survey are the Chief Student Affairs Administrators at four-year public or private colleges and universities. They represent a very small, albeit important, segment of the student affairs professional population.

Geographical Area

The survey was distributed to public and private four-year institutions in Virginia. The findings may not be generalizable to other states.

Identification of Student Services

The survey used in this study included a listing of the various student services available to adult undergraduate students in public and private four-year colleges. It is possible that some services were omitted. Every effort was made to present opportunities for the respondents to provide additional information in an attempt to list all possible student services.

CHAPTER FOUR

PRESENTATION OF DATA

Introduction

The purpose of the study was to describe the student services that were available to adult students in the public and private undergraduate institutions in the Commonwealth of Virginia. The following questions were addressed in the study: 1) What are the student services currently available to adult students attending the four-year undergraduate colleges in Virginia? 2) Which student services offered are considered successful in attracting adult students? 3) What additional student services are needed to accommodate adult students?

The survey was administered in January 1998, via United States mail to 15 public and 27 private undergraduate institutions. The 42 individual respondents were asked to complete the survey and return it in a self-addressed stamped envelope. Officials at eight of the 15 public institutions returned the completed survey for a response rate of 53 percent and representatives from 18 of the 28 private institutions completed the survey for a response rate of 67 percent. The total response rate was 62 percent.

Responses to the survey were coded, entered, and verified by the researcher for storage and analysis on the

SPSS for Windows Version 7.5 computerized statistical
package. This chapter provides a description of the survey
responses and includes data which correspond to each of the
research questions.

Description of the Respondents

A summary of the response rate for the total population
is presented in Table 1.

TABLE 1

POPULATION RESPONSE RATE

	Public Institutions	Private Institutions	Total
Number of Surveys Mailed	15	27	42
Number of Surveys Returned	8	18	26

Completed surveys were received from 8 public institutions
and 18 private institutions representing a 53 percent and 67
percent return rate respectively.

Student Services Currently Available

The data for research question #1 identified the
student services currently available to adult students
attending the four-year undergraduate institutions in the
Commonwealth of Virginia. The population's responses as to
whether or not the 65 listed student services are available
at their respective institutions are summarized in Tables 2
through 36. The data in each table represent a "yes"

response to each item indicating that the listed service *is* available at the institution. Only "yes" responses are reported in the tables. The data for each student service category from the survey are summarized in each group of tables.

Three tables are provided for each category of student services. The percentages of "yes" responses of the public and private institutions are summarized in the first table. A rank order summary of the student services for the public and private colleges is provided in the second table. The third table summarizes the rank order for the total population.

Admissions Services: Tables 2-4

Responses to the admissions services categories of the survey are reported in Tables 2 through 4. The mean percentages of the "yes" responses of public and private institutions for items 1 through 8 on the survey are summarized in Table 2. A "yes" response indicated that the service is available at the institution.

Table 2

Admissions Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Recruitment materials	38%	73%
Direct Recruitment of Adults	50%	71%
Personnel recruitment visits	63%	47%
Special admissions criteria	43%	47%
Advanced credit	50%	67%
Part-time degree	71%	77%
Admissions office open	38%	57%
Admissions access via computer	88%	87%

A rank order summary of the admissions services for the public and private institutions is provided in Table 3.

Table 3

Admissions Services: Rank Order Summary

	PUBLIC			PRIVATE	
RANK	%	ITEM	RANK	%	ITEM
1	88%	Access computer	1	87%	Access computer
2	71%	Part-time degree	2	77%	Part-time degree
3	63%	Personnel recruit	3	73%	Recruit material
4	50%	Direct recruit	4	71%	Direct recruit
4	50%	Advanced credit	5	67%	Advanced credit
6	43%	Special criteria	6	57%	Access office
7	38%	Recruit material	7	47%	Personnel recruit
7	38%	Access office	7	47%	Special criteria

Table 4 displays the rank order summary of the total population's responses regarding the available admission services.

Table 4

Admissions Services Population Summary

RANK	%	ITEM
1	87%	Access to office via the computer
2	75%	Part-time degree available
3	64%	Direct recruitment of adult students
4	61%	Advanced academic standing for work/training
5	61%	Recruitment material for adult students
6	52%	Personnel recruit visit with adults
7	50%	Access to the office during evenings
8	46%	Special admissions criteria for adults

The majority of the public and private institutions reported that access to the admissions office via the computer and part-time degree programs as identified in the survey are currently provided at their institutions. Approximately 60% of the surveyed institutions provide direct recruitment of adult students, advanced credit for work or training experience, and recruitment material directed towards adult students.

Business Office Services: Tables 5-7

Responses to the business office services category of the survey are reported in Tables 5 through 7. The mean percentages of the "yes" responses of the public and private institutions for items 9 through 11 of the survey are summarized in Table 5. A "yes" response indicated that the service is available at the institution.

Table 5

Business Office Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Tuition Installment Plan	88%	93%
Access to Business Office	25%	33%
Access via computer	50%	33%

Table 6 shows the rank order summary of the business office services for the public and private institutions.

Table 6

Business Office Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	88%	Tuition Install	1	93%	Tuition Install
2	50%	Access w/ comp.	2	33%	Access w/ comp.
3	25%	Access office	3	33%	Access office

A rank order summary of the total population's responses regarding the business office services that are available at the institutions is detailed in Table 7.

Table 7

Business Office Services Population Summary

RANK	%	ITEM
1	91%	Tuition installment plans
2	39%	Access to information via the computer
3	30%	Access to the office during evenings

The majority of public and private institutions reported that their business offices are not open during the evening and access is not available through the computer. However, tuition installment plans are available at 91% of the institutions.

Counseling Services: Tables 8-10

Responses to the counseling services category of the survey are reported in Tables 8 through 10. The mean percentages of the "yes" responses of the public and private institutions for items 12 through 18 of the survey are summarized in Table 8. A "yes" response indicated that the service is available at the institution.

Table 8

Counseling Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Academic Advising	88%	93%
Career Counseling	50%	67%
Referral to specialists	63%	64%
Counseling training	63%	57%
Job placement	63%	79%
Access to Career Services	50%	73%
Access via computer	75%	60%

A rank order summary of the counseling services for the public and private institutions is provided in Table 9.

Table 9

Counseling Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	88%	Academic advising	1	93%	Academic advising
2	75%	Access computer	2	79%	Job placement
3	63%	Referral special.	3	73%	Access office
4	63%	Counseling train	4	67%	Career counsel.
5	63%	Job Placement	5	64%	Referral special.
6	50%	Career counsel	6	60%	Access computer
7	50%	Access office	7	57%	Counseling train.

Table 10 shows the rank order summary of the total population's responses regarding the counseling services that are available at the surveyed institutions.

Table 10

Counseling Services Population Summary

RANK	%	ITEM
1	91%	Academic advising
2	73%	Job Placement after graduation
3	65%	Access to counseling information via computer
4	65%	Access to the career office during evenings
5	64%	Referral to specialists for adults
6	61%	Career counseling for adult students
7	59%	Counseling training on adult issues

The majority of public and private colleges reported that the all of the student services in the category of counseling are offered to the adult student population at their institutions. The service of academic advising had the greatest percentage of "yes" responses at 91.3%.

Financial Aid Services: Tables 11-13

Responses to the financial aid services category of the survey are reported in Tables 11 through 13. The mean percentages of the "yes" responses of the public and private institutions for items 19 through 24 of the survey are summarized in Table 11. A "yes" response indicated that the service is available at the institution.

Table 11

Financial Aid Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Publications	25%	60%
Assistance with forms	88%	80%
Loan programs	25%	20%
Scholarship programs	13%	43%
Access to office	13%	13%
Access via computer	63%	47%

Table 12 shows the rank order summary of the financial aid services for the public and private institutions.

Table 12

Financial Aid Services: Rank Order Summary

	PUBLIC			PRIVATE	
RANK	%	ITEM	RANK	%	ITEM
1	88%	Assistance	1	80%	Assistance
2	63%	Access computer	2	60%	Publications
3	25%	Publications	3	47%	Access computer
4	25%	Loan Programs	4	43%	Scholarships
5	13%	Scholarships	5	20%	Loan program
6	13%	Access office	6	13%	Access office

Table 13 presents the rank order summary of the total population's responses regarding the financial aid services that are available at the institutions.

Table 13

Financial Aid Services Population Summary

RANK	%	ITEM
1	83%	Assistance for adults in completing forms
2	52%	Access to information via the computer
3	48%	Publications about financial services
4	32%	Scholarship programs for adult students
5	22%	Loan programs for adult students
6	13%	Access to the office during evenings

Eighty-three percent of public and private colleges reported that assistance for adult students in completing financial aid forms is provided and 52% reported that their financial aid information can be accessed through the computer. The student services of publications developed for adult students, scholarship programs for adults, loan programs for adults, and access to the financial aid office during evening hours are not provided at the majority of public and private institutions.

Food Services: Tables 14-16

Responses to the food services category of the survey are reported in Tables 14 through 16. The mean percentages of the "yes" responses of the public and private institutions for items 25 through 28 of the survey are summarized in Table 14. A "yes" response indicated that the service is available at the institution.

Table 14

Food Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Vending services	100%	87%
Snack bar	100%	73%
Full service cafeteria	75%	27%
Charge cards	88%	33%

A rank order summary of the food services offered at the public and private institutions is reported in Table 15.

Table 15

Food Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Vending	1	87%	Vending
2	100%	Snack bar	2	73%	Snack bar
3	88%	Charge cards	3	33%	Charge cards
4	75%	Cafeteria	4	27%	Cafeteria

Table 16 depicts the rank order summary of the total population's responses regarding the food services that are provided at the institutions.

Table 16

Food Services Population Summary

RANK	%	ITEM
1	91%	Vending area open evenings and weekends
2	83%	Snack bar open evenings and weekends
3	52%	Charge cards available for convenience
4	44%	Full service cafeteria open evenings

The majority of public and private colleges reported that the food services provided at the institutions include vending areas and snack bars open during evening and weekend hours. Fifty-two percent of the institutions offered to adult students the option of using charge cards to pay for food at their facilities. The only service in this category that was not offered by the majority of institutions was the provision of full-service cafeterias open during evening and weekend hours.

Orientation Services: Tables 17-19

Responses to the orientation services category of the survey are reported in Tables 17 through 19. The mean percentages of the "yes" responses of the public and private institutions for items 29 through 31 of the survey are summarized in Table 17. A "yes" response indicated that the service is available at the institution.

Table 17

Orientation Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Continuous Orientation	13%	33%
General Orientation	25%	67%
Peer Advising Program	13%	20%

A rank order summary of the orientation services specifically directed toward adult students provided at the public and private institutions is shown in Table 18.

Table 18

Orientation Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	25%	General Orien.	1	67%	General Orien.
2	13%	Continuous Orien	2	33%	Continuous Orien
3	13%	Peer Advising	3	20%	Peer Advising

Table 19 describes the rank order summary of the total population's responses regarding that orientation services for adult students that are offered at the institutions.

Table 19

Orientation Services Population Summary

RANK	%	ITEM
1	52%	General Orientation program for adults
2	26%	Continuous Orientation program for adults
3	17%	Peer advising program for adults

Half of the public and private institutions offer general orientation programs designed for adult students. Less than one third of the institutions provide continuous orientation sessions for adult students or peer advising programs targeted for the adult student population.

College Personnel Services: Tables 20-22

Responses to the college personnel services category of the survey are reported in Tables 20 through 22. The mean percentages of the "yes" responses of the public and private institutions for items 32 through 34 of the survey are summarized in Table 20. A "yes" response indicated that the service is available at the institution.

Table 20

College Personnel Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Administrators with experience	50%	100%
Faculty with experience	63%	93%
Administrators are trained	50%	73%

Table 21 presents the rank order summary of the college personnel services for adult students at the public and private institutions.

Table 21

College Personnel Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	63%	Faculty exper.	1	100%	Staff experience
2	50%	Staff experience	2	93%	Faculty exper.
3	50%	Staff trained	3	73%	Staff trained

A rank order summary of the total population's responses regarding the college personnel services that are available at the institutions is shown below.

Table 22

College Personnel Services Population Summary

RANK	%	ITEM
1	83%	Faculty with experience working with adults
2	83%	Staff with experience working with adults
3	65%	Staff trained in adult development

Eighty-three percent of the public and private institutions have faculty and staff who have experience working with adult students and 65% have staff who are trained in adult student development and learning characteristics.

Registration Services: Tables 23-25

Responses to the registration services category of the survey are reported in Tables 23 through 25. The mean

percentages of the "yes" responses of the public and private institutions for items 35 through 41 of the survey are summarized in Table 23. A "yes" response indicated that the service is available at the institution.

Table 23

Registration Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Registration assistance	63%	93%
Pre-registration	88%	93%
Registration by mail	50%	60%
Registration by phone	63%	27%
Registration by e-mail	29%	7%
Access to office	38%	13%
Access via computer	100%	21%

Table 24 depicts the rank order summary of the registration services for the public and private institutions.

Table 24

Registration Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Access computer	1	93%	Pre-registration
2	88%	Pre-registration	2	93%	Assistance
3	63%	Assistance	3	60%	Reg. by mail
4	63%	Reg. by phone	4	27%	Reg. by phone
5	50%	Reg. by mail	5	21%	Access computer
6	38%	Access office	6	13%	Access office
7	29%	Reg. by e-mail	7	7%	Reg. by e-mail

Table 25 shows the rank order summary of the total population's responses regarding the registration services that are available at the institutions.

Table 25

Registration Services Population Summary

RANK	%	ITEM
1	91%	Pre-registration available
2	82%	Registration assistance for adults
3	57%	Registration by mail
4	50%	Access to information via the computer
5	39%	Registration by phone
6	22%	Access to the office during evenings
7	14%	Registration by e-mail

The majority of public and private colleges reported that their institutions provide pre-registration for their adult students as well as assistance with registration. Roughly half of the institutions offer access to the registration office via the computer and provide the service of registering for classes by mail.

Student Activities Services: Tables 26-28

Responses to the student activities services category of the survey are reported in Tables 26 through 28. The mean percentages of the "yes" responses of the public and private institutions for items 42 through 46 of the survey are summarized in Table 26. A "yes" response indicated that the service is available at the institution.

Table 26

Student Activities Services: Mean Percentages of "Yes"

Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Student organization(s)	50%	64%
Rec. facilities in evening	75%	86%
Rec. facilities for family	63%	73%
Student governance	75%	64%
Cultural activities	100%	93%

The rank ordered summary of the student activities

services for the public and private institutions is provided

here.

Table 27

Student Activities Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Cultural	1	93%	Cultural
2	75%	Student govern.	2	86%	Rec facilities
3	75%	Rec facilities	3	73%	Rec for family
4	63%	Rec for family	4	64%	Student govern.
5	50%	Student org.	5	64%	Student org.

The total population's responses regarding the student

activities services that are available at the institutions

are presented in Table 28.

Table 28

Student Activities Services Population Summary

RANK	%	ITEM
1	96%	Cultural activities and programs
2	82%	Recreational facilities available evenings
3	70%	Recreational facilities provided for family
4	68%	Student governance opportunities for adults
5	59%	Student organization(s) for adults

The majority of public and private colleges reported that they provide all five of the student activities listed. A total of 95.7% of the institutions offered cultural activities.

Educational Support Services: Tables 29-31

Responses to the educational support services category of the survey are reported in Tables 29 through 31. The mean percentages of the "yes" responses of the public and private institutions for items 47 through 57 of the survey are summarized in Table 29. A "yes" response indicated that the service is available at the institution.

Table 29

Educational Support Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Disabled student services	100%	93%
Tutoring	75%	93%
Study skills workshops	100%	93%
Library use workshops	100%	100%
Library facility open	100%	87%
Time management workshops	100%	73%
Student lounge	100%	87%
Study areas	86%	87%
Computer lab	100%	100%
Security lockers	57%	47%
Centralized locations	63%	47%

Table 30 depicts the rank order summary of the educational support services provided at the public and private institutions.

Table 30

Educational Support Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Disabled	1	100%	Library workshop
2	100%	Study skills	2	100%	Computer lab
3	100%	Library workshop	3	93%	Disabled
4	100%	Library open	4	93%	Tutoring
5	100%	Time management	5	93%	Study skills
6	100%	Student lounge	6	87%	Library open
7	100%	Computer lab	7	87%	Student lounge
8	86%	Study areas	8	87%	Study areas
9	75%	Tutoring	9	73%	Time management
10	63%	Central location	10	47%	Central location
11	57%	Security lockers	11	47%	Security lockers

A rank order summary of the total population's responses regarding the educational support services that are available at the institutions follows.

Table 31

Educational Support Services Population Summary

RANK	%	ITEM
1	100%	Library use workshop
1	100%	Computer lab open with adequate computers
3	96%	Disabled student services
3	96%	Study skills workshops
5	91%	Library open at hours to accommodate adults
6	91%	Student lounge areas available
7	87%	Developmental student services/Tutoring
8	86%	Study areas
9	83%	Time management workshops
10	52%	Classes conducted at centralized locations
11	50%	Security lockers available for storage

One hundred percent of the public and private institutions reported that they provide library use workshops and computer labs for student use. Over 80% percent of institutions also offer disabled student services, study skills workshops, a library open during evenings and weekends, student lounges, tutoring, study areas, and time management workshops. Only half of the institutions offer centralized class locations and security lockers.

Residential Life Services: Tables 32-34

Responses to the residential life services category of
the survey are reported in Tables 32 through 34. The mean
percentages of the "yes" responses of the public and private
institutions for items 58 and 59 of the survey are
summarized in Table 32. A "yes" response indicated that the
service is available at the institution.

Table 32

Residential Life Services: Mean Percentages of "Yes"

Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Overnight/Weekend housing	25%	40%
Residential staff trained	50%	33%

Table 33 presents the rank order summary of the
residential life services designed for the adult student
population at the public and private institutions.

Table 33

Residential Life Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	50%	Res staff trained	1	40%	Weekend housing
2	25%	Weekend housing	2	33%	Res staff trained

The total population's responses regarding the
residential life services that are available at the
institutions is presented in rank order summary in Table 34.

Table 34

Residential Life Services Population Summary

RANK	%	ITEM
1	39%	Residential staff trained on adult issues
2	35%	Overnight and/or weekend housing

The majority of public and private colleges reported that the residential life services designed for adult students are not available at their institutions. Only 39% of the colleges have residential staff trained to work with adult students and 35% provide weekend and/or evening housing.

Parking and Transportation Services: Tables 35-37

Responses to the parking and transportation services category of the survey are reported in Tables 35 through 37. The mean percentages of the "yes" responses of the public and private institutions for items 60 through 62 of the survey are summarized in Table 35. A "yes" response indicated that the service is available at the institution.

Table 35

Parking and Transportation Services: Mean Percentages of

"Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Bus service	63%	29%
Adequate/well-lighted parking	87%	100%
Security personnel	100%	87%

Table 36 shows the rank ordered summary of the parking

and transportation services for the public and private

institutions.

Table 36

Parking and Transportation Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Security	1	100%	Adequate parking
2	87%	Adequate parking	2	87%	Security
3	63%	Bus service	3	29%	Bus services

The total population's responses regarding the parking

and transportation services that are available at the

institutions is presented in rank order summary in Table 37.

Table 37

Parking and Transportation Services Population Summary

RANK	%	ITEM
1	94%	Adequate and well-lighted parking
2	94%	Security personnel on duty at all times
3	41%	Bus service to buildings from parking

Over 90% of public and private colleges reported that

the parking and transportation services at their

institutions provide adequate parking and security personnel who are on duty at all times.

Miscellaneous Services: Tables 38-40

Responses to the miscellaneous services category of the survey are reported in Tables 38 through 40. The mean percentages of the "yes" responses of the public and private institutions for items 63 through 65 of the survey are summarized in Table 38. A "yes" response indicated that the service is available at the institution.

Table 38

Miscellaneous Services: Mean Percentages of "Yes" Responses

ITEM	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS
Student health services	100%	40%
Child care services	38%	20%
Child care referral services	50%	20%

A rank order summary of the miscellaneous services for adult students at the public and private institutions is provided in Table 39.

Table 39

Miscellaneous Services: Rank Order Summary

PUBLIC			PRIVATE		
RANK	%	ITEM	RANK	%	ITEM
1	100%	Student health	1	40%	Student health
2	50%	Child referral	2	20%	Child referral
3	38%	Child care	3	20%	Child care

Table 40 depicts the rank order summary of the total population's responses regarding the miscellaneous services directed toward the adult student population that are available at the institutions.

Table 40

Miscellaneous Services Population Summary

RANK	%	ITEM
1	61%	Student health services
2	30%	Child care referral services
3	26%	Child care services

The majority of public and private colleges reported that student health services are available for their adult student population at their institutions. Only one-third of the institutions provide child care and child care referral services.

Success of the Student Services

The data for research question #2 determined the success in attracting adult students to the available student services identified in question #1: which student services offered to adult students are successful and which are unsuccessful in attracting adult students.

The population's responses are reported as percentages and are summarized in Tables 41 through 79. Respondents rated each student service using the following Likert scale: (1) very successful, (2) successful, and (3) not successful. Three tables are provided for each category of student services listed in the survey. The first table presents the data from the respondents at the public institutions. The second table shows the summarized responses from the administrators at the private institutions. The final table depicts the summarized data for the total population.

Admissions Services: Tables 41-43

The population was asked to rate the success of the eight admissions services identified in the survey. The responses for each item at the public institutions are presented in Table 41.

Table 41

Admissions Services: Public Institutions

	Very Successful	Successful	Not Successful
Recruitment materials directed specifically to adult students	33%	64%	0%
Direct recruitment of adult students	0%	100%	0%
Personnel recruitment visits with prospective adult students	20%	60%	20%
Special admissions criteria for adult students	33%	34%	33%
Provision of advanced academic standing for work experience or training	25%	75%	0%
Ability to apply for a part-time degree program	60%	40%	0%
Access to the Admissions office during evenings	33%	64%	0%
Access to information via computer with the Admissions office	43%	57%	0%

Table 42 shows the responses for the items in the category of admissions services for the private institutions.

Table 42

Admission Services: Private Institutions

	Very Successful	Successful	Not Successful
Recruitment materials directed specifically to adult students	36%	64%	0%
Direct recruitment of adult students	50%	50%	0%
Personnel recruitment visits with prospective adult students	57%	29%	14%
Special admissions criteria for adult students	43%	57%	0%
Provision of advanced academic standing for work experience or training	70%	20%	10%
Ability to apply for a part-time degree program	80%	10%	10%
Access to the Admissions office during evenings	63%	25%	12%
Access to information via computer with the Admissions office	15%	70%	15%

The summarized responses for the admission services for the population regarding the success of the student services in attracting adult students are depicted in Table 43.

Table 43

Admissions Services: Total Population

	Very Successful	Successful	Not Successful
Recruitment materials directed specifically to adult students	36%	64%	0%
Direct recruitment of adult students	36%	64%	0%
Personnel recruitment visits with prospective adult students	42%	42%	16%
Special admissions criteria for adult students	40%	50%	10%
Provision of advanced academic standing for work experience or training	57%	36%	7%
Ability to apply for a part-time degree program	73%	20%	7%
Access to the Admissions office during evenings	55%	36%	9%
Access to information via computer with the Admissions office	25%	65%	10%

Public institutions rated all admissions services as "successful" and "very successful" in attracting adult students. However, the service of special admissions criteria for adult students had a "not successful" percentage of 33%.

Private institutions rated half of the eight admissions services as "very successful" and half as "successful" in attracting adult students. The ratings for "not successful" were very low.

The population rated four admissions services as "successful" and three services as "very successful" with the most successful admission service being the ability to apply for a part-time degree program.

Business Services: Tables 44-46

The population was asked to rate the success in attracting adult students to the three business services

identified in the survey. The responses for each item at

the public institutions are detailed in Table 44.

Table 44

Business Services: Public Institutions

	Very Successful	Successful	Not Successful
Tuition installment plans	29%	71%	0%
Access to the Business office during evenings	0%	50%	50%
Access to information via computer with the Business office	25%	75%	0%

Table 45 describes the responses for items in the

category of business services as listed in the survey for

the private institutions.

Table 45

Business Services: Private Institutions

	Very Successful	Successful	Not Successful
Tuition installment plans	43%	50%	7%
Access to the Business office during evenings	20%	80%	0%
Access to information via computer with the Business office	40%	40%	20%

The summary of the population's responses for the category of business services is reported in Table 46.

Table 46

Business Services: Total Population

	Very Successful	Successful	Not Successful
Tuition installment plans	38%	57%	5%
Access to the Business office during evenings	14%	72%	14%
Access to information via computer with the Business office	33%	56%	11%

Public institutions rated the services of tuition installment plans and access to information via the computer as "successful" in attracting adult students. The service of access to the business office during the evenings was given equal percentages between the ratings of "successful" and "not successful" in attracting adult students.

Private institutions rated all business services as "successful" in attracting adult students. The response rate for the service of access to information via the computer was tied with "very successful". The population rated all three business services as "successful" in attracting adult students.

Counseling Services: Tables 47-50

The population was asked to rate the success of the seven counseling services identified in the survey. The

responses for each item at the public institutions are

presented in Table 47.

Table 47

Counseling Services: Public Institutions

	Very Successful	Successful	Not Successful
Academic Advising	0%	100%	0%
Career Counseling and Development specifically for adult students	0%	100%	0%
Referral to specialists for adults needing special services	20%	80%	0%
Counseling with training in adult student issues	0%	100%	0%
Post graduation job placement services	0%	100%	0%
Access to career counseling services during evenings	0%	100%	0%
Access to information via the computer for the counseling services	0%	100%	0%

Table 48 presents the responses for items in the

category of counseling services as listed in the survey for

the private institutions.

Table 48

Counseling Services: Private Institutions

	Very Successful	Successful	Not Successful
Academic Advising	50%	43%	7%
Career Counseling and Development specifically for adult students	20%	70%	10%
Referral to specialists for adults needing special services	44%	44%	12%
Counseling with training in adult student issues	50%	50%	0%
Post graduation job placement services	18%	55%	27%
Access to career counseling services during evenings	27%	64%	9%
Access to information via the computer for the counseling services	11%	89%	0%

The summary of the population's responses for the category of counseling services is portrayed in Table 49.

Table 49

Counseling Services: Total Population

	Very Successful	Successful	Not Successful
Academic Advising	35%	60%	5%
Career Counseling and Development specifically for adult students	14%	79%	7%
Referral to specialists for adults needing special services	36%	57%	7%
Counseling with training in adult student issues	29%	71%	0%
Post graduation job placement services	13%	69%	18%
Access to career counseling services during evenings	20%	73%	7%
Access to information via the computer for the counseling services	7%	93%	0%

Public institutions rated all of the seven counseling services as "successful" in attracting adult students. No services had a rating of "not successful" for their adult student population.

Private institutions were more varied in their responses. Two counseling services had equal percentages for "successful" and "very successful" for the services of referral to specialists and job placement after graduation. All other services were rated as "successful" in attracting adult students.

The population rated all seven counseling services as "successful" in attracting adult students. Access to information via the computer had the highest percentage at 93%.

Financial Aid Services: Tables 50-52

The population was asked to rate the success in attracting adult students to the six financial aid services

identified in the survey. The responses for each item for the public institutions are shown in Table 50.

Table 50

Financial Aid Services: Public Institutions

	Very Successful	Successful	Not Successful
Publications that outline financial aid programs and services for adult students	0%	100%	0%
Assistance for adult students in completing financial aid forms	17%	83%	0%
Loan programs designed specifically for adult students	50%	50%	0%
Scholarship programs designed specifically for adult students	0%	100%	0%
Access to the Financial Aid office during evenings	0%	100%	0%
Access to information via computer with the Financial Aid office	20%	60%	20%

Table 51 details the responses for the items in the category of financial aid services for the private institutions.

Table 51

Financial Aid Services: Private Institutions

	Very Successful	Successful	Not Successful
Publications that outline financial aid programs and services for adult students	33%	67%	0%
Assistance for adult students in completing financial aid forms	25%	66%	9%
Loan programs designed specifically for adult students	33%	64%	0%
Scholarship programs designed specifically for adult students	50%	50%	0%
Access to the Financial Aid office during evenings	0%	100%	0%
Access to information via computer with the Financial Aid office	14%	86%	0%

The summary of the population's responses for the
financial aid is depicted in Table 52.

Table 52

Financial Aid Services: Total Population

	Very Successful	Successful	Not Successful
Publications that outline financial aid programs and services for adult students	27%	73%	0%
Assistance for adult students in completing financial aid forms	21%	74%	5%
Loan programs designed specifically for adult students	40%	60%	0%
Scholarship programs designed specifically for adult students	43%	57%	0%
Access to the Financial Aid office during evenings	0%	100%	0%
Access to information via computer with the Financial Aid office	17%	75%	8%

Public institutions rated all six financial aid

services as "successful" in attracting adult students. The

service of loan programs designed for adult students was

given an equal percentage of 50% between "successful" and

"very successful." Private institutions also rated all six
services as "successful" in attracting adult students. The
service of scholarship programs designed for adult students
received an equal percentage between "successful" and "very
successful."

The population rated all six services as "successful"
in attracting adult students. The greatest percentage (100%)
was assigned to the service of access to the financial aid
office during evenings.

Food Services: Tables 53-55

The population was asked to rate the success in
attracting adult students to the four food services
identified in the survey. The responses for each item for
the public institutions are summarized in Table 53.

Table 53

Food Services: Public Institutions

	Very Successful	Successful	Not Successful
Vending area open during evenings and weekends	13%	87%	0%
Snack bar open during evenings and weekends	13%	87%	0%
Full service cafeteria open during evenings	17%	50%	33%
Charge cards available for convenience	13%	74%	13%

Table 54 reports the responses for the items in the category of food services for the private institutions.

Table 54

Food Services: Private Institutions

	Very Successful	Successful	Not Successful
Vending area open during evenings and weekends	31%	46%	23%
Snack bar open during evenings and weekends	18%	55%	27%
Full service cafeteria open during evenings	20%	60%	20%
Charge cards available for convenience	20%	80%	0%

The summary of the population's responses for the category of food services is detailed in Table 55.

Table 55

Food Services – Total Population

	Very Successful	Successful	Not Successful
Vending area open during evenings and weekends	24%	62%	14%
Snack bar open during evenings and weekends	16%	68%	16%
Full service cafeteria open during evenings	20%	50%	30%
Charge cards available for convenience	17%	75%	8%

Public institutions rated all four food services as "successful" in attracting adult students. However, the survey question regarding the success of the full-service cafeteria in attracting adult students had a relatively high percentage of 33% for "not successful".

Private institutions also rated all four food services as "successful" in attracting adult students with a much more even distribution of the percentages among the three ratings.

The population rated all four food services as "successful" in attracting adult students with the service of full-service cafeteria having the highest percentage of "not successful" at 30%.

Orientation Services: Tables 56-58

The population was asked to rate the success in attracting adult students to the three orientation services identified in the survey. The responses for each item for the public institutions are presented in Table 56.

Table 56

Orientation Services: Public Institutions

	Very Successful	Successful	Not Successful
Continuous orientation program during the first semester directed toward adult students and their needs	0%	100%	0%
General orientation program designed for adult students	0%	100%	0%
Peer advising program - returning adult students advise new adult students	0%	100%	0%

Table 57 portrays the responses for the items in the category of orientation services for the private institutions.

Table 57

Orientation Services: Private Institutions

	Very Successful	Successful	Not Successful
Continuous orientation program during the first semester directed toward adult students and their needs	40%	60%	0%
General orientation program designed for adult students	40%	60%	0%
Peer advising program - returning adult students advise new adult students	0%	100%	0%

The summary of the population's responses for the category of orientation services is displayed in Table 58.

Table 58

Orientation Services: Total Population

	Very Successful	Successful	Not Successful
Continuous orientation program during the first semester directed toward adult students and their needs	33%	67%	0%
General orientation program designed for adult students	33%	67%	0%
Peer advising program – returning adult students advise new adult students	0%	100%	0%

Public institutions gave percentages of 100% to the three orientation services for being "successful" in attracting adult students. The private institutions also rated all three services as "successful" in attracting adult students although only the service of peer advising received a percentage of 100%. The population reflected the ratings for the private institutions with the three orientation services judged as "successful" in attracting adult students. The peer advising program had the highest percentage at 100%. No orientation services were rated as "not successful" in attracting adult students.

College Personnel Services: Tables 59-61

The population was asked to rate the success in attracting adult students to the three college personnel services identified in the survey. The responses for each item for the public institutions are presented in Table 59.

Table 59

College Personnel: Public Institutions

	Very Successful	Successful	Not Successful
Administrators and staff who have experience working with adult students	25%	75%	0%
Faculty who have experience working with adult students	20%	80%	0%
Administrators and staff trained in understanding adult development and adult learning characteristics	0%	100%	0%

Table 60 displays the responses for the item in the category of college personnel for the private institutions.

Table 60

College Personnel: Private Institutions

	Very Successful	Successful	Not Successful
Administrators and staff who have experience working with adult students	33%	54%	13%
Faculty who have experience working with adult students	43%	57%	0%
Administrators and staff trained in understanding adult development and adult learning characteristics	23%	67%	0%

The summary of the population's responses for the category of college personnel services is depicted in Table 61.

Table 61

College Personnel: Total Population

	Very Successful	Successful	Not Successful
Administrators and staff who have experience working with adult students	31%	58%	11%
Faculty who have experience working with adult students	37%	63%	0%
Administrators and staff trained in understanding adult development and adult learning characteristics	27%	76%	0%

Public institutions rated all three services as "successful" in attracting adult students. None of the services received ratings of "not successful" from these institutions. Private colleges and the population also rated the three college personnel services as "successful" in attracting adult students with the highest percentage given to the service of administrators and staff who are trained in understanding adult development and adult learning characteristics.

Registration Services: Tables 62-65

The population was asked to rate the success in attracting adult students to the seven registration services identified in the survey. The responses for each item for the public institutions are presented in Table 62.

Table 62

Registration Services: Public Institutions

	Very Successful	Successful	Not Successful
Registration assistance provided for adult students	20%	80%	0%
Pre-registration available to accommodate students	29%	71%	0%
Registration by mail	0%	100%	0%
Registration by phone	20%	80%	0%
Registration by e-mail	0%	100%	0%
Registrar's office open during evenings	0%	100%	0%
Access to information via the computer with the Registrar's Office	38%	62%	0%

Table 63 reports the responses for the items in the category of registration services for the private institutions.

Table 63

Registration Services: Private Institutions

	Very Successful	Successful	Not Successful
Registration assistance provided for adult students	38%	54%	8%
Pre-registration available to accommodate students	43%	50%	7%
Registration by mail	44%	56%	0%
Registration by phone	50%	50%	0%
Registration by e-mail	0%	100%	0%
Registrar's office open during evenings	0%	100%	0%
Access to information via the computer with the Registrar's Office	33%	64%	0%

The summary of the population's responses for the category of registration services is described in Table 64.

Table 64

Registration Services: Total Population

	Very Successful	Successful	Not Successful
Registration assistance provided for adult students	33%	61%	5%
Pre-registration available to accommodate students	38%	57%	5%
Registration by mail	31%	69%	0%
Registration by phone	33%	67%	0%
Registration by e-mail	0%	100%	0%
Registrar's office open during evenings	0%	100%	0%
Access to information via the computer with the Registrar's Office	36%	64%	0%

Public institutions rated all seven services as "successful" in attracting adult students. No service was judged as being "not successful". The private institutions also rated all seven services as "successful" in attracting adult students. The private institutions also gave the services higher ratings for "very successful" than did the public institutions.

The population rated all registration services as "successful" in attracting adult students. In particular, the services of registrar's office open during evenings and registration by e-mail were given percentage of 100% in the "successful" category.

Student Activities Services: Tables 65-67

The population was asked to rate the success in attracting adult students to the five student activities

services identified in the survey. The responses for each

item for the public institutions are presented in Table 65.

Table 65

Student Activities: Public Institutions

	Very Successful	Successful	Not Successful
Adult student organization(s)	0%	75%	25%
Recreational facilities available during evenings	17%	83%	0%
Recreational facilities available to student families	0%	80%	20%
Student governance opportunities for adult students	0%	50%	50%
Cultural activities and programs	0%	100%	0%

Table 66 shows the responses for the items in the

category of student activities for the private institutions.

Table 66

Student Activities: Private Institutions

	Very Successful	Successful	Not Successful
Adult student organization(s)	11%	56%	33%
Recreational facilities available during evenings	25%	58%	17%
Recreational facilities available to student families	27%	64%	9%
Student governance opportunities for adult students	22%	33%	45%
Cultural activities and programs	14%	79%	7%

The summary of the population's responses for the

category of student activities is displayed in Table 67.

Table 67

Student Activities: Total Population

	Very Successful	Successful	Not Successful
Adult student organization(s)	8%	62%	30%
Recreational facilities available during evenings	22%	67%	11%
Recreational facilities available to student families	19%	69%	12%
Student governance opportunities for adult students	13%	40%	47%
Cultural activities and programs	14%	86%	0%

The public institutions rated four of the five services as "successful" in attracting adult students. The fifth service, student governance opportunities for adult students, was given equal percentages of 50% between the categories of "successful" and "not successful". The private institutions also gave ratings of "successful" in attracting adult students to four of the five services. The service of student governance opportunities was given a rating of "not successful" in attracting adult students.

The population gave four of the student activities services ratings of "successful" in attracting adult students. Student governance opportunities had a percentage of 47% for the rating of "not successful" in attracting adult students. This was the only service in the entire survey to receive this rating.

Educational Support Services: Tables 68-70

The population was asked to rate the success in attracting adult students to the eleven educational support services identified in the survey. The responses for each item for the public institutions are presented in Table 68.

Table 68

Educational Support Services: Public Institutions

	Very Successful	Successful	Not Successful
Disabled student services	38%	62%	0%
Developmental students services/Tutoring	6%	94%	0%
Study skills workshops	25%	75%	0%
Library use workshops	25%	75%	0%
Library open & staff available at hours to accommodate adult students	37%	63%	0%
Time management workshops	25%	75%	0%
Student lounge areas available	0%	100%	0%
Study areas that are well-furnished, well-lighted and conducive to study	0%	83%	17%
Staff computer lab open with an adequate number of computers	17%	71%	17%
Security lockers available for storage of personal and class items	0%	75%	25%
Classes conducted at centralized locations off-campus	20%	60%	20%

Table 69 depicts the responses for the items in the category of education support as listed in the survey for the private institutions.

Table 69

Educational Support Services: Private Institutions

	Very Successful	Successful	Not Successful
Disabled student services	7%	86%	7%
Developmental students services/Tutoring	36%	57%	7%
Study skills workshops	22%	64%	14%
Library use workshops	36%	50%	14%
Library open & staff available at hours to accommodate adult students	38%	54%	8%
Time management workshops	27%	55%	18%
Student lounge areas available	0%	79%	21%
Study areas that are well-furnished, well-lighted and conducive to study	0%	92%	8%
Staff computer lab open with an adequate number of computers	27%	67%	6%
Security lockers available for storage of personal and class items	14%	57%	29%
Classes conducted at centralized locations off-campus	43%	57%	0%

The summary of the population's responses for the category of educational support is described in Table 70.

Table 70

Educational Support Services: Total Population

	Very Successful	Successful	Not Successful
Disabled student services	18%	77%	5%
Developmental students services/Tutoring	30%	65%	5%
Study skills workshops	23%	68%	9%
Library use workshops	32%	59%	9%
Library open & staff available at hours to accommodate adult students	38%	57%	5%
Time management workshops	26%	63%	14%
Student lounge areas available	0%	90%	10%
Study areas that are well-furnished, well-lighted and conducive to study	0%	89%	11%
Staff computer lab open with an adequate number of computers	23%	68%	9%
Security lockers available for storage of personal and class items	9%	64%	27%
Classes conducted at centralized locations off-campus	33%	58%	9%

Both the public and private institutions gave the
eleven educational support services "successful" ratings for
attracting adult students. However, the item of security
lockers was given a relatively high percentage of 25% for
being "not successful" in attracting adult students.

Residential Life Services: Tables 71-73

The population was asked to rate the success in
attracting adult students to the two residential life
services identified in the survey. The responses for each
item for the public institutions are presented in Table 71.

Table 71

Residential Life Services: Public Institutions

	Very Successful	Successful	Not Successful
Provision of overnight and/or weekend accommodations at reasonable cost	0%	50%	50%
Residential staff trained to work with adult students	0%	100%	0%

Table 72 details the responses for the items in the category of residential life for the private institutions.

Table 72

Residential Life Services: Private Institutions

	Very Successful	Successful	Not Successful
Provision of overnight and/or weekend accommodations at reasonable cost	0%	66%	44%
Residential staff trained to work with adult students	0%	100%	0%

The summary of the population's responses for the category of residential life services is portrayed in Table 73.

Table 73

Residential Life Services: Total Population

	Very Successful	Successful	Not Successful
Provision of overnight and/or weekend accommodations at reasonable cost	0%	63%	36%
Residential staff trained to work with adult students	0%	100%	0%

The public institutions gave the percentage of 100% to the service of residential staff who are trained to work with adult students considering it to be "successful" in attracting adult students. The item of overnight/weekend accommodations was given equal percentages of 50% between the ratings "successful" and "not successful" in attracting adult students.

The private institutions also gave the service of residential staff who are trained a percentage of 100% for "successful" in attracting adult students and slightly lower percentage of 64% to "successful" for the service of overnight/weekend accommodations. However, this service received a relatively high percentage of 44% for being "not successful" in attracting adult students.

The population rated the two residential life services as "successful" in attracting adult students. The service of overnight/weekend accommodations was given a ranking of 36% for the rating of "unsuccessful."

Parking and Transportation Services: Tables 74-76

The population was asked to rate the success in attracting adult students to the three parking and transportation services identified in the survey. The responses for each item for the public institutions are shown in Table 74.

Table 74

Parking and Transportation Services: Public Institutions

	Very Successful	Successful	Not Successful
Bus service to campus buildings from parking areas	20%	80%	0%
Adequate and well-lighted parking	29%	71%	0%
Security personnel on duty at all times	50%	50%	0%

Table 75 summarizes the responses for the items in the category of parking and transportation for the private institutions.

Table 75

Parking and Transportation: Private Institutions

	Very Successful	Successful	Not Successful
Bus service to campus buildings from parking areas	50%	50%	0%
Adequate and well-lighted parking	40%	53%	7%
Security personnel on duty at all times	38%	62%	0%

The summary of the population's responses for the category of parking and transportation is reported in Table 76.

Table 76

Parking and Transportation: Total Population

	Very Successful	Successful	Not Successful
Bus service to campus buildings from parking areas	33%	67%	0%
Adequate and well-lighted parking	36%	59%	5%
Security personnel on duty at all times	43%	57%	0%

Public institutions yeilded ratings of "successful" to the three parking and transportation items for attracting adult students. The service of security personnel was given an equal percentage of 50% between the ratings of "successful" and "very successful". No services were given the rating of "not successful" in attracting adult students.

Private institutions rated the three services as "successful" in attracting adult students. Equal

percentages of 50% were given to the ratings of "very successful" and "successful" for the item of bus service to campus buildings from parking areas.

The population gave the three parking and transportation services ratings of "successful" in attracting adult students with relatively high percentages (33%-43%) for the rating of "very successful."

Miscellaneous Services: Tables 77-79

The population was asked to rate the success in attracting adult students to the three miscellaneous services identified in the survey. The responses for each item for the public institutions are presented in Table 77.

Table 77

Miscellaneous Services: Public Institutions

	Very Successful	Successful	Not Successful
Student health services	13%	87%	0%
Child care services	33%	33%	33%
Child care referral services	25%	75%	0%

Table 78 depicts the responses for the items in the category of miscellaneous services as listed in the survey for the private institutions.

Table 78

Miscellaneous Services: Private Institutions

	Very Successful	Successful	Not Successful
Student health services	17%	66%	17%
Child care services	0%	100%	0%
Child care referral services	0%	100%	0%

The summary of the population's responses for the category of miscellaneous services is detailed in Table 79.

Table 79

Miscellaneous Services: Total Population

	Very Successful	Successful	Not Successful
Student health services	14%	78%	8%
Child care services	17%	66%	17%
Child care referral services	14%	86%	0%

The public institutions gave the items of student health services and child care referral services ratings of "successful" in attracting adult students. The item child care services received equal percentages of 33% for the ratings of "very successful", "successful", and "not successful." The private institutions rated all three services as "successful" in attracting adult students.

The population rated all three miscellaneous services as "successful" in attracting adult students with nominal rankings assigned to the rating of "very successful."

Additional Student Services

The data for research question #3 identified additional student services needed to accommodate adult students. The respondents were given an open-ended question for this item. Of the 26 administrators who responded, three provided comments. Presented below are the responses the respondents furnished. "Non-traditional aged transfer student orientation is needed for full-time undergraduates 24+ with peer advisors." "All adult students 25 years or older are automatically given a 50% discount on tuition costs." "Orientation for families, spouses, children, etc. is needed." "Alumni events would be helpful." "Student handbooks would be advantageous."

Summary

The results of this study provide a description of the student services that are currently available to adult students attending undergraduate four-year institutions, the success of the available services in attracting adult students, and the additional services that are needed to accommodate adult students.

Fifty of the 65 services from the survey list were reported as being available at the majority of public institutions. The categories available at most of the institutions included counseling, Food Service, College

Personnel, Student Activities, Educational Support, and Parking & Transportation.

At the majority of the private institutions, 40 of the 65 services were identified from the survey list as being available at their institutions. Most of the private institutions offered all of the student services listed under the categories of Counseling, College Personnel, and Student Activities.

When the responses from the public and private institutions are combined, 47 of the 65 student services were identified as being available at most of the institutions. All the student services under the categories of Counseling, Student Activities, and Educational Support services were provided at most of the institutions.

The services identified as being currently available were, generally, considered to be "successful" in attracting adult students. The population identified three services in the category of Admissions that they rated as "very successful" in attracting adult students. Those services were 1) academic credit for work experience or training; 2) the option to pursue degree on a part-time basis program; and 3) access to the Admissions office during evenings. The population also identified one service as "not successful" in attracting adult students which was student governance opportunities for adult students.

The population did not provide sufficient data for determining if additional student services were needed for adult students. Only three respondents provided data for the third research question. While these data are limited, the comments that were supplied provide suggestions to administrators when planning for programs and services more suitable for the adult student population.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is organized into four sections. The first is a brief review of the problem, literature and research methodology. A summary of the findings is presented in the second. The third presents the conclusions of those findings and recommendations based on the data in Chapter Four. Conclusions are provided for each of the thirteen student services categories listed in the survey. Recommendations for further studies are presented in the final section.

Review of Problem, Literature and Methodology

Adult learners (students over 25 years of age) constitute an increasing percentage of college students in the United States. This increase in enrollment of older undergraduate students has occurred in response to two national trends: greater numbers of women entering the workforce, and a growing educational need of American workers for job retraining, advancement, or change (El-Khawas, 1996). The special needs of this population continue to change, which places significant stress on many

of the current student services being offered at higher education institutions.

Institutional response to new student populations at the undergraduate level has often been inadequate and inappropriate. Many colleges and universities continue to operate as though a college education means 120 credit hours of course work completed by students between the ages of eighteen and twenty-four. Rather than anticipating the unique needs of new types of students and then modifying existing programs and creating new ones to respond more adequately to those needs, colleges and universities frequently have attempted to fit nontraditional students into traditional programs and services.

The purpose of this study was to discover the student services available to adult students attending Virginia's 15 public and 27 private undergraduate four-year colleges, in order to determine which of these services were successful or unsuccessful in attracting adult students and to ascertain if there were additional student services needed to accommodate the students. The quality of the services was not addressed.

This was a descriptive study using quantitative methods. The population for this study consisted of the chief student affairs administrators at the four-year

undergraduate institutions in the Commonwealth of Virginia. A self-reporting survey instrument was developed by the researcher and was generated from information identified through a review of research and related literature.

Data collection was accomplished by mailing the instrument to the population in January 1998. After planned follow-up procedures by mail, e-mail and telephone were exhausted, a total of 26 usable responses had been obtained, representing an effective response rate of 62 percent.

<center>Summary of Results</center>

The responses of the population are summarized in Table 80. The mean percentages of "yes" responses regarding the availability of the student services at the public and private institutions identified in the survey are presented in Table 80. The table also illustrates the degree of success in attracting adult students to the services. The services are listed in the order in which they appeared in the survey. The responses for research question #3 are shown after the tables.

Table 80

Population Summary: Availability and Degree of Success for

Student Services

STUDENT SERVICE	AVAILABLE @ PUBLIC INSTITUTIONS	AVAILABLE @ PRIVATE INSTITUTIONS	DEGREE OF SUCCESS
Admissions			
Recruitment materials	38%	73%	Successful
Direct Recruitment of Adults	50%	71%	Successful
Personnel recruitment visits	63%	47%	Successful
Special admissions criteria	43%	47%	Successful
Advanced credit	50%	67%	Very Successful
Part-time degree	71%	77%	Very Successful
Admissions office open	38%	57%	Very Successful
Admissions access via computer	88%	87%	Successful
Business			
Tuition Installment Plan	88%	93%	Successful
Access to Business Office	25%	33%	Successful
Access via computer	50%	33%	Successful
Counseling			
Academic Advising	88%	93%	Successful
Career Counseling	50%	67%	Successful
Referral to specialists	63%	64%	Successful
Counseling training	63%	57%	Successful
Job placement	63%	79%	Successful
Access to Career Services	50%	73%	Successful
Access via computer	75%	60%	Successful
Financial Aid			
Publications	25%	60%	Successful
Assistance with forms	88%	80%	Successful
Loan programs	25%	20%	Successful
Scholarship programs	13%	43%	Successful
Access to office	13%	13%	Successful
Access via computer	63%	47%	Successful

Table 80 Continued…

Population Summary: Availability and Degree of Success for

Student Services

STUDENT SERVICE	AVAILABLE @ PUBLIC INSTITUTIONS	AVAILABLE @ PRIVATE INSTITUTIONS	DEGREE OF SUCCESS
Food Services			
Vending services	100%	87%	Successful
Snack bar	100%	73%	Successful
Full service cafeteria	75%	27%	Successful
Charge cards	88%	33%	Successful
Orientation Services			
Continuous Orientation	13%	33%	Successful
General Orientation	25%	67%	Successful
Peer Advising Program	13%	20%	Successful
College Personnel			
Administrators with experience	50%	100%	Successful
Faculty with experience	63%	93%	Successful
Administrators are trained	50%	73%	Successful
Registration			
Registration assistance	63%	93%	Successful
Pre-registration	88%	93%	Successful
Registration by mail	50%	60%	Successful
Registration by phone	63%	27%	Successful
Registration by e-mail	29%	7%	Successful
Access to office	38%	13%	Successful
Access via computer	100%	21%	Successful
Student Activities for Adult Students			
Student organization(s)	50%	64%	Successful
Rec. facilities in evening	75%	86%	Successful
Rec. facilities for family	63%	73%	Successful
Student governance	75%	64%	Not Successful
Cultural activities	100%	93%	Successful

Table 80 Continued…

Population Summary: Availability and Degree of Success for

Student Services

STUDENT SERVICE	AVAILABLE @ PUBLIC INSTITUTIONS	AVAILABLE @ PRIVATE INSTITUTIONS	DEGREE OF SUCCESS
Educational Support Services			
Disabled student services	100%	93%	Successful
Tutoring	75%	93%	Successful
Study skills workshops	100%	93%	Successful
Library use workshops	100%	100%	Successful
Library facility open	100%	87%	Successful
Time management workshops	100%	73%	Successful
Student lounge	100%	87%	Successful
Study areas	86%	87%	Successful
Computer lab	100%	100%	Successful
Security lockers	57%	47%	Successful
Centralized locations	63%	47%	Successful
Residential Life Services			
Overnight/Weekend housing	25%	40%	Successful
Residential staff trained	50%	33%	Successful
Parking & Transportation			
Bus service	63%	29%	Successful
Adequate/well-lighted parking	87%	100%	Successful
Security personnel	100%	87%	Successful
Miscellaneous			
Student health services	100%	40%	Successful
Child care services	38%	20%	Successful
Child care referral services	50%	20%	Successful

Presented below is the information from the respondents about the additional services that are available at the institutions. "Non-traditional aged transfer student orientation is needed for full-time undergraduates 24+ with peer advisors." "All adult students 25 years or older are automatically given a 50% discount on tuition costs." "Orientation for families, spouses, children, etc. is needed." "Alumni events would be helpful." "Student handbooks would be advantageous."

Conclusions and Recommendations

Admissions Services

Shriberg (1984) stated that if institutions want to attract adult students, they must recruit them and offer appropriate kinds of services and a system of evaluation that reflects the adult-student life status. Colleges must send recruiters to the locations where the adult students are, such as places of employment, G.E.D. programs and community colleges. Cohen (1980) suggested that adults might never enter the higher education arena if they face obstacles during the admissions process. Previous work experience and/or training must be recognized as being important; adult students must encounter flexibility in receiving credit for such out-of-college experiences. These students want to know that they are welcome at the institution, what is expected of them once they enroll, and how much it will cost.

Shriberg (1984) declared that admissions services include the following: maintaining an open admissions office during hours that are convenient to the varying schedules of adult students; providing advanced academic standing for work experience or other training; direct recruitment of adults; scheduling personnel recruitment

visits in local schools and businesses with adult students;

easing the entry experience by adult students.

In this study, involving colleges and universities in

Virginia, the public and private institutions share similar

results for two services: ability to apply for a part-time

degree and access to admission information via the

computer. Services provided by the private institutions

include special recruitment materials, direct recruitment

of adults, advanced credit for work/training experience,

the ability to apply for part-time degree programs,

admissions office open during evenings, and admissions

information available via the computer.   The public

institutions provide five of the eight admissions'

services, which include: the direct recruitment of adults,

personnel recruitment visits, advanced credit for

work/training experience, ability to apply for part-time

degree programs, and admissions information via the

computer.

Admissions services is the only category in which the

respondents from both public and private institutions gave

an overall success rating of "very successful" to a

service. Those services included: advanced credit for

work/training experience, ability to apply for part-time

degree programs, and admissions office open during the
evenings.

When the findings of this study are compared to the
needs of adult students identified in the literature, it
can be concluded that the private institutions in Virginia
provide admissions services that adequately respond to the
needs of their adult student populations.   It is
recommended, however, that in order to fully meet the adult
students' needs at their colleges, the institutions must
explore the feasibility of offering advanced academic
credit for work/training experience and the service of
personnel recruitment visits better tailored to adults.
Public institutions should work to develop recruitment
materials directed specifically toward the adult student
population, devise special admission criteria that
recognize the value of work and training experience, and
maintain office hours that are conducive to adult students'
schedules.

Business Office Services

Richter-Antion (1986) found that financial concerns
are one of the primary considerations that impact on the
adult student experience.   Adult students are responsible
for themselves and often, are also directly responsible for
the well being of others.   Therefore, they must continue to

support themselves and their families financially. A hardship can be placed on adult students and their families when the institution requires full tuition payment at the beginning of the semester. According to Shriberg (1984), even with company reimbursement plans, credit arrangements may be necessary since most plans only reimburse at the end of the semester. As a result, the policy of paying the entire tuition fee at the beginning of the semester could result in adult students not being able to enter the college or university because they cannot pay the full tuition in one payment. The availability of tuition installment plans at the public and private institutions, therefore, is important for facilitating more students in entering the college or university.

The data indicate that tuition installment plans are available at the majority of both public and private institutions in Virginia and are considered by administrators as "successful" in attracting adult students.

The population's responses also indicate that access to the business office during evenings is usually not available at the public institutions. Information regarding the business office via the computer is available at 50% of the public institutions. The majority of the

private institutions offers neither access to the business office during evenings nor information via the computer.

It is recommended that the public and private institutions explore the feasibility of their business offices maintaining office hours during evenings. It is also recommended that private institutions investigate the option of providing information about the business office through their computer systems.

Counseling Services

The importance of providing an array of counseling services that assist the adult student's transition is conveyed throughout the literature. Knox (1986) found that adult students need help in building their self-confidence as students, and Thon (1984) suggested that almost all adults have fears and anxieties upon returning to the classroom. Counselors must be prepared to deal with the issues that adult students face: the aging process, financial difficulties, preparation for retirement, family problems, and many others (Shriberg, 1984). Counseling at the four-year institutions in Virginia can include academic advising, career counseling, referral to specialists, and job placement after graduation.

Adult students also need career counseling services that are available at times convenient to their busy

schedules. Aslanian (1995) stated that 90% of adult students reported that they returned to school because of job/career changes. As a result, the availability and access of career services are of primary importance. The career counselors at the institutions must be prepared to work with people who are at the mid-career or even pre-retirement stages of their careers (Shriberg, 1984).

The data show that all services listed in the category of counseling are available at the majority of both public and private institutions. In particular, the data show that 50% of the public institutions provide career counseling services directly designed for adult students, whereas approximately 70% of the private institutions offer services for their adult students. However, more public institutions provide access to the services via the computer.

It is recommended that public institutions work to promote their career counseling services and maintain office hours more conducive to the schedules of the adult students.

Financial Aid

Financial aid services are defined as the administrative and counseling services designed to help students obtain necessary funds for college. Aid generally

comes in the form of loans, scholarships, grants, and work-study programs.

The financial aid application process, traditionally, is a difficult one. Understanding the availability and eligibility requirements of financial aid programs and completing the forms can be very discouraging for all students. Also, adult students may assume that because of their age or stage in life, they will not be able to qualify for the financial assistance they need to pursue their educational goals. A decade ago, this might have been accurate; however, many agencies have now established funding programs specifically for reentry, midlife, or older students. Colleges have also created tuition reduction programs for this population (Schlachter, 1995).

In addition to the institutional tuition and fees, adult students need money to pay living expenses and to accommodate for at least some of the income they might forfeit by returning to college. The financial aid needs of these students are made more critical by the fact that they often have families to support. Solmon and Gordon (1981) found that the availability of financial aid was very important to adult students in their decision to attend a particular institution.

Findings from this survey show that both public and private institutions provide assistance for adult students in completing financial aid forms and that this service is successful. In addition, public institutions provide access to their financial aid services via the computer, while private institutions provide publications that outline financial aid programs and services for adult students.

The data indicate, however, that neither public nor private colleges have special loan or scholarship programs designed specifically for adult students. This service would provide financial aid alternatives for adult students who might otherwise fail to qualify for federal or state aid. In addition, the institutions are not maintaining office hours for the financial aid office during the evenings for the convenience of the adult students.

It is recommended that the four-year colleges in Virginia develop loan and scholarship programs designed specifically for adult students who may not qualify for state and federal financial aid. They should also maintain office hours more conducive to the professional and/or parental schedules of adult students.

<u>Food Services</u>

Payette (1980) stated that food services can play an important role in providing a satisfactory environment for adult students. A major complaint of the adult population on many campuses is that snack bars are the only food service still open to meet their on-campus dining needs. Given that many students arrive for classes at times when the cafeterias are closed or may be located far from the classrooms, the availability of snack bars and vending machines is very important to the students. Adult students, in particular, who have classes in the evening may have come to school directly from work and have not had the opportunity to have dinner. The food services provided by the institution are often the only option for a student to obtain food prior to a class. Most campuses have the ability to develop some flexibility in the meal system and hours of operations (Payette, 1980).

At the public institutions in the Commonwealth of Virginia, the food services of vending machines, snack bars, full-service cafeterias open during evenings, and charge cards are all available to the adult student population, and they are rated by the administrators as "successful" in attracting adult students. At the private institutions, only the services of vending machines and

snack bars are available. The majority of these institutions does not offer full-service cafeterias in the evening or charge cards for student use.

It is recommended that private institutions explore the advancement of full-service cafeterias which are operated at hours convenient to the adult student population.

Orientation Services

Pascarella & Terenzini (1991) found that orientation programs serve an important early socialization function. These programs help students adjust to the intellectual and social norms of the institution. In addition, introducing students to available support services, key administrators, student social life, and major and degree requirements, as well as their early course registration, are important factors in facilitating the students' adjustment to the institutions.

Administrators also realize that the most effective orientation programs are not limited to the first few days or weeks of the first semester. Apps (1978) stated that many adult students experience feelings of isolation and, to compensate, opportunities should be provided that allow them to meet and interact with other returning adult students. It is important for institutions to afford the

adult students an opportunity to become familiar with the institution and with their peers.

Findings from this survey show that public institutions do not provide the orientation services as identified in the survey (see Table 80 for a list of services). Further, the private institutions provide only a general orientation program for adult students and not the services of continuous orientation and peer advising; however, the general orientation program was judged "successful" in attracting adult students by the administrators.

The responses of the population suggest that the four-year colleges in Virginia do not provide adequate orientation services to their adult students. It is therefore recommended that student affairs officers at both public and private institutions consider the merits of establishing continuous adult student orientation and peer advising programs to contribute to the transition and support of their adult students.

College Personnel

Adult students often enter the classroom with a variety of concerns and needs that must be acknowledged and addressed. Adults prefer faculty members to employ an individual approach to instruction; to evaluate course

progress on more than tests alone; and to use alternate methods of meeting course requirements.   Adult students also prefer professors and instructors who are interested in the individual student's progress, who are relaxed and informal in class, who use many examples, and who have a realistic view of the student's outside duties and responsibilities (Knox, 1986).

The importance of having student affairs staff who understand and are experienced in working with adults is undeniable. According to Rentz and Saddlemire (1988), the well-being and retention of the adult student is closely tied to the successful efforts of the professional student affairs staff to help the institution make the necessary changes to fit the needs of the adult student population.

The responses from this survey indicate that both institutional types have faculty and administrators who are experienced in working with adult students, although the private institutions have a higher percentage rate for availability than do the public institutions.

It is recommended that public institutions explore the feasibility of providing additional training to the administrators and staff regarding the needs of their adult student population.

Registration Services

Completing the registration process can be time-consuming and confusing. All students, but adults in particular, prefer quick and simplified registration procedures that also can be completed during the evening and/or weekends. Often, several administrative signatures are required for registration, and the individuals whose signatures are needed may have few office hours or only day hours available. Registration should be made more convenient for adults who often find it difficult to take time off during a work day (Shriberg, 1984).

The data from this study show that pre-registration services, registration assistance, and registration by mail are available at the majority of both public and private institutions and are considered "successful" in attracting adult students by the respondents.

The services of registration by phone and access to information via the computer are available at the public institutions but not at the private institutions. The services of registration by e-mail and access to the registration office during evenings are not available at the majority of both public and private institutions.

Given the importance of the registration process in a student's life, it is imperative that administrators strive

to facilitate the procedure for scheduling classes. It is
thus recommended that private institutions investigate the
options of registering for classes via the phone and e-
mail. They also should develop information on the computer
so that adult students may educate themselves about the
required procedures. Public institutions should explore
the development of registering for classes via e-mail. In
addition, it is recommended that they examine the option of
maintaining office hours that are more conducive to the
adult students' time constraints.

Student Activities for Adult Students

The student activities programmer on campuses is in an
excellent position to help the campus modify its
environment for the adult student. The student handbook
and organizational directories should include material on
facilities' renting, escort services, child care centers,
and support groups both on campus and in the adjoining
community. Program publicity must go beyond the residence
halls to the classrooms, parking lots, commuter mailboxes
and home mailboxes (Rentz & Saddlemire, 1988).

The findings from this study indicate that the
population provides all student activities as identified in
the survey (see Table 80 for a list of these activities).
However, administrators rate the service of student

governance opportunities as "not successful" in attracting adult students. This was the only service in the survey that received this rating.

Public and private institutions should investigate the reasons why student governance is not successful in attracting adult students or in helping meet their needs.

Educational Support Services

A substantial number of the educational support services listed on the survey are currently available to adult students. The majority of the population identified services that directly contribute to the educational success of the student. According to Cohen (1980) educational support services are crucial to the success of adult students because at some point in a student's academic career, he or she will likely recognize skill inadequacies. They may be unsure about how to take lecture notes, study effectively, and locate study materials in the library.

A majority of public institutions offer all services identified in the survey. The institutions report that seven of the eleven services were offered at 100% of the institutions.

Private institutions offer nine of the eleven educational support services at their institutions. The

services of security lockers available for the storage of personal and class items, and classes conducted at centralized locations off-campus, are offered at only 47% of the institutions.

It is recommended that the remaining private institutions research the possibility of providing security lockers for their students. These institutions should also investigate the feasibility of conducting classes at centralized locations off-campus.

Residential Life Services

Residential life professionals have long recognized the special needs of various populations of students, and higher education institutions have responded with a variety of housing arrangements designed to meet those needs (Cohen, 1980). Adult students need more innovative housing arrangements which take into consideration the need for privacy and family relationships (Shriberg, 1984). Rentz and Saddlemire (1988) found that special skills and additional training are necessary for the residence staff members to perform their jobs effectively.

Fifty percent of the public colleges have staff members trained to work with adult students but the majority do not provide overnight/ weekend accommodations.

Only 25% of the public institutions offer flexible housing arrangements.

The majority of private institutions do not offer services in the category of residential life. Only 40% of the schools offer overnight/weekend accommodations and 33% have staff who are trained in adult students' needs.

It is recommended that the public and private institutions explore the development of residential accommodations which have the flexibility that adult students need and provide training to the residential life staff regarding the needs and issues of adult students.

Parking & Transportation Services

The most obvious concerns faced by adult students who do not live on the campus, are those related to transportation to campus. In particular, the availability of parking and bus service (if the parking lot is a distance from the buildings) is very important. For adult students who are significantly older, parking is also of great concern. Parking areas should be protected and convenient to the classroom buildings. Faculty parking areas, usually located close to the buildings, should be available to those pre-retired or retired students who may be older than their professors and thus have an obvious need for close parking (Shriberg, 1984).

The majority of public institutions provide all parking and transportation services identified in the survey. The private institutions provide only the service of security personnel at the majority of their institutions. The respondents at the private institutions indicate that adequate and well-lighted parking is not available at any of their institutions. Bus service is available at only 29% of the private colleges.

It is recommended that private institutions research the possibility of bus service in locations where classes are a substantial distance from the parking areas. In particular, private institutions must explore the option of adequate and well-lighted parking at each institution.

Miscellaneous Services

Child care problems affect student access to education, and the institutions that take steps to offer child care services gain several advantages. These services can remove possible barriers for students which can affect their course of study, time and attention to study, attendance and even the option to attend school at all. Child care programs are also powerful recruitment tools, have positive impacts on institutional morale and affirmative action goals, attract favorable media and

public attention, and present a desirable image to potential donors (California State University, 1984).

Students enrolled at four-year colleges and universities in the United States are traditionally afforded some type of health care from institutional student health programs or through group health plans (Shriberg, 1984).

All respondents at the public institutions report that student health services are available for their adult students. Only 40% of the respondents at the private institutions relate that these services are provided.

In regard to the survey item considering child care services, the majority of public institutions provide child care referrals but do not offer the actual child care services. The majority of private institutions provide neither child care referrals nor actual child care services.

Both public and private institutions might find it beneficial to investigate the establishment or enhancement of child care services for their students. In addition, private institutions should explore available options regarding health care for their adult students.

Directions for Further Investigations

Based on this study, three areas are suggested for further study. First, adult students at the public and private undergraduate institutions should be surveyed and their responses compared with those of the administrators. In order for student services to be truly effective, the students must be involved in examining the efficacy of the student services.

Second, there exists a need to explore in greater detail the degree of success in attracting adult students to the student services. Reasons why administrators evaluated each student service to be successful or not successful could be investigated. Understanding the criteria they use to make their assessments would be beneficial in appraising and modifying their policies to meet the needs of the adult student population.

Third, given the projected advances in technology, there is a need to investigate the effect "Virtual Universities" will have on adult students and, therefore, student services. The adult student population is the ideal clientele for understanding the advantages of long-distance education. Administrators must anticipate and

prepare for the changing technologies and their
ramifications on student services.

<center>Summary</center>

This chapter has offered an interpretation of the data
presented in Chapter Four. It has (1) presented a review
of the purpose and rationale for the study, (2) explained
the data discussed in Chapter Four relative to the
literature, (3) presented the conclusions for each category
of student services, (4) offered recommendations for the
study institutions, and (5) presented recommendations for
further studies.

The study, itself, has fulfilled its purpose, that of
investigating the student services currently available at
Virginia's four-year public and private institutions,
determining which of the available services are considered
successful or not successful in attracting adult students,
and ascertaining if there are additional services that are
needed to accommodate adult students.

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APPENDICES

Appendix A: The Population in the Study

THE POPULATION IN THE STUDY

PUBLIC INSTITUTIONS

1. Dr. Maurice J. O'Connell
    Dean of Students
    Christopher Newport University
    Newport News, VA 23606-2298

2. Dr. Gary Juhan
    Vice Chancellor for Student Affairs
    Clinch Valley College
    Wise, VA 24293

3. Dr. W. Samuel Sadler
    Vice President, Student Affairs
    College of William & Mary
    Williamsburg, VA 23185

4. Dr. Karen Rosenblum
    Vice President, University Life
    George Mason University
    Fairfax, VA 22030-4444

5. Dr. Al Menard
    Associate VP for Student Affairs
    James Madison University
    Harrisonburg, VA 22807

6. Ms. Phyllis Mable
    Vice President, Student Affairs
    Longwood College
    Farmville, VA 23909

7. Dr. Bernard M. Chirico
    Vice President, Student Affairs and Dean of Students
    Mary Washington College
    Fredericksburg, VA 22401-5358

8. Dr. James W. Satterfield
    Vice President, Student Affairs
    Norfolk State University
    Norfolk, VA 23504

9.   Dr. Dana D. Burnett
     Vice President, Student Services and Dean of Students
     Old Dominion University
     Norfolk, VA 23526

10.   Dr. Paul W. Harris
     Vice President, Student Affairs
     Radford University
     Radford, VA 24142

11.   Dr. Shamin Sisson
     Associate Dean of Students
     University of Virginia
     Charlottesville, VA 22903

12.   Dr. Henry G. Rhone
     Vice Provost for Student Affairs
     Virginia Commonwealth University
     Richmond, VA 23284-3017

13.   Col. James N. Joyner, Jr.
     Director of Cadet Affairs
     Virginia Military Institute
     Lexington, VA 24450

14.   Dr. Landrum L. Cross
     Vice President, Student Affairs
     Virginia Polytechnic Institute and State University
     Blacksburg, VA 24061

15. Dr. Claud Flythe
     Chief of Staff and Vice President, Student Affairs
     Virginia State University
     Petersburg, VA 23801

PRIVATE INSTITUTIONS

1.   Dr. Patt Morgan
     Dean of Student Development
     Averett College
     Danville, VA 24541

2.   Mr. Kenneth R. Forrest
     Acting Dean of Students
     Bluefield College
     Bluefield, VA 24605

3.   Dr. William D. Miracle
     Dean for Student Development
     Bridgewater College
     Bridgewater, VA 22812

4.   Ms. Connie Marshner
     Director, Student Affairs
     Christendom College
     Front Royal, VA 22630

5.   Dr. Eldon Nelson
     Dean of Student Services
     College of Health Sciences
     Roanoke, VA 24031-3186

6.   Ms. Patti S. Helton
     Vice President, Student Life
     Eastern Mennonite University
     Harrisonburg, VA 22801

7.   Mr. Anthony Campbell
     Dean of Students
     Emory and Henry College
     Emory, VA 24327-0947

8.   Mr. Peter Lefferts
     Vice President, Student Affairs
     Ferrum College
     Ferrum, VA 24088

9.   Mr. Lewis H. Drew
     Dean of Students
     Hampden-Sydney College
     Hampden-Sydney, VA 23943

10.   Dr. Rodney D. Smith
      Vice President, Student Affairs
      Hampton University
      Hampton, VA 23668

11.   Ms. Renee C. Romano
      Vice President, Student Services
      Hollins College
      Roanoke, VA 24020

12.   Mr. Mark L. Hine
      Vice President, Student Development
      Liberty University
      Lynchburg, VA 24506

13.   Mr. John G. Eccles
      Dean of Students
      Lynchburg College
      Lynchburg, VA 24501-3199

14.   Dr. Heather Wilson
      Dean of Students
      Mary Baldwin University
      Staunton, VA 24401

15.   Ms. Linda R. McMahon
      Vice President, Student Services and Dean of Students
      Marymount University
      Arlington, VA 22207

16.   Mr. Ira L. Andrews III
      Dean of Students
      Randolph-Macon College
      Ashland, VA 23005

17.   Ms. Donnie A. Morgan
      Dean of Students
      Randolph-Macon Woman's College
      Lynchburg, VA 24503-1526

18.   Mr. Mc Millan H. Johnson
      Vice President, Student Affairs and Dean of Students
      Roanoke College
      Salem, VA 24153

19. Mr. Harley Knowles
     Dean of Student Programs
     Shenandoah University
     Winchester, VA 22601

20. Mr. Toby Anderson
     Dean of Students
     Southern Virginia College
     Buena Vista, VA 24416

21. Ms. Susan Iverson
     Dean of Students
     Sweet Briar College
     Sweet Briar, VA 24595

22. Mr. Leonard S. Goldburg
     Vice President, Student Affairs
     University of Richmond
     Richmond, VA 23173

23. Dr. Bruce Storey
     Vice President of Student Development and Admissions
     Virginia Intermont College
     Bristol, VA 24201

24. Mr. Wilbert Talley
     Vice President of Student Affairs & University Pastor
     Virginia Union University
     Richmond, VA 23220-1790

25. Dr. David E. Buckingham
     Vice President of Student Affairs and Dean of Students
     Virginia Wesleyan College
     Norfolk, VA 23502-5599

26. Mr. David L. Howison
     Dean of Students
     Washington and Lee University
     Lexington, VA 24450-0303

27. Dr. Kathy Franklin
     Dean of Liberal Arts and Sciences
     Virginia University of Lynchburg
     Lynchburg, VA 24501

Appendix B: The Survey Instrument

STUDENT SERVICES FOR ADULT UNDERGRADUATE STUDENTS

The purpose of this questionnaire is to determine the availability of student services for adult undergraduate students at your institution and the extent to which the services are considered successful. <u>Definition of Adult Student</u>: an individual who is at least 25 years of age and who is enrolled in either full- or part-time course work in any program at your institution. Please circle the appropriate response to the following items and indicate if the services is Available (**Yes**) or Not Available (**NO**). If Yes, is the service Very Successful (**VS**), Successful (**S**), or Not Successful (**NS**) in attracting adult students.

	Admissions					
		Available for Adult Students		Success in Attracting Adult Students		
1	Recruitment materials directed specifically to adult students	YES	NO	VS	S	NS
2	Direct recruitment of adult students	YES	NO	VS	S	NS
3	Personnel recruitment visits with prospective adult students	YES	NO	VS	S	NS
4	Special admissions criteria for adult students	YES	NO	VS	S	NS
5	Provision of advanced academic standing for work experience or training	YES	NO	VS	S	NS
6	Ability to apply for a part-time degree program	YES	NO	VS	S	NS
7	Access to the Admissions office during evenings	YES	NO	VS	S	NS
8	Access to information via computer with the Admissions office	YES	NO	VS	S	NS
	Business Office					
9	Tuition installment plans	YES	NO	VS	S	NS
10	Access to the Business office during evenings	YES	NO	VS	S	NS
11	Access to information via computer with the Business office	YES	NO	VS	S	NS
	Counseling					
12	Academic Advising	YES	NO	VS	S	NS
13	Career Counseling and Development specifically for adult students	YES	NO	VS	S	NS
14	Referral to specialists for adults needing special services	YES	NO	VS	S	NS
15	Counseling with training in adult student issues	YES	NO	VS	S	NS
16	Post graduation job placement services	YES	NO	VS	S	NS
17	Access to career counseling services during evenings	YES	NO	VS	S	NS
18	Access to information via the computer for the counseling services	YES	NO	VS	S	NS
	Financial Aid					
19	Publications that outline financial aid programs and services for adult students	YES	NO	VS	S	NS
20	Assistance for adult students in completing financial aid forms	YES	NO	VS	S	NS
21	Loan programs designed specifically for adult students	YES	NO	VS	S	NS
22	Scholarship programs designed specifically for adult students	YES	NO	VS	S	NS
23	Access to the Financial Aid office during evenings	YES	NO	VS	S	NS
24	Access to information via computer with the Financial Aid office	YES	NO	VS	S	NS
	Food Services					
25	Vending area open during evenings and weekends	YES	NO	VS	S	NS
26	Snack bar open during evenings and weekends	YES	NO	VS	S	NS
27	Full service cafeteria open during evenings	YES	NO	VS	S	NS
28	Charge cards available for convenience	YES	NO	VS	S	NS
	Orientation Services					
29	Continuous orientation program during the first semester directed toward adult students and their needs	YES	NO	VS	S	NS
30	General orientation program designed for adult students	YES	NO	VS	S	NS
31	Peer advising program where returning adult students advise new adult students	YES	NO	VS	S	NS

STUDENT SERVICES FOR ADULT UNDERGRADUATE STUDENTS

College Personnel					
		Available for Adult Students		Success in Attracting Adult Students	
32	Administrators and staff who have experience working with adult students	YES	NO	VS	S	NS
33	Faculty who have experience working with adult students	YES	NO	VS	S	NS
34	Administrators and staff trained in understanding adult development and adult learning characteristics	YES	NO	VS	S	NS
Registration					
35	Registration assistance provided for adult students	YES	NO	VS	S	NS
36	Pre-registration available to accommodate students	YES	NO	VS	S	NS
37	Registration by mail	YES	NO	VS	S	NS
38	Registration by phone	YES	NO	VS	S	NS
39	Registration by e-mail	YES	NO	VS	S	NS
40	Registrar's office open during evenings	YES	NO	VS	S	NS
41	Access to information via the computer with the Registrar's Office	YES	NO	VS	S	NS
Student Activities for Adult Students					
42	Adult student organization(s)	YES	NO	VS	S	NS
43	Recreational facilities available during evenings	YES	NO	VS	S	NS
44	Recreational facilities available to student families	YES	NO	VS	S	NS
45	Student governance opportunities for adult students	YES	NO	VS	S	NS
46	Cultural activities and programs	YES	NO	VS	S	NS
Educational Support Services					
47	Disabled student services	YES	NO	VS	S	NS
48	Developmental students services/Tutoring	YES	NO	VS	S	NS
49	Study skills workshops	YES	NO	VS	S	NS
50	Library use workshops	YES	NO	VS	S	NS
51	Library facility open and staff available at hours to accommodate adult students	YES	NO	VS	S	NS
52	Time management workshops	YES	NO	VS	S	NS
53	Student lounge areas available	YES	NO	VS	S	NS
54	Study areas that are well-furnished, well-lighted and conducive to study	YES	NO	VS	S	NS
55	Staff computer lab open with an adequate number of computers	YES	NO	VS	S	NS
56	Security lockers available for storage of personal and class items	YES	NO	VS	S	NS
57	Classes conducted at centralized locations off-campus	YES	NO	VS	S	NS
Residential Life Services					
58	Provision of overnight and/or weekend accommodations at reasonable cost	YES	NO	VS	S	NS
59	Residential staff trained to work with adult students	YES	NO	VS	S	NS
Parking and Transportation					
60	Bus service to campus buildings from parking areas	YES	NO	VS	S	NS
61	Adequate and well-lighted parking	YES	NO	VS	S	NS
62	Security personnel on duty at all times	YES	NO	VS	S	NS
Miscellaneous					
63	Student health services	YES	NO	VS	S	NS
64	Child care services	YES	NO	VS	S	NS
65	Child care referral services	YES	NO	VS	S	NS

66 Are there any additional services for adult students which are offered at your institution?

Thank you for participating in this research project by completing this survey! If you have any questions or comments, please contact Kathryn D. Soule at (804) 979-9377(kds5e@virginia.edu). Your cooperation has been greatly appreciated.

Appendix C: List of Survey Pre-test Participants

Pre-Test Participants

Student affairs administrators from two public and two
private institutions participated in the pre-test of the
survey instrument from December 9, 1997 to December 15,
1997.

Public Institutions

Dr. Al Menard, Associate VP for Student Affairs
James Madison University

Dr. Shamin Sisson, Associate Dean of Students
University of Virginia

Private Institutions

Dr. Heather Wilson, Dean of Students
Mary Baldwin University

Ms. Susan Iverson, Dean of Students
Sweet Briar College

Appendix D: Cover Letters for the Survey

January 12, 1998

Dear ,

I am currently conducting a research project which will describe the student affairs services that are currently available to adult undergraduate students in four-year colleges in the Commonwealth of Virginia.

This project involves the surveying of the Chief Student Affairs Officers for the four-year colleges and universities. Enclosed, you will find the survey instrument which will take about 10-15 minutes to complete. Please be assured that your responses will be held in strictest confidence and data reported from your survey will be used only in aggregated form. The survey is coded for the purpose of linking demographic information with the results and also follow-up. No individual will be identified. Upon request, you will receive a copy of the results of the survey.

Once you have completed the survey, please return it in the enclosed, self-addressed, stamped envelope. It will be helpful if you would return your completed survey by January 30, 1998. If you have any questions, please contact Kathryn Soule at 804-924-3411 (office), 804-979-9377 (home), or *kds5e@virginia.edu* (e-mail).

Your assistance in completing this survey and your cooperation in participating in this research project is greatly appreciated.

Sincerely,

Kathryn D. Soule   Annette Gibbs, Ph.D., Director
Research Associate   Center for the Study of Higher Education

Enclosure

February 3, 1998

Dear ,

Recently, you received a copy of the questionnaire for student services for adult undergraduate students. This questionnaire is being used to collect data on the status of student services for adult students at the four-year public and private colleges in the Commonwealth of Virginia.

The questionnaire was sent to all Chief Student Affairs Officers at the 15 public and 30 private four-year undergraduate institutions in Virginia. As of this date, 40% of the surveys have been returned.

The purpose of this letter is to ask that you please complete and return your questionnaire. I know your schedule is hectic, however, I need your help. The research population is composed of only 45 individuals. It is important that a high return rate be achieved. My goal is to receive responses from 100% of the population.

If you have any questions, need another survey, or would prefer to submit your responses via the telephone, please contact me at 804-924-3411 (work), 804-979-9377 (home), or kds5e@virginia.edu (e-mail). Your assistance in this research project will be greatly appreciated. I look forward to hearing from you.

Sincerely,

Kathryn D. Soule
Research Associate

NOTE: If your completed survey has crossed this letter in the mail, thank you for responding!

February 16, 1998

Dear ,

On behalf of myself and the Center for the Study of Higher Education, I would like to take this opportunity to thank you for completing the survey for Student Services for Adult Undergraduate Students.

Your willingness to assist and support higher education research is evidenced by your timely response in completing the survey. I know your schedule is hectic and I appreciate the time you took to complete the survey.

Again, thank you very much.

Sincerely,

Kathryn D. Soule
Research Associate